



School Year: <input type="text" value="2010-2011"/> <input type="button" value="Go"/>	Form: <input type="text" value="Print Summary All"/> <input type="button" value="Go"/> <input type="button" value="Exit"/>
District: 1701 Name: Denison Comm School District	

Division of PK-12 Education

Print Summary All 2010-2011

District allowed to certify on or after: 9/1/2011

District certification due date: 9/15/2011

Five-Year Site Visit Plan within 2009-2010 -- 2013-2014

Comprehensive School Improvement Plan

I. What do data tell us about our student-learning needs?

A. WHAT DATA DO WE COLLECT?

Denison collects the following data: **(LRDA1)**

- Trend line and subgroup data for Iowa Tests of Basic Skills/Iowa Tests of Educational Development ITBS/ITED reading, math, and science data at grades 3-11
- Data from (ITBS) for reading, mathematics, and science in grade 3, ITBS and Iowa Tests of Educational Development and full battery in grades 4, 5, 6, 7, 8, 9, 10, and 11 (standard score data organized into longitudinal reports to analyze growth)
- Data from Phonological Awareness Test (PAT) in grades K-2
- Data from the Basic Reading Inventory (BRI) in grades 1-8
- Data from the Developmental Spelling Assessment (DSA) in grades K-5
- Data from the Boehm vocabulary assessment in grades K-2
- Data from the Scholastic Reading Inventory (SRI) in grades 4, 5, 6, 7, 8, and 9
- Data from the ITED Constructed Response Test in grades 9, 10, and 11
- Data from the English Language Development Assessment (ELDA) in grades K- 12
- Graduation rate
- Number and percent of students taking the ACT and/or the SAT
- Drop out rate for grades 7-12 (percentages, both aggregate and by subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (8 semesters of language arts, including speech; 6 semesters of mathematics; 6 semesters of science; and 5 semesters of social studies)
- Career and technical education (CTE) student data (e.g. 11th grade participants' proficiency in reading, mathematics, program completers, and occupational competency)
- Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. In Denison, the American College Test (ACT) is used.
- Trend line data from the Iowa Youth Survey (grades 6, 8, and 11) (**SDF1, SDF3,** and **SDF4**)
- A comprehensive, community-wide needs assessment which includes input from community members, parent, administrators, staff, and students (**LC3, LC5**)
- Participation rates for required district-wide assessments (grades 3-8, 11)
- Aggregate and subgroups attendance data (grades K-12)
- District developed math assessment and science assessment. Assessment validity and reliability determined through ITAP.
- Teacher survey data related to professional development (implementation, effectiveness, areas of need)
- Teacher strategy implementation logs

The data have been used to establish annual trend lines which are updated annually and reported in the Annual Progress Report which is posted on the district web page. Using Iowa norms, Denison has established a trend line of system item analysis for ITBS and ITED data for grades 3 through 11. This data is used to determine the percent of students successfully responding to test items compared to Iowa data for reading, mathematics, and science. Denison also utilizes standard scores to conduct a longitudinal analysis of class growth over five-year spans of time in math, science, social studies, reading comprehension, and vocabulary. An analysis of the data

along with other trend lines assists Denison in monitoring student progress in both cohort groups and across grades, in monitoring the alignment of the K-12 curriculum, and in targeting specific areas for professional development. (LRDA1, LRDA3, LRDA4)

During the 2006-2007 school year, Denison transitioned to PowerSchool to house its student information. Through PowerSchool, Denison is able to generate reports including demographic data, student discipline data K-12 (referrals, suspension, and expulsions) (SDF1 and SDF3), attendance data, as well as achievement data. Denison also utilizes a system of curriculum mapping based upon the research and work of Heidi Hayes-Jacobs. Together, the curriculum maps and the reports generated through PowerSchool facilitate the compilation and analysis of data in order to improve instruction and target areas for professional development at both the building level and the district level.

Denison also utilizes teacher survey data, teacher implementation logs, and walkthrough data collected by principals to evaluate the effectiveness of professional development programs, identify additional areas of support for professional development, and assess the fidelity of implementation of strategies in relation to improvements (or lack thereof) in student achievement.

School Improvement Advisory Committee (SIAC)

The SIAC, comprised of community members representing diverse backgrounds, teachers, administrators, and students, meets periodically throughout the school year to review the student programs in the district, achievement data, attendance data, graduation data, Iowa Youth Survey results, and professional development plans and initiatives. The superintendent and school improvement coordinator present disaggregated and aggregated data. Through small group discussions (4-5 per group), committee members use this information to make recommendations to the Denison Board of Education regarding prioritization of needs, long-range goals, professional development, design of the CSIP, and programs and services provided to students. Small groups discuss the following questions:

- What goals should the district consider?
- Toward what highest priorities should the district be working?
- What questions will need to be answered in order for the district to accomplish its goals for this school year?
- What suggestions does your group have for implementing or improving these goals?

Denison convenes the SIAC on several more occasions over the course of each school year in order to facilitate an ongoing analysis of data and monitoring of student progress. (LRDA 1, 2, 3, 4; and SDF 1, 2, 3)

District Leadership Team (DLT)

Comprised of teacher representatives from the elementary, middle, and high school buildings, the DLT meets on a bimonthly basis throughout the school year to organize and analyze district data, identify professional development needs, determine priorities for the district, and help clarify the vision of the district and communicate that to district employees. The superintendent and the school improvement coordinator also serve on the DLT. These team members disaggregate and aggregate data in order to study the performance of specific subgroups such that their needs can be addressed through research-based instructional strategies, targeted professional development, and/or social emotional support, for example. Through the DLT, the CSIP is communicated to all school employees. The DLT monitors the progress toward the district's long-range goals, progress toward NCLB requirements, and the climate goals for Safe and Drug-Free Schools and Community. The DLT is also instrumental in facilitating the curriculum mapping work in the district and self-study and action planning related to the Iowa Core Curriculum. (LRDA 1, 2, 3, 4 and SDF 1, 2, 3)

Building Leadership Team (BLT)

Each building has established a leadership team that consist of representatives from different grade levels, specials areas, content areas, and programs. These teams collect, organize, analyze, and prepare data to be shared with the staff members of their respective buildings. They study achievement data (both aggregated and disaggregated), consider demographic data, analyze attendance and discipline data, and review implementation data. From working with this data, they target areas for professional development, identify students in need of intervention (both struggling or at-risk students and high-achieving students), and make recommendations regarding curriculum, intervention options, and courses to be offered. BLT members are also trained in specific research-based strategies so they can provide support to additional staff members. (LRDA 1, 2, 3, 4 and SDF 1, 2, 3)

Through analysis of district and building data and comparison's with the state's student performance trajectories, the following was learned:

Student Achievement (LRDA2, LRDA3,4):

- In 2010, 69.4% of the total 4th grade population scored proficient in reading on the ITBS, which represents a decrease from 2009, but an increase of 23% from 2008.
- Over the past 5 years, the trend line in math on the ITBS for the 4th grade English Language Learner (ELL) population has shown positive growth, with 66.2% of our ELL population proficient in 2010 as compared to 59.7% proficient

in 2009.

- Longitudinal analysis of standard scores for vocabulary in Spring 2009 showed that, at every grade level from 4th-11th, our students were below grade level. The Spring 2010 longitudinal analysis of standard scores for vocabulary shows that 4th, 5th, and 7th graders performed at grade level.

- Longitudinal analysis of standard scores for reading comprehension shows that, at every grade level from 4th-11th, our students are at or above grade level.

- In 2010, 69.4% of the total 4th grade population scored proficient in reading on ITBS.

- In 2010, 72.8% of the total 4th grade population scored proficient in math on ITBS.

- In 2010, 83.9% of the total 4th grade population scored proficient in science on ITBS.

