

2008-2009 CSIP Plan

District allowed to certify on or after: 9/1/2009

District certification due date: 9/15/2009

Five-Year Site Visit Plan for 2004-2005 -- 2008-2009

CSIP Answers Cannot Be Changed.

The entire certification process has been completed for this district. CSIP answers CAN be ported over to a future form's year to be modified, see the bottom of a future year's Status form for this utility.

CSIP answers have been started for a newer school year, this year's answers can no longer be changed or certified.

Comprehensive School Improvement Plan

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

A. What data do we collect? The district collects the following required data: (LRDA1)

- Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 4, 8, and 11
- Trend line data for ITBS/ITED science for grades 8 and 11
- Graduation rate
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science, and social studies)
 - Career and technical education (CTE) student data (e.g., 11th grade participants' proficiency in reading and mathematics, program completers, and occupational competency) (PERK1)
 - Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT).
 - Trend line data from the Iowa Youth Survey (grades 6, 8, and 11) (SDF1, SDF3, SDF4)
 - A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff, and students (completed once every five-years) (LC3)
 - Participation rates for required district-wide assessments (grades 3-8, 11)
 - Aggregate and subgroup attendance data (grades K-12)
 - ITAP assessment data for reading, math, and science in grades 4, 8, and 11.

These data are updated annually and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information from the ITBS and ITED assessments, we also monitor the progress of each peer group over time in the areas of reading comprehension, language arts, mathematics, science, and social studies. (LRDA1)

The Sheldon district believes that the required measures of academic achievement stated above do not provide a complete picture of its students' learning needs. In support of this belief, we used our local DDL process to collect and analyze information on a variety of other indicators including the following:

- Activity Participation Rates (7-12)
- Parent Teacher Conference participation rates.
- Dynamic indicators of Basic Early Literary Skills (DIBELS) data (grades K-1)
- Stanford Diagnostic Reading Test (grades 2 and 3)
- District demographic data
- Climate surveys (Student, instructional and support staff, parents, community members)
- BEDS Data
- ITED/ITBS data for other grade levels and subject areas.
- Student grades
- Student discipline data (SDF1, SDF3)
- Student participation in the district lunch and breakfast program (grades K-12)
- Referrals to special education, grade level, at risk, and building leadership teams.
- Cognitive Abilities Test (3)

B. How do we collect and analyze data to determine prioritized student-learning needs? B. How do we collect and analyze data to determine prioritized student learning needs?

District Leadership Team (DLT)

The superintendent convenes a District Leadership Team (DLT) that meets at least two times per year. The team is comprised of general education and special education teachers from each building, the principals, board members, AEA representatives, business representatives, parents, students, and community members. This group reviews information from the Building Leadership Team (BLTs) and collects and analyzes district-level data (e.g. Iowa Youth Survey information, graduation rate, and data from the climate surveys.) In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed to help identify future student learning and program needs. The DLT ensures that the action plans designed to meet the district goals include specific outcomes for each activity designed to support the proposed actions. Implementation data on these activities is also collected and analyzed by the DLT. These data, along with implementation data from state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services, and progress toward district goals.

Building Leadership Team (BLT)

Each building in the district has a BLT that is responsible for the collection and analysis of the data related to its level. Each BLT consists of five teachers and the principal and meets on a regular basis. Members examine ITBS/ITED item analysis information and frequency data (e.g., the number of special education students and low socioeconomic students scoring at or below the 40th percentile), as well as building specific indicator data (e.g. other grade level assessments, discipline data, graduation rate, and attendance). This information is then shared and discussed with the rest of the building staff during faculty meetings.

Stakeholder Groups

District and building information reviewed by the DLT and BLTs is shared with various stakeholder groups, including the Sheldon Community School Board, the Parent Advisory Committee, Student Leadership Team, the staff, the students, district patrons, and various community organizations.