- The trend line shows an overall upward trend in the total population of 4th graders scoring proficient in math on ITBS, increasing from 62.9% proficient in 2003 to 75.2% proficient in 2007; in 2009 a dip in our scores was shown at 67.1% which increased to 72.8% proficient in 2010.

- Longitudinal analysis of standard score data indicates the average growth is below the national average between 5th and 6th grade across the content areas of reading comprehension and vocabulary.

- Over the past 7 years, the Free/Reduced Lunch subgroup has continually shown an increase in the percent proficient in 4th grade science on ITBS with 55.9% proficient in 2003 to 78.9% proficient in 2010.

- The achievement gap in 4th grade math as indicated by analysis of ITBS scores has continued to close over the past 6 years among the subgroups including ELL and Free/Reduced Lunch with the ELL population showing 21.1% proficient in 2003 and 66.2% proficient in 2010 and the Free/Reduced population showing 47.5% proficient in 2003 and 68.3% proficient in 2010.

- In 2010, 83.9% of the total 4th grade population scored proficient in science on the ITBS, this shows an increasing trend since 2003 where we were at 72.4% proficient.

- The percent of ELL proficient in science on the ITBS in 2003 was 26.3%; by Spring of 2010, 73.9% were proficient.

- According to Department of Education Reading First data-Spring 2009, Denison Elementary was identified as making the greatest gains for meeting 31 of 40 benchmarks as established by the Department of Education.

- The percent of fourth and fifth graders in need of substantial intervention for fluency according to the BRI was maintained from Fall of 2009 to Spring of 2010, even though the words per minute required increased.

- Cohort data from the 2009-2010 6th grade class indicates a neutral trend in reading comprehension according to ITBS scores that show 56.9% of this year's 6th graders total population were proficient as 3rd graders in 2007; 57.5% of this cohort group scored proficient this year.

- Seventh graders in need of substantial intervention for fluency according to the BRI increased from 20% in Fall of 2009 to 23% in Spring of 2010.

- Eighth graders in need of substantial intervention for fluency according to the BRI increased from 12% in Fall of 2009 to 16% in Spring of 2010.

- The percent proficient in reading of all 8th graders, as indicated by the ITBS, increased from 55.2% proficient in 2006 to 71.6% proficient in 2009, almost equivalent to the state trajectory.

- In 2010, 60.7% of 8th grade ELLs were proficient in reading as indicated by the ITBS; this represents an increase of 42.8% from 2006.

- In 2010, 65.8% of the Free/Reduced population of 8th graders scored proficient in reading as indicated on the ITBS; this represents an increase of 24% from 2006.

- In 2010, 72.1% of 8th grade ELLs were proficient in science as indicated by the ITBS; this represents an increase of 47.1% from the 25% who were proficient in 2006.

- The percent of 8th grade students proficient in math according to the ITBS in 2010 increased to 71.6% from 60.7% in 2006; this was a decrease from 2009 when 83.6% of the total population 8th grade students were proficient.

- Of the 8th grade subgroups of ELL and Free/Reduced lunch, 67.3% and 67.0% respectively, were proficient in math according to the 2010 ITBS scores. This represents an increase of 42.3% and 23.7% respectively from the 2006 ITBS scores.

- Cohort data for the juniors of 2010, showed 67.6% proficient in reading comprehension compared to 73.5% as sophomores in 2009.

- Cohort data for the juniors of 2010, showed 67.0% proficient in math problem solving and data interpretation compared to 74.1% as sophomores in 2009.

- Cohort data for the juniors of 2010, showed 73.2% proficient in science compared to 77.5% as sophomores in 2009.

- Districtwide, the gap between the percentage of low SES as compared to non-low SES proficient in vocabulary ranges from 27.2% at grade 11 to 36.1% at grade 4, as compared to 31.8% at grade 11 and 36.7% at grade 4, in 2009.

Iowa Youth Survey Data (**SDF1, SDF2, SDF3, SDF4**):

- In 2008, 92% of 6th graders indicated they agreed or strongly agreed that there is a least one adult at the school to whom they could go for help with a problem.
- In 2008, 89% of 8th graders indicated they agreed or strongly agreed that there is a least one adult at the school to whom they could go for help with a problem.
- In 2008, 85% of 11th graders indicated they agreed or strongly agreed that there is a least one adult at the school to whom they could go for help with a problem.
- In 2008, 91% of 6th graders agreed or strongly agreed that they feel safe at school.
- In 2008, 83% of 8th graders agreed or strongly agreed that they feel safe at school.
- In 2008, 85% of 11th graders agreed or strongly agreed that they feel safe at school.
- In 2008, 1% of 6th graders indicated they have used alcohol or other illegal drugs on school property, this is an increase from 0% in 2005.
- In 2008, 1% of 8th graders indicated they have used alcohol or other illegal drugs on school property, this is a decrease from 4% in 2005.
- The percentage of 8th graders who agree or strongly agree that their teachers care about them increased from 84% in 2005 to 85% 2008.
- The percentage of 11th graders who agree or strongly agree that their teachers care about them decreased from 81% in 2005 to 79% 2008.

Based upon review of the data, the following list of prioritized needs was developed (**LC4**):

- Increase vocabulary scores for all students at all grade levels.
- Close the gaps among all subgroups that exist districtwide in vocabulary.
- Continue to close the achievement gaps that exist among subgroups districtwide in the areas of math, science, and reading comprehension.
- Reverse the downward trend in reading comprehension for the 2009 5th grade cohort group.
- Increase the number of students proficient in reading comprehension among the subgroups districtwide including low SES, students with IEPs, and ELLs, thereby closing the achievement gap among the subgroups.
- Increase the percentage proficient in math among the subgroups districtwide including low SES, students with IEPs, and ELLs, thereby closing the achievement gap among the subgroups.
- Increase the percentage proficient in science among the subgroups districtwide including low SES, students with IEPs, and ELLs, thereby closing the achievement gap among the subgroups.
- Increase the growth as indicated by standard scores between the 5th and 6th grades.
- Create a climate of respect for everyone in the district and the diverse backgrounds that each of these people represent.

The District Leadership Team (DLT) in conjunction with the School Improvement Advisory Committee (SIAC) will use the prioritized needs to generate and recommend goal statements to the Denison Board of Education for adoption. Working with the DLT, the building leadership teams will identify scientifically based strategies, best practices, and actions that align to and support the established goals and the building-level annual goals for the next five years.

Comprehensive School Improvement Plan

II. What do/will we do to meet student-learning needs?

Based on the recommendations of the District Leadership Team (DLT), the School Improvement Advisory Committee (SIAC), and the administrative team, the Denison Community School District Board of Directors has adopted district goals based on student needs as indicated by analysis of student achievement data. **(LC5)**

Curriculum, instruction, and assessment in the Denison Community School District are developed to align to the following four pillars which frame Denison's philosophy of curriculum. These pillars, Denison's Student Learning Goals, identify the broad areas that all graduates of Denison Community School District will be able to do as a result of their educational experiences in the Denison district. **(LC6)**

1. Meaningful— learning can be applied to real life situations, connected among subject areas, and promoted as a life-long endeavor
2. Socially Responsible—students accept individual responsibility, work well with others, and function successfully in the local and world community
3. Grounded in Each Subject's Basic Content—students read, write, speak and listen; solve mathematical problems, use technology, and apply the core concepts from subjects
4. Emphasizes Thinking Skills—students think creatively, organize information, make decision, solve problems, reason, and know how to learn

District Long-Range Goals

The following long-range goals have been developed the analysis of district data and with input from the School Improvement Advisory Committee (SIAC). These goals will focus the district in its efforts to meet locally defined student goals as well as state and federally defined accountability requirements.

Goal 1: All students K-12 will improve proficiency in reading comprehension, **(LRG1,MCGF3,AR6,EIG1)** prepared for success beyond high school.

The following indicators will measure district progress with Goal 1:

- 1a. Percentage of students who score at or above the proficiency level (41st percentile using national norms) on the ITBS reading comprehension test in grades 3 through 8, and the ITED reading comprehension test in Grade 11, including data disaggregated by subgroups
- 1b. District proficiency levels remain above state trajectory including safe harbor and bands of competency
- 1c. Percentage of students in grades 2-8 who score proficient on the Basic Reading Inventory (BRI) in the spring of each year
- 1d. Percentage of students in grades K-2 who meet spring grade-level benchmarks on the Phonological Awareness Test (PAT)
- 1e. Averaged developmental standard scores on the ITBS/ITED reading comprehension test for each of grades 4-11 show a year's growth from that grade's performance the previous year

Goal 2: All students in K-12 will improve in proficiency in mathematics, prepared for success beyond high school. **(LRG2,MCGF3,AR6,EIG1)**

The following indicators will measure district progress with Goal 2:

- 2a. Percentage of students who score at or above the proficiency level on the ITBS mathematics total test in grades 3 through 8 and the ITED Mathematics test in Grade 11, including data disaggregated by subgroups.
- 2b. District proficiency levels remain above state trajectory including safe harbor and bands of competency
- 2c. Averaged developmental standard scores on the ITBS/ITED for each of grades 4-11 show a year's growth from that grade's performance the previous year.

Goal 3: All students in K-12 will improve in proficiency in science, prepared for success beyond high school **(LRG3,MCGF3,AR6,EIG1)**.

The following indicators will measure district progress with Goal 3:

- 3a. Percentage of students who score at or above the proficiency level on the ITBS science total test in grades 3-8 and the ITED Science test in Grade 11, including data disaggregated by subgroups.
- 3b. Number of students who score at or above the proficiency level on district developed science

assessment in grades 4, 8, and 11.

- 3c. Averaged developmental standard scores on the ITBS/ITED for each of grades 4-11 show a year's growth from that grade's performance the previous year.

Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science. (FTP1)

The following indicators will measure district progress with Goal 4:

- 4a. The indicators identified for Goals 1, 2, and 3.
4b. Percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment.

Goal 5: All students (K-12) will feel safe and respected at and connected to school, prepared for success beyond high school. (SDF5, SDF6, SDF7).

The following indicators will measure district progress with goal 5:

- 5a. Attendance rate as measured by the average daily attendance data
5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
5c. Percentage of middle and high school students receiving discipline referrals (i.e. suspensions and expulsions). (SDF5, SDF6, SDF7)
5d. Percentage of students who report they feel safe, respected, and protected on the Iowa Youth Survey.

The District Leadership Team, the Building Leadership Team and the School Improvement Advisory Committee will determine actions and strategies to meet the goals. Using the Iowa Professional Development Model, the Building Leadership Teams will plan for professional development based upon the needs of students and staff as determined by analysis of achievement data, demographic data, and professional development surveys and feedback from teachers. Teams meet bimonthly to review data and plan for interventions and adjustments in professional development. Specific content areas are receiving professional development pertinent to their subjects. The entire Denison Community Schools staff has engaged in professional development around Isabel Beck's Bringing Words to Life vocabulary instruction. All staff members at the secondary level are implementing Project CRISS (Creating Independence through Student-owned Strategies). At the middle school, the math teachers have been trained in Every Student Counts, and the language arts teachers have been trained in the Enhancing Education Through Technology (E2T2). Language arts teachers of grades 6-12 have also been trained in the 6 + 1 Traits of Writing. The entire middle school staff is being trained on the eight components of the SIOP (Sheltered Instruction Observation Protocol) model. At the elementary level, teachers are implementing scientifically-based reading strategies in accordance with the Reading First grant, as well as implementing FOSS science inquiry kits, at each grade level.1. Instructional Strategies Currently Used in the District (IEI1)

- Small Group Reading Instruction (K-6)
 - Read Alouds (K-5)
 - Think Alouds (K-12)
 - Talk Alouds (K-5)
 - Talk Alouds for Writing (K-5)
 - Fluency Building Strategies: Reader's Theater, Echo Reading, Choral Reading, Partner Reading
- (K-5)
- Picture Word Induction Model (K-5)
 - Guided Writing (K-5)
 - Shared Reading (K-5)
 - Interactive Writing (K-5)
 - Independent Writing (K-5)
 - VOWAC (Vowel-oriented Word Attack Concept) (K-4)
 - Leveled Text (K-10)
 - Vocabulary Strategies based upon the work of Isabel Beck and Robert Marzano (K-12)
 - Word Walls (K-12)
 - QAR (6-12)
 - Comprehension graphic organizers (K-12)
 - Reciprocal Teaching (6-12)
 - Project CRISS (Creating Independence through Student-owned Strategies) (6-12)
 - SIOP (Sheltered Instruction Observation Protocol) (K-12)

2. Instructional Programs/Services Supports Currently Used in the District

Differentiating Instruction by Carol Tomlinson (6-8)

Strategies that Work by Stephanie Harvey (K-5)

Word Journeys by Kathy Ganske (K-8)

Guided Reading, Irene Fountas and Gay Su Pinnell (K-5)
 Bringing Words to Life by Isabel Beck, Linda Kucan, and Margaret McKeown (K-12)
 The Vocabulary Handbook by Linda Diamond and Linda Butlohn (K-5)
 Project CRISS (Creating Independence through Student-owned Strategies) (6-12)
 SIOP (Sheltered Instruction Observation Protocol) (K-12)
 Read 180 Scholastic (5-8)
 Second Chance Reading (9-10)
 Rigby On Our Way to English (K-12 ELL)
 English in My Pocket (K-10 ELL)
 Sheltered Instruction Observation Protocol (K-12, ELL)
 Iowa Core Curriculum Characteristics of Effective Instruction (K-12)
 Reading Counts (4-8)
 Read A Million Minutes (6-8)
 E2T2 (6-8)
 Every Student Counts (6-8)
 National Geographic Reading and Writing Workshop (6-8)
 PETS (K-5 gifted)
 HOTS (K-12)
 Extended units (6-8 gifted)
 Reading First (K-5)
 VoWac (K-4)
 Math Connects (K-5)
 FOSS Science kits (K-5)
 Reading Recovery (1)
 Perkins: Vocational and Technical Education Programs (9-12)
 Gifted and Talented Programs (K-12)
 Special Education Programs/Services (K-12)
 Mentoring and Induction Program
 Alternative High School (9-12)
 Denison Job Corp (9-12)
 Online College Credit Offerings (9-12)
 Tuning Protocol (9-12)
 Dual Credit WITCC (11-12)
 Science Bound (8 , 9, and 10, and will add 11, and 12 with each school successive year)

3. System-wide Management Supports Currently Used in the District

Scholastic Achievement Manager (SAM)
 PowerSchool student information system
 Policy Development
 Personnel Evaluation System
 Curriculum Mapping curriculum development, utilizing Curriculum Mapper software
 District Leadership Team
 Building Leadership Teams

The Denison Community School District has collaborated and consulted with the Northwest Area Education Agency, the Iowa Content Network, the Department of Education, Iowa Core Curriculum team, and district staff to access information about scientifically-based research practices and to validate the research base of the practices implemented in our district. Initiatives and strategies throughout the district use the Iowa Professional Development model to guide implementation. The 2010-2011 focus for professional development in every building fits under the Teaching for Learner Differences component of the Characteristics of Effective Instruction, as described by the Iowa Core Curriculum. **(PD5, PD6, TQ6, TQ8)**

Current Practices used in the Denison Community School District Supported by Research and/or Local Data:

Reading: During the 2009-2010 school year, professional development at the **AMN1** elementary school focused on the study and implementation of robust vocabulary instruction and strategies including Have you ever?, Idea Completion, Example/Non-example, and many more from Isabel Beck's book Bringing Words to Life: Robust Vocabulary Instruction. Resources were taken directly from the Every Child Reads website and have been approved by the Department of Education as being grounded in scientifically-based research. The elementary will continue a focus on vocabulary instruction during the 2010-2011 school year, adding the components of word-learning strategies and word consciousness to the current specific word instruction. Additionally the staff will engage in Professional Learning Community discussions to enhance the cohesive instruction and assessment at each grade level. The upper elementary staff will also implement the QAR

(Question-Answer-Relationship) strategies to increase student comprehension and will begin building their background knowledge with the SIOP (Sheltered Instruction Observation Protocol) model. Staff continue to use small group reading instruction and the comprehension strategies of Stephanie Harvey they had studied previously.