C. What did we learn through this data analysis? C. What did we learn through this data analysis?

Through analysis of district and building data and comparisons with the state's student performance trajectories, the following was learned: (**LRDA1**, **LRDA2**, **LRDA3**, and **LRDA4**)

- The trend line data on ITBS assessments at grade 4 show increases in both reading and math.
- 4th grade girls' proficiency in reading increased slightly during the 2005-06 school year. 4th grade boys' proficiency in reading has remained relatively steady over the past three years.
- The trend line data on the ITBS assessments shows growth in mathematics and steady rates in reading at grade 8.
 - The 4th grade students' receiving free/reduced lunches increased their reading scores on the ITBS the past two years. The proficiency in math has steadily increased over the past three years.
 - 8th grade girls' proficiency in reading has increased slightly over the past three years. 8th grade boys' proficiency in reading has risen slightly over the past three years.
 - 4th grade math proficiency for girls' and boys' have increased over the past three years.
 - 8th grade girls' and boys' proficiency in math improved.
 - The 8th grade students receiving free/reduced lunch remain below the total group scores in 8th grade math ITBS scores.
 - The trend line data on the ITBS assessments shows a steady trend in science for grade 8.
 - 8th grade girls' proficiency in science has increased to 91% while the boys have retained a level of around 70% proficiency.
 - The free/reduced lunch students' 8th grade science ITBS scores continue to drop below the total group's scores.
 - 11th grade boys' proficiency in reading is significantly higher than the girls - 30% to 15%.
 - 11th grade boys' and girls' proficiency in science has remained stable.
 - Kindergarten DIBELS results on initial sound fluency show 5% of students are in the lowest performance (less than proficient) category.
 - 1st grade DIBELS results on letter naming fluency show 5% of students are in the lowest performance (less than proficient) category. Results for phonemic segmentation fluency show 2% of students are in the lowest performance (less than proficient) category.
 - Through the ITAP process, the district standards and benchmarks have been aligned with ITBS/ITED.
 - 99.7% of students in grades K-8 participated in district-wide assessments.
 - 95% of students in grades 9-12 participated in district-wide assessments.
 - Average daily attendance for students in grades PK-12 is approximately 96%.

- 4th grade proficiency on teacher created district standards assessments in reading and math have increased.
- 8th grade proficiency on teacher created district standards assessments in reading and science have increased. Math scores remain steady.
- The activity participation rate for students in grades 7-12 is 93%.
- During the 04-05 school year, there were 6 failing semester grades given in grades 5-8. This is a decrease from the past two years
- In 04-05, there were 99 discipline referrals, or an average of .28 per student for students in grades K-4. This number has decreased over the past five years. **(SDF2)**
- In 04-05, there were 125 discipline referrals, or an average of .41 per student for students in grades 5-8. This number has decreased over the past five years. **(SDF2)**
- High school discipline referrals have increased considerably in 04-05. **(SDF2)**
- The district's free and reduced lunch population totals approximately 25%.
- The parent/teacher/student conference participation rate for grades K-12 was 100%.
- During the 204-05 school year, 27 students went through the problem solving process in gradkes K-4. Of those 27, 6 have gone on to a special education referral following multiple strategic interventions. 2 were placed on 504 plans.
- In grades 5-8, 12 students are currently placed in the at-risk program. As needed, these students may begin the special education referral process.
- In grades 9-12, approximately 20 students are currently placed in the at-risk program. As needed, these students may begin the special education/504/alternative school referral process.

During the 2005-06 school year, the district collected climate data from surveys delivered to the following subgroups: parents, students, and community members. 218 parent surveys, 666 (4-12) student surveys, and 95 community surveys were completed and returned. Through analysis of the parent survey data, the district learned the following:

- *Out of 30 statements, parents indicated 26 were strengths of the school district.
- *There were 4 areas of satisfaction indicated by the parents.
- *There were no areas of concern revealed by the parent survey.

Through analysis of the student survey data, the district learned the following:

- *There were 9 areas of strength and 20 areas of satisfaction.
- *The students had one area of concern, "Students treat each other with respect."