The middle school began using Project CRISS (CReating Independence through Student-owned Strategies) in the 2006-2007 school year. CRISS serves to help students to become independent learners by focusing on reading comprehension across the content areas and study skills. Target strategies included graphic organizers to facilitate comprehension, strategies to activate background knowledge (grounded in the work of Marzano), discussion webs, Question Answer Relationship (Rafael), and reciprocal teaching. Lessons are scaffolded such that strategies are implemented before, during, and after reading. According to the NASSP, effective literacy instruction includes a three-part lesson structure like CRISS requires. For the 2008-2009 school year, the staff engaged on professional development on robust vocabulary instruction from Isabel Beck's book *Bringing Words to Life: Robust Vocabulary Instruction*. The vocabulary instruction was infused directly into their CRISS lessons. During the 2009-2010 school year, the middle school staff tied together their current practices through professional development on the Sheltered Instruction Observation Protocol (SIOP) model. The focus of this professional development was on 4 of the 8 SIOP components (preparation, building background, interaction, and practice and application). The focus of the 2010-2011 professional development will be the remaining components of the SIOP model (comprehensible input, strategies, lesson delivery, and review and assessment). Professional Learning Community discussions will also take place to enhance the implementation of the SIOP model throughout all classrooms. (AMN1, 2, 3)

The high school entered its fourth year of Project CRISS training in the 2008-2009 school year with a focus on deeper understanding and implementation of the strategies. For the past few years, teachers have implemented discussion strategies (discussion webs, seed discussions, think-pair-share), strategies that activate background knowledge (Marzano), strategies to support and encourage writing (graphic organizers), strategies that aid comprehension (graphic organizers, Power Notetaking), and vocabulary strategies (concept mapping). In 2007-2008 the staff read Isabel Beck's book *Bringing Words to Life: Robust Vocabulary Instruction* in conjunction with an in-depth study of the vocabulary strategies presented in Project CRISS. Professional development included explanation and modeling of how to select tier 2 words, and demonstrations of explicit instruction of vocabulary. Additionally, the high school has studied Rick DuFour's *Whatever It Takes*, and has implemented several interventions. For the 2009-2010 school year, the high school staff will participate in differentiated professional development based on their needs related to CRISS, ranging from strategy instruction, collaboration teams, and Tuning Protocol teams. The focus of the 2010-2011 school year will be differentiated instruction, assessment, and grading. The goal is to increase the teachers' background knowledge on differentiation; experiences with ways to differentiate instruction, assessment and grading; and collaboration among teachers through the Professional Learning Community model utilizing the tuning protocol. (AMN1, 2, 3)

English Language Learners:

All buildings continue to support a consultative model to support ELLs who are in regular education courses. Teachers implement a variety of strategies designed to support ELLs including visual cues, vocabulary mapping, think-pair-share, numbered heads together, word walls, teaching the text backward, and a number of cooperative learning strategies. Teachers are also receiving training updates in implementing language objectives as part of the SIOP model. An ELL Steering Committee was established this year to grow the leadership base in the content areas to support ELL students. This team was trained in the SIOP model. Additionally, over the past three years, 27 classroom teachers have taken classes to receive their ELL endorsement. (AMN1, 2, 3, PD5, LEP3)

The district is beginning its sixth year of curriculum mapping. Through this process we have been able to identify gaps, redundancies, and misalignment both horizontally (within the course and grade level) and vertically (K-12 in the content areas). For example, as teachers have spent time in individual review of their maps, they have revised for alignment between instruction and assessment within their own classrooms. As K-12 teams, they have aligned content within their disciplines and closed gaps that existed. Furthermore, we have worked to build a common vocabulary. With the upcoming implementation of the Iowa Core Curriculum (ICC), we have utilized the curriculum maps to identify instruction related to the ICC Essential Concepts and Skill sets. Throughout the 2009-2010 school year, we will analyze the alignment of our current instruction with the ICC to identify major gaps in instruction that need to be addressed. We will continue to update and revise our curriculum through our

curriculum mapping process to ensure that instruction, assessment, and standards and benchmarks are all in alignment with the Iowa Core Curriculum. **(PD5, TQ4, TQ8)**

The district and buildings will continue to be guided by the Iowa Professional Development Model and the Iowa Core Curriculum as we make decisions about professional development. The 2010-2011 focus for professional development in every building fits under the Teaching for Learner Differences component of the Characteristics of Effective Instruction, as described by the Iowa Core Curriculum. Denison Elementary, a former Reading First School, will continue to target professional development in reading and will implement the research-based strategies presented through Every Child Reads. The middle school will continue to integrate CRISS and vocabulary strategies into the SIOP (Sheltered Instruction Observation Protocol) model as they focus on differentiated instruction and assessment. The staff at the high school will continue to implement scientifically-research-based strategies to target students' background knowledge, develop their vocabulary, improve comprehension, and increase their metacognitive awareness, all within a differentiated instruction model. Our data will guide us in assessing and responding to the needs we have in these content areas. As a district, we will focus our efforts on increasing our staff knowledge and capability to differentiate within the classroom. Additionally, as more scientifically-based research becomes available in the area of ELL instruction and as best practice in this area continues to evolve, we will maintain pace in our pursuit of better ways of addressing the needs of our English-Language Learners. Some teachers have engaged in the Iowa Culture and Language Conference, Our Kids, and Sheltered Instruction Protocol Training. Several are earning an ELL endorsement and one administrator is involved in Project PowerUp. We need to continue to explore ways to share the knowledge and skill these people have acquired with the rest of our staff. Our building leadership teams are addressing this concern, as we continue to grow into professional learning communities. **(TQ8, AMN1, 2, 3, PD5)**

1. Implement the building level and district level professional development plans. **(AMN1, AMN2, IEI1, PERK1, SPED1, TQ3, TQ4, TQ7, FTP3, FTP4, FTP5, LEP1, PD6)** The district professional development plan aligns with our prioritized student needs as it supports the alignment of curriculum both horizontally and vertically, K-12, and provides for training in differentiated instruction and assessment. During the 2005-2006 school year, district-wide staff studied the theory and research supporting curriculum mapping in an effort to bring our curriculum into alignment with regard to standards, benchmarks, content, skills, and assessments across grade levels and K-12. **(AMN1, AMN2, AMN3)** All of our professional development work is grounded in solid research that has validated increases in student achievement. The research supporting our professional development meets the federal guidelines with regard to systematic, empirical methods and demonstrated use of rigorous, systematic and objective procedures to acquire the data. **(PD5, SDF9, TQ6)** Language arts teachers in grades 6-8 were trained in Enhancing Education Through Technology (E2T2), which includes research-based strategies to support literacy instruction. This year, the E2T2 grant focus is on 3rd-5th grade science utilizing the Aha! Science website to integrate science instruction with technology. **(FTP6)** Additionally, the 6-12 language arts teachers were trained in the 6+1 Traits of Writing and the comprehension strategies of Stephanie Harvey. Math teachers in grades 6-8 were trained in Every Student Counts, a program comprised of research-based math strategies. The middle school staff received training in four of the eight components of the SIOP model. Teachers 6-12 have also received training in utilizing technology in implementing Project CRISS strategies in instruction and Isabel Beck's robust vocabulary instruction. **(FTP2)** We continue to study teacher practices and implementation of strategies through walk-throughs in an effort to refine our professional development targets. This aligns with Long Range Goal 1 **(PD6, TQ1, TQ2)**. Participation. All PK-12 teachers including Title I, Reading Recovery, Special Education, At-Risk, ELL, and Talented and Gifted Teachers engage in training and implementation of the specified strategies. Additionally, principals and central office staff participate in numerous trainings and are informed through the school improvement coordinator of the content of the trainings ongoing in the district. **(PERK, SPED1, LEP1, TQ8)** Professional Development Content. We continue to devote time to mapping to complete maps for all courses and then to align our curriculum to the Iowa Core Curriculum, as well as to align the content, skills, and assessments as indicated on our maps. **(FTP2, FTP3, FTP4, FTP5, PD6)** Alignment with the Iowa Teaching Standards. These professional development actions align directly with the following Iowa Teaching Standards and Criteria: (TQ Standard 1, TQ Standard 2, TQ Standard 3, TQ Standard 4, TQ Standard 5, TQ Standard 7 TQ Standard 8.) All staff members are expected to attend inservice meetings, complete implementation logs using instructional strategies to improve comprehension in the content area. All staff members are to collaborate and plan with colleagues in planning and implementing instruction of instructional strategies in the classroom. This includes mentors working with assigned new teacher **(TQ5)**. One hundred percent of staff is to achieve executive control of the instructional strategy and show student improvement in comprehension in the content area: reading, mathematics, science, and social studies, and all other disciplines. **(TQ1, AMN3)** At the district level, we have six early release dates with three full day releases devoted to curriculum mapping, implementing the Iowa Core Curriculum, developing cultural competency, and increasing teacher knowledge and strategies to use with specific social and emotional issues. The district professional development days are planned and facilitated by the superintendent, school improvement coordinator, and district leadership team. **(AR7)** Professional Development Providers: Our school improvement coordinator has been trained in curriculum mapping, currently trains on the Statewide Literacy Team, and collaborates with the AEA to be able to support and provide our professional development. The school improvement coordinator will help coordinate all of the building and district professional development sessions. The building principals and building leadership team members will deliver professional development for 20th and Broadway Elementary schools. Our ELL coordinator, who has been trained in ELL

strategies and SIOP, middle school principal, and building leadership team members will deliver the middle school professional development. The ELL strategies will benefit not only our ELL learners, but the rest of our student population as well. Our high school principal and building leadership team members will facilitate the high school professional development. **(TQ6)** 2. Provide additional supports for teachers to facilitate their work in meeting the needs of our ELL students, our low-SES students, and our At-Risk students. Continue to implement SIOP and/or CRISS across the content areas with a special focus on visual cues and language objectives. **(AR7)** 3. Provide supports that address CTE students' achievement in reading and math by continuing to integrate CRISS strategies into CTE courses. **(PERK1)** Actions for LRG 5 1. Explore ways of improving our alternative school to increase attendance and student involvement. **(AR7)** 2. Continue to seek ways to involve parents in their children's education. 3. Implement and enhance our use of technology to support student achievement and increase student motivation. **(FTP2)** 4. Continue to support and engage with our class business partners to strengthen our community ties as a means of creating a learning environment that is safe, supportive, and conducive to learning. **(AR7, SDF9)** 5. Fully implement the freshmen seminar to engage freshmen in their academics, to personalize their connections at the high school, and to contribute to a safe and supportive learning environment. **(AR7, SDF9)** 6. Continue to implement the Purple Hands Pledge and to train students in Character Education. **(AR7, SDF9)** 7. Continue to study of differentiated instruction to engage high school students to increase their level of achievement. **(AR7)** 8. Continue our monthly meetings with our vocational and technical community committee to gather feedback regarding the expectations for students in this field. **(PERK1)** 9. Continue to promote and encourage eligible students to participate in Science Bound. **(AR7)** All teachers, including Title I, Reading Recovery, SPED, ELL, and Extended Learning (ELP) receive building level training in the targeted areas mentioned, and all K-12 staff receive district level training in utilizing the curriculum mapping software, studying those maps for alignment, and analyzing for gaps and redundancies K-12. **(AR7)** Denison offers the opportunity for staff to earn staff development, licensure renewal, or graduate credit for their professional development participation. **(PERK1, TQ8, SPED1, LEP1)** Through the work of the Teacher Quality Committee, funds will be designated for district level professional development, building level plans, and individual career development plans, which will further support the implementation of our identified actions. **(FTP3)** Technology training is not only explicitly offered for professional development, but is also imbedded within the building professional development sessions. The staff are supported in their integration of technology through inservices conducted by our Technology Assistants and AEA personnel. **(FTP5)** Within the learning team structure at the high school and the grade level and team structures at the elementary and middle school respectively, ELL strategies that teachers acquire through attendance at the Iowa Culture and Language Conference, Our Kids, or SIOP, for example, are modeled and shared. Additionally, the School Improvement Coordinator collaborates with conference attendees to implement new research-based strategies and practices at all levels. Additionally, faculty meetings and teaming time are devoted to the development of a safe and healthy climate. At the elementary school, the guidance counselors have implemented the Purple Hands, Character Counts program. Referral and detention data support the effectiveness of this initiative in sustaining a safe and healthy climate. The middle school began a Purple Pride program two years ago whose goal is to create and sustain a respect for each other and our school through a variety of team-building, character building activities. At the high school, the counselors began a "Good Friend" program in 2006-2007 to support our at-risk students and will continue to grow this program. The high school plans for and sponsors a variety of other activities that target a safe and healthy climate. **(SDF9)**

Comprehensive School Improvement Plan

III. How do/will we know that student learning has changed?

Denison Community School District utilizes multiple data points to determine if student achievement has improved for all students. The building and district leadership teams analyze the data, aggregated and disaggregated, to validate progress toward our long-term goals. **(DWAP1, DWAP3, DWAP4, DWAP6, DWAP7, DWAP8, LEP2)** The data which informs our decision-making include the following:

1. ITBS/ITED reading comprehension, math concepts and problem-solving, and science data for grades 3-11.
2. Basic Reading Inventory (BRI) data for grades 1-7.
3. Phonological Awareness Test data for grades K-2.
4. Rigby Benchmark Assessments for grades K-5.
5. Developmental Spelling Assessment for grades K-8.
6. Scholastic Reading Inventory for grades 4-9.
7. English Language Developmental Assessment for ELLs grades K-12.
8. District-created benchmark assessments K-12.
9. District-created technology assessment in grade 8.
10. District graduation data from BEDS.
11. Daily attendance and referral/suspension data from PowerSchool.
12. Iowa Youth Survey Data.