Through analysis of the community survey data, the district learned the following:

- *There were 2 areas of strength.
- *There was one area of concern revealed by the community survey which stated, "our schools use their budgets wisely."

During the 2004-05 school year, the district collected climate data from surveys delivered to the teaching staff and support staff. 118 surveys were completed and returned. Through analysis of the teacher and support staff survey data, the district learned the following:

- *Out of 100 statements, there were 56 areas of strength indicated by the teaching staff.
- *There were 41 areas of satisfaction indicated by the teaching staff.
- *The teachers had no areas of concern.
- *Out of 30 statements, there were 10 areas of strength indicated by the support staff.
- *There were 20 areas of satisfaction indicated by the support staff.
- *There no areas of concern indicated by the support staff.

D. From the data analysis, what are our prioritized student needs? D. From the data analysis, what are our prioritized needs?

Based on the data reviewed, we developed the following list of prioritized student needs **(LC4)**:

- *Improve reading comprehension in grades K-12 using the ITBS/ITED tests.
- *Lessen the gap between the low socioeconomic subgroup and the total group's ITBS/ITED scores
- *Maintain average daily attendance to be above 95%
- *Continue to decrease discipline referrals at all levels emphasizing improving respect.
- *Maintain and improve math and science ITBS/ITED results

E. How will we develop goals and actions based upon the prioritized needs? E. How will we develop goals and actions based upon the prioritized needs?

The district leadership team and the building leadership teams will use the prioritized needs to generate and recommend goal statements to the board for adoption. The district and building leadership teams in collaboration with the teaching staff and community stakeholders as appropriate will design strategies and actions that align with and support the established goals.

Comprehensive School Improvement Plan

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

A. What long-range goals have been established to support prioritized student needs? A. What long range goals have been established to support prioritized student needs?

Based upon recommendations of the District Leadership Team and the Building Leadership Team (BLT), the school board has adopted district goals aligned with student needs. **(LC5)**

District Student Learning Goals: **(LC6)**

Basic Skills: All Students will possess the basic skills of reading, writing, listening, speaking, and performing arithmetic and mathematical operations.

System Thinking: All students will be able to understand complex inter-relationships.

Thinking Skills: All students will possess the ability to think creatively, make decisions, solve problems, visualize, learn, and reason.

Resource Skills: All students will possess the ability to identify, organize, plan, and allocate resources.

Information Skills: All students will be able to acquire and use information.

Personal Qualities: All students will possess the personal qualities of responsibility, self-esteem, sociability, self-management, integrity, and honesty.

Interpersonal Skills: All students will be able to work with others.

Technology Skills: All students will be able to work with a variety of technologies. (Adopted – September 2000)

District Long-Range Goals

Sheldon's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

Goal 1: All K-12 students will achieve at high levels in reading comprehension. **(LRG1, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 1:

1a. Percentage of students who score at the proficient level or above (41st percentile or above 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 subgroup.

1b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed reading assessment.

Goal 2: All K-12 students will achieve at high levels in mathematics. **(LRG2, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 2:

2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.

2b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed mathematics assessment.

Goal 3: All K-12 students will achieve at high levels in science. **(LRG3, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 3:

3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.

3b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed science assessment.

Goal 4: The Sheldon Community School District will continue to develop and update a technological rich school environment that facilitates the student learning process. **(FTP1)**

The following indicators will measure district progress with Goal 4:

- 4a. Inventory and evaluation of school district 's technology plan.
- 4b. OrabNet users list.
- 4c. Number of classroom with access.

Goal 5: Students will have a positive attitude about school.

The following indicators will measure district progress with goal 5:

- 5a. Iowa Youth Survey (**SDF5, SDF6, SDF7**).
- 5b. Selected questions from Iowa Youth Survey collected annually.

B. What process will be used to determine what we will do to meet the long-range goals? B. What process will be used to determine what we will do to meet the long-range goals?