Denison has conducted the Iowa Technical Adequacy Project (ITAP) to ensure alignment with the district's standards and benchmarks. Having recently updated our standards, benchmarks, and grade-level expectations, we will align them to the Iowa Core Curriculum standards and benchmarks. We will also align our curriculum maps to the Iowa Core Curriculum Essential Concepts and Skills this year, and then seek to close any gaps we find in the alignment. We know from our curriculum mapping work, we need more formative assessments at the secondary level to inform us of our progress toward our long-range goals, which are measured summatively by the data points indicated above. Consequently, we are targeting assessment training for the 2010-2011 school year. **(ECSIP1)**

Much of the same data used to monitor our long-range goals will be used to evaluate our programs and services. Analysis of disaggregated and aggregated data will allow us to evaluate the performance of students receiving services or participating in programs like special education, Talented and Gifted, At-Risk, Perkins Vocational Programs, Title I, Reading Recovery, and ESL, for example. In analyzing teacher implementation logs and student artifacts submitted in conjunction with teacher logs as well as teacher surveys about professional development in light of achievement data, we will be able to evaluate our professional development programming. The Iowa Youth Survey provides us feedback with regard to our Safe and Drug-Free Schools programming. **(ECSIP1, GT2, AR4)**

Denison analyzes additional data in order to complete the picture of student achievement including the following:

1. All data points in the APR.
2. Percentage of participants in district-wide assessments.
3. Frequency distributions of scores in vocabulary, reading comprehension, math, and science.
4. Longitudinal reports of standard scores for grades 3-12 to analyze growth in the areas of reading comprehension, science, math, and vocabulary.
5. Cohort data of percent proficient in reading comprehension, math, and science.
6. Career and Technical education data from the Perkins report.
7. EXPLORE and BESTS assessment data.A. HOW WILL WE KNOW STUDENT LEARNING HAS CHANGED OVER TIME IN RELATION TO OUR LONG-RANGE GOALS?

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2. Basic Reading Inventory (BRI) data for grades 1-8.
3. Phonological Awareness Test data for grades K-2.
4. Rigby Benchmark Assessments for grades K-5.
5. Developmental Spelling Assessment for grades K-8.
6. Scholastic Reading Inventory for grades 4-9.
7. English Language Developmental Assessment for ELLs grades K-12.
8. District-created benchmark assessments K-12.
9. District-created technology assessment in grade 8.
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Much of the same data used to monitor our long-range goals will be used to evaluate our programs and services. Analysis of disaggregated and aggregated data will allow us to evaluate the performance of students receiving services or participating in programs like special education, Talented and Gifted, At-Risk, Perkins Vocational Programs, Title I, Reading Recovery, and ESL, for example. In analyzing teacher implementation logs and student artifacts submitted in conjunction with teacher logs as well as teacher surveys about professional development in light of achievement data, we will be able to evaluate our professional development programming. The Iowa Youth Survey provides us feedback with regard to our Safe and Drug-Free Schools programming. **(ECSIP1, GT2, AR4)**

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5. Cohort data of percent proficient in reading comprehension, math, and science.
6. Career and Technical education data from the Perkins report.
7. EXPLORE and BESTS assessment data.

As mentioned, our future targets for data points will address benchmark assessments districtwide grades K-12.

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Comprehensive School Improvement Plan

IV. How will we evaluate our programs and services to ensure improved student learning?

A. WHAT STRATEGIES/PROCESS WILL WE USE TO EVALUATE HOW WELL THE ACTIVITIES INCLUDED IN CONSTANT CONVERSATION QUESTION 2 (WHAT DO/WILL WE DO TO MEET STUDENT LEARNING NEEDS?) WERE IMPLEMENTED?

Goal-Oriented Approach to Program Evaluation

Denison Community Schools has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP. (**ECSIP1**) This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations)
- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection of performance data
- Comparison of the information regarding performance with the expected CSIP/program goals
- Communication of results of the comparison to appropriate audiences

Denison Community Schools will use a combination of formative and summative evaluation processes within the program evaluation process. (**TQ12**) The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that the district incorporates into its CSIP will occur within a five-year rotation.

The District Leadership Team recommended the following program rotation and timelines for in-depth summative program evaluation, using both student achievement data and teacher implementation data:

△ The fidelity of strategy implementation within classrooms is documented by building principals through the use of the EWalk software on the Apple iTouch. Principals regularly visit classrooms for a three-minute walkthrough, documenting their observations on a template. The data for their building is compiled to provide data regarding the integration of strategies into daily instruction.

△ The implementation of strategies are formally evaluated three times per year at the elementary level. The Building Leadership Team studies achievement data in conjunction with teacher implementation logs, and professional development is adjusted to suit the needs of the staff and students as indicated by the data. At the secondary level, lesson designs documenting the implementation of targeted strategies supported by student artifacts and teacher reflections are reviewed. Teachers complete a professional development survey, which is used with implementation data and student achievement data to judge the effectiveness of the program. The building leadership team reviews achievement data and makes recommendations for adjustments in the program to suit staff and students' needs. (**TQ9, TQ10, TQ11, TQ12, TPTR1**)

△ Teacher Mentoring and Induction is evaluated annually by reviewing new teacher portfolios and analyzing the results of the survey administered to new teachers. The data collected informs the District regarding changes to be made that will better suit the needs of incoming teachers the following year. (**TQ9**)

△ Multiple data points support the evaluation of the Extended Learning Program. Achievement data from standardized tests, the EXPLORE and BESTS, and grades contribute to our assessment of this program. The number of students participating in the program and the number who take the EXPLORE and BESTS also provide us feedback. (**GT2**)

△ The Special Education program collects student achievement data from the district-wide assessments, alternative assessments, IEP goal progress, parent-teacher conference data, RTI data, teacher feedback, and progress monitoring data. This data presents a picture of the effectiveness, or lack thereof, of the interventions and strategies implemented by the special education and general education teachers. Our parent involvement component is measured by the participation in our Title 1 parent survey. (**ESPE1, ESPE2**) (**TITL1**)

△ Denison's Technology Plan is assessed using data from the 8th grade technology assessment administered annually combined with student achievement data in math, science, and reading comprehension. Additionally, we use data from our curriculum maps to identify units of instruction where technology is integrated. (**FTP2, FTP6**) The Teacher and Principal Training and Recruiting Fund is embedded in the district career development plan. The data points used to evaluate the effectiveness of that program also provide feedback on the effectiveness of the Principal Training and Recruiting Fund.

Δ The implementation of the Iowa Core Curriculum is evaluated by the annual completion of the self studies related to the six outcomes of the Iowa Core Curriculum. Alignment of our current curriculum with the Iowa Core Curriculum is evaluated through the gap analysis reports created through Curriculum Mapper and analyzed by content teams.

Δ Reading First, which we took part in for that past 4 years, is evaluated through analysis of several data points, aggregated and disaggregated: BRI scores, PAT scores, ITBS scores, Boehm scores, DSA scores, and Rigby Benchmark scores. Combined with the achievement data are the implementation logs submitted by teachers. Together, this data provides a clear picture of the effectiveness of the professional development and strategies that support our comprehensive reading program. **(ECSIP1, AR4, TQ10, TQ11, TQ12)**

Δ ESL is evaluated in conjunction with our professional development programming. We analyze teacher implementation data in light of student performance to make adjustments in our programming for our ELLs. We look at achievement data monthly at the elementary and several times per year at the secondary levels to ensure our ELLs are making progress. In 2006-2007, we requested that the Midwest Equity Center in Kansas City send consultants to evaluate our programs. The feedback we have received has helped guide our decision-making. We also consider the ELDA results to help evaluate our program, which indicates the number of ELLs who are proficient in English. Our goal is to increase that number every year. **(LEP3)**

Δ We utilize data from the Iowa Youth Survey to evaluate our Safe and Drug Free Schools programs. In our efforts to maintain positive culture and climate, we monitor referrals and suspensions weekly, noting any trends or changes over periods of several weeks. **(SDF10)**

Δ Perkins is evaluated by analyzing the percentage of students by subgroups in career and technical programs who are proficient in occupational skills, in addition to analyzing the percentage of graduates by subgroups who enrolled in a program area and graduated from high school. We also study the percentage of seniors who complete at Career/Tech program who indicate their intention to continue their education, opt for non-military employment, or elect military employment. **(PERK2, PERK3)**

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Planning Assurances

Verified	The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each area or schools in accordance with Section 1113.
Verified	The LEA shall provide students enrolled in a school identified under Section 1116(c) the option to transfer to another public school with the LEA, including a public school charter that has not been identified under Section 1116 (c).
Verified	The local education agency (LEA) informs eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will provide technical assistance and support to school wide programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will fulfill such agency's school improvement responsibilities.
Verified	The LEA/agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. Head Start Act, 42 USC 9831
Verified	The LEA/agency will work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will comply with Title I requirements regarding the qualifications of teachers and paraprofessionals and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and inform waivers under the Education Flexibility Partnership Act of 1999. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will use the results of the students academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under these parts to determine whether all the schools are making the progress necessary to ensure that all students will meet the locally determined level of achievement on the district academic assessments within 12, years from the end of the 2001-2002 school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children

	and their families. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 112,0A, and part I. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	In the planning and carrying out such programs and projects, there has been and will be, adequate provision for addressing the unmet education needs of preschool migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Migrant Education programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, school, and local educational agencies under Title. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for family literacy programs, including such programs that use models developed under Even Start. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for programs to facilitate the transition of secondary school students to post-secondary education or employment. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The State will assist the Secretary in determining the number of migratory children in the State. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Each LEA/agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 312,6 and 312,7. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	A needs assessment has been conducted and is available for review that a) Involved teachers in its development b) Considered the means teachers require to learn content knowledge and teaching skills that will provide students the opportunity to meet challenging academic achievement standards, c) Considered the means principals require to learn the instructional leadership skills that will provide students the opportunity to meet challenging academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Activities have been identified and a description is available for review that - Denotes the involvement of teachers, principals, paraprofessionals, other relevant school personnel and parents collaboration in planning; Aligns professional development activities with curricula and programs that link with academic content standards, academic achievement standards, and assessments the results of which correlate with ITBS/ITED; Demonstrates the selection was based on review of scientifically based research and why the activities are expected to improve student achievement; Explains how a substantial, measurable, and positive impact will be made on student academic achievement and, where applicable, will reduce the achievement gap that separates low-income and minority students

	from others. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Resources have been targeted on schools that have the lowest proportion of highly qualified teachers; have the largest class size; or, are identified for school improvement under the provisions of Title I, Part A. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Mentoring and Induction: Goals for the program. Teacher Quality Program 281—IAC 83.3(2)(a)
Verified	Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281—IAC 83.3(2)(b)
Verified	Mentoring and Induction: A mentor training process that addresses mentor needs and reflects a clear understanding of the role of the mentor. Teacher Quality Program 281—IAC 83.3(2)(c)(2)
Verified	That, in the expenditures for professional development the requirements of private school children and teacher participation have been adhered to. The specific stipulations in No Child Left Behind include equitable services and benefits that are, in the aggregate, no less than the services and benefits provided through the same funding sources in 2001- 2002; private school official consultation during the design and development of services; written justification by public school officials when private school officials disagree with the professional development design. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Mentoring and Induction: A mentor training process that results in the mentor's understanding of the personal and professional needs of new teachers. Teacher Quality Program 281—IAC 83.3(2)(c)(3)
Verified	Mentoring and Induction: A mentor training process that provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards. Teacher Quality Program 281—IAC 83.3(2)(c)(4)
Verified	Mentoring and Induction: A mentor training process that facilitates the mentor's ability to provide guidance and support to new teachers. Teacher Quality Program 281—IAC 83.3(2)(c)(5)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and for beginning teachers that includes released time for mentors and beginning teachers to plan. Teacher Quality Program 281—IAC 83.3(2)(d)(1)(1)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281—IAC 83.3(2)(d)(1)(2)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to observe teaching. Teacher Quality Program 281—IAC 83.3(2)(d)(1)(3)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to provide feedback. Teacher Quality Program 281—IAC 83.3(2)(d)(1)(4)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which shall include a selection process of who will be in the mentoring/beginning teacher partnership. Teacher Quality Program 281—IAC 83.3(2)(d)(2)
Verified	Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281—IAC 83.3(2)(f)
Verified	Mentoring and Induction: A plan that reflects the needs of the beginning teacher employed by the district. Teacher Quality Program 281—IAC 83.3(2)(g)
Verified	Mentoring and Induction: The school district has a process for how information about the district's Beginning Teacher Induction and Mentoring program will be provided to interested stakeholders. Teacher Quality Program 281—IAC 83.3(e)(3)
Verified	The LEA/agency and the delinquent facility ensure that funded educational programs are coordinated with the student's home school. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Verified	The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency and delinquent facility, where feasible, will provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency and the delinquent facility will work to ensure that educational programs provided are related to assisting students that meet high educational standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Coordinate services and programs with other services and programs provided to delinquent youth (e.g., WIA & LEA activities under the Juvenile Justice and Delinquency Prevention Act of 1974; local businesses). No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Funds generated by a school district under Iowa Code 257.46 shall be utilized exclusively for a school district's gifted and talented program. Iowa Code section 257.46
Verified	Any unused funds of the gifted and talented program at the end of the budget year will be carried over to the subsequent budget year to the gifted and talented program. Iowa Code section 257.46
Verified	The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will employ teachers proficient in English, including written and oral communication skills. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 – IAC 12,.2
Verified	Subpart 4 of the Educational Technology legislation incorporates into the ESEA the requirements of the Children's Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the Educational Technology program, LEAs must submit a CIPA certification form to the SEA. The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The CIPA requirements in the ESEA do not apply to schools that receive e-rate discounts. (These schools are governed by other CIPA provisions and must submit their CIPA certification to the Federal Communications Commission.) Title II, Part D, Enhancing Education Through Technology
Verified	Each Educational Technology recipient must use at least 25 percent of its funds to provide ongoing, sustained, and intensive, high-quality professional development. (This requirement applies to both formula and competitive grant funds.) The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. However, the professional development requirement does not apply if the Educational Technology recipient demonstrates, to the satisfaction of its SEA, that it already provides, to all teachers in core academic subjects such professional development, which is based on a review of relevant research. Title II, Part D, Enhancing Education Through Technology

Verified	The Educational Technology application contains a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards. Title II, Part D, Enhancing Education Through Technology
Verified	The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.
Verified	The LEA has a staff utilization plan for at-risk allowable growth. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(4)
Verified	Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)
Verified	The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)
Verified	The LEA/agency has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, in developing Title III programs and activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency has developed programs and activities for limited English proficient students and immigrant children and youth. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency offers high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will hold elementary and secondary buildings receiving Title III funds accountable for A) meeting annual measurable achievement objectives for limited English proficient students, B) making adequate yearly progress for limited English proficient students, and C) annually measuring the English proficiency of limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will promote parental and community participation in programs for limited English proficient students. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will use Title III funds to meet all annual measurable achievement objectives for limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency assures that language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the programs develop English proficiency. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	If Title V funds are expended for any of the areas designated as appropriate for use, the LEA/agency assures that the funds are used to enhance student achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA assures the Iowa Department of Education that the LEA conducted a needs assessment and based all relevant elements in this application upon the needs assessment as required by the various entitlement programs represented within. [Section 212,2(b)] [Section 5133(b)] [Section 1111(b)(3)]
Verified	The LEA assures that federal funds will be used to supplement, and not supplant, programs that are state or locally funded or funded by other federal programs.[Section 1706]
Verified	The LEA assures that representatives of eligible private schools within the LEA have engaged in meaningful consultation with the district in the development of this application and in determining the allocation of funds that support services to eligible private school students. The applicant agency will maintain records, which document private involvement and impact of programs at private sites. All private schools have been given an invitation to participate in programs for which they are eligible. [Section 212,2 (11)] [Section 5142] [Section 5133 (5)] [Section 112,0]
Verified	The LEA assures that all stakeholders, including parents, have been consulted with, and were involved in, the planning, design, and review of this application and that those parents listed as members of the Consolidated Planning Committee have actively participated in the application development and review process. [Section 212,2(2)] [Section 3116(c)(5)]
Verified	The LEA assures that services, materials, and equipment provided to private school students will be secular, neutral, and non-ideological in nature. [Section 9501 (2)]
Verified	The LEA assures that materials and equipment provided to public and private schools will be labeled according to the funding entitlement.

Verified	The LEA assures that it will account for the need for equitable access to, and equitable participation by both public and private, in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age (General Education Provisions Act, Section 427).
Verified	The LEA assures that it will disaggregate data by sex, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
Verified	An Area or a local education agency (LEA) that applies for and receives E2T2 funds must provide assurance that its project contains all the content and professional development elements as laid out in the NCLB Title II part D. It must also assure that children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program on an equitable basis. To accomplish this, an AEA or LEA seeking E2T2 monies must engage in a timely and meaningful manner consultation with appropriate private school officials during the design and development of a E2T2 project. The consultation should address how the needs of the private school children would be identified, the services that would be offered, how and where those services would be provided, and service assessment. The consultation should also address the opportunities of private school teachers and other educational personnel to participate in professional development activities. The LEA assures that Private schools will implement activities funded by the No Child Left Behind Act of 2001 in accordance with program regulations. Each local educational agency shall maintain in the agency's records and provide to the state educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this Section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.
Verified	Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation. Mentoring and Induction Beginning Administrators Program HF 2792, 256.7 [Subsection 21] — 2007 IAC 284A,.2
Verified	Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6].
Verified	Certification of Compliance with NCLB Religious Expression: The District has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary or secondary schools pursuant to guidance of the Secretary of the United States Department of Education with respect to No Child Left Behind Act of 2001, Pub. L. No. 107-110, [Section 7904]
Verified	The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following: * The provision of specially designed instruction and related activities through: - cooperative efforts of special education teachers and general education teachers in the general education classroom; and/or - on a limited basis by a special education teacher; and/or - consultation with a general education teacher. * The provision of accommodations and modifications to the general education environment and program, including settings and programs for eligible individuals aged 3 through 5 * The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served. IAC 281-41.408(2)"a"
Verified	The district assures that, by July 1, 2009, and every CSIP revision cycle thereafter, it will have taken the following actions concerning the District Developed Service Delivery Plan: * Approval by the school board of the development of a plan for organizing and providing special education services. * Development of the delivery system by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative will be selected by the AEA Special Education Director. * Verification by the AEA Special Education Director will verify that the delivery system is in compliance with the Iowa Administrative Rules of Special Education prior to the school board adoption. * Plan was available for public comment for 30 days prior to adoption. * Approval by the school board of the plan prior to implementation. IAC 281-41.408(2)"c"
Verified	The District Developed Service Delivery Plan will be described in writing and will include the following components by July 1, 2009, and every CSIP revision cycle thereafter:

* A description of how services will be organized and provided to eligible individuals, consistent with the requirements of the Iowa Administrative Rules of Special Education and the provisions described in 41.408(2)"a"

* A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.

* A description of the procedures a special education teacher can use to resolve caseload concerns. The procedures will provide timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures will also identify the person or persons who are responsible for reviewing a concern and making a decision, including any corrective actions.

* A description of the process that will be used to evaluate the system's effectiveness.

* A description of how the delivery system will meet the targets identified in the state's performance plan.

* A description of how the delivery system will address needs identified by the state in any determination made under the Iowa Administrative Rules of Special Education.

IAC 281-41.408(2)"b"

...

Other Requirements

Verified	<p>Content standards for reading for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>Standard 1: Demonstrates competence in the general skills and strategies of the reading process Standard 2: Demonstrates competence in the general skills and strategies for comprehending a variety of literary texts. Standard 3: Demonstrates competence in the general skills and strategies for comprehending a variety of informational texts.</p>
Verified	<p>Content standards for mathematics for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>Standard 1: Understands and applies problem solving strategies. Standard 2: Understands and applies concepts of numbers and operations. Standard 3: Understands and applies concepts of measurement. Standard 4: Understands and applies properties of geometry. Standard 5: Understands and applies concepts of data analysis and probability. Standard 6: Understands and applies concepts of algebra and functions. Standard 7: Communicates and reasons mathematically. Standard 8: Understands the general nature and uses of mathematics.</p>
Verified	<p>Content standards for science for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>Standard 1: Students can understand and apply skills used in scientific inquiry. Standard 2: Students can understand concepts and relationships in Life sciences. Standard 3: Students can understand concepts and relationships in earth science. Standard 4: Students can understand concepts and relationships in physical science.</p>
Verified	<p>At-Risk Allowable Growth: Activities and cooperative arrangements with other service agencies and service groups and strategies for parental involvement to meet the needs of at-risk students.Iowa Code subsection 257.38(11) 9-12 Alternative High School off site.</p>
Verified	<p>Technology: A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources. Title II, Part D, Section 2414(b)(8)</p> <p>Early release days have been designated as technology professional development days for staff. The teachers will have a choice of the technology strand they wish to pursue. They will receive training in a technology area and engage in collaborative discussions with a professional learning community about the technology integration into their classroom with the end goal of improving technology both in the classroom and as an extension of the classroom. Within our District, we have updated hardware and acquired a mobile lab at the middle school. A number of teachers have projectors in their rooms, and the media centers have several projectors available for teacher checkout. Academy of Math and Academy of Reading support our students' need for intervention in these two content areas. We have many other software programs utilized in various content areas. Smart Boards einstruction Clickers, and Mimeos have been integrated into various classrooms. Three years ago we began the process of curriculum mapping. The maps do and will continue to provide us an opportunity to document where specifically in our curriculum we are implementing technology. As a result, we will be able to measure the depth of implementation and then target additional areas of our curriculum where technology can enhance and support learning.</p>
Verified	<p>Technology: A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology. Title II, Part D, Section 2414(b)(12)</p> <p>Provide student and staff access to a wide variety of technology (hardware, software, peripherals) Provide opportunities for all students to become technology literate Assess standards and benchmarks annually by specific grade levels to determine proficiency for NCLB technology literacy All teachers are responsible for using technology within their curriculum Integrate technology into the assessment process Document infusion of technology in content areas through curriculum maps Provide staff with professional use tools (e-mail, attendance and grade book, curriculum mapping, assessment, curriculum materials, etc.) Use technology to analyze student performance data Provide technologies appropriate to accommodate special needs</p>
Verified	<p>Technology: A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school. Title II, Part D, Section 2414(b)(9)</p> <p>In an effort to establish a learning community that includes those within the school community as well as those beyond, we are updating and restructuring our school website to be more accessible, communicative, and informative than ever before. We have adopted and implemented Power School as our student information system. Parents will have the capability of accessing their students' grades and attendance detail through Internet access of this system. Furthermore, parents will have email access to all staff members.</p>

Verified

Technology: A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology. Title II, Part D, Section 2414(b)(10)
Interactive video conferencing Digital Data transmission Services (part III circuits) Internet Access-Communication between staff, students and parents as well as student access to internet based resources Telephone Service-Communication between staff, students, and parents. Web Hosting

District Information

Authorized Agency	Denison Comm School District 819 N 16th St Denison, Iowa 51442 AEA: AEA 12 Northwest (district filed under aea control code 9212)
CSIP Coordinator	Name: Michael Pardun Title: Superintendent Telephone: 712 - 263 - 2176 Extension: FAX: 712 - 263 - 5233 Email: mpardun@denison.k12.ia.us
Year Site Visit Scheduled	2007
Certified Dates	District: 9/6/2011 8:33:59 AM Readers: Readers not yet certified. State: State not yet certified.

Annual Comprehensive School Improvement Plan (CSIP)

*Current Date and Time: 9/6/2011 8:43:37 AM
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