The stakeholders impacted by our goals should have a voice in determining how to meet them. As a result, the District Leadership Team and the staff will identify stakeholder groups most directly impacted, and they will meet to determine actions and strategies to meet the goals. Our district will use the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making goal progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels (e.g., elementary, middle school, and high school) to provide K-12 system alignment of efforts.

C. What is our current practice to support these long-range goals? C. What is our current practice to support these long-range goals?

1. Instructional Strategies Currently Used in the District
 - Cooperative learning integrating the following (K-12 in all content areas)
 - o Think alouds
 - o Explicit instruction
 - o Reciprocal teaching
 - Read alouds
 - Leveled reading groups (K-4)
 - Hands-on science (K-12)
 - Inquiry-based science (K-12)
 - Daily Oral Language (1-8)
 - Flexible small group instruction (5-12)
 - Standards-Based Instruction (K-12)
 - Accelerated Reader (1-8)
 - Success Maker (K-4)
 - Kansas Reading Strategies (5-8)
 - Language! Program (5-12)
 - Marzano Strategies (9-12)
 - 7 Correlates of Effective Schools (K-12)
 - Boys and Girls Town Behavior Modification Program (K-12)
 - ADD Math (1-4)
 - Read Well Reading Program (K-1)
2. Instructional Programs/Services Supports Currently Used in the District
 - District Career Development Plan (Professional Development Program K-12)
 - Success Maker Lab (K-4)
 - At-risk Program/Services (K-12)
 - Gifted and Talented Program/Services (TAG) (K-12)
 - Special Education Program/Services (preK-12)
 - Mentoring and Induction Program
 - Alternative High School (9-12)
 - Special Education Team (K-12)
 - Student service partnerships (e.g., mental health services and community health services) (preK-12)
 - Reading Recovery (1st grade)
 - Technology-based reading and mathematics programs
 - Boys and Girls Town Behavior Modification Program (K-12)
 - Perkins: Vocational and Technical Education Programs (9-12)
 - Title I, Part A: Reading Program/Services (1-4)
 - Title II, Part D: Technology Usage
 - Title III, Language Instruction for Limited English Proficient and Immigrant Students (K-12)
 - Title IV: Safe and Drug-Free Schools Program/Services

- o After-School Tutor Program (3-8)
 - o Peer Mediation
 - o Mentoring
 - Title V: Innovative Programs
 - Career Pathways
 - Community Partnership
 - At-Risk Team (9-12)
 - Grade level Teams (PK-8)
 - Curriculum Teams (PK-12)
 - Chicago Math (K-4)
 - Volunteer Program (K-4)
 - Foster Grandparent Program (K-8)
 - Land of the Letter People (K)
 - E2T2
3. System-wide Management Supports Currently Used in the District
- Resource allocation (e.g., financial and personnel)
 - Technology (e.g., data management system and infrastructure)
 - Policy development
 - Personnel evaluation systems (includes administrators, teachers, and paraeducators)
 - Curriculum development
 - Iowa Technical Adequacy Project (ITAP) (curriculum/assessment alignment)
 - Leadership for CSIP implementation

D. How is our current practice aligned with or supported by the research base? D. How is our current practice aligned with or supported by the research base?

Using an action research process, we considered the available research base and local student data. Both the research and local data indicate that our current practices should contribute (or have contributed to) positive student results. We relied upon the Iowa Content Area Networks, the AEA, and local content area experts to access information about practices supported by scientifically-based research.

Current Practices Supported by Research and/or Local Data.

The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following:

Reading: Cooperative learning strategies that integrate . . .

- „X Think alouds
- Read alouds
- „X Explicit instruction
- „X Reciprocal teaching
- Reading Recovery
- Flexible small group instruction
- Kansas Reading Strategies
- Language!
- Harcourt Reading
- Accelerated Reader
- Success Maker

Mathematics: Cooperative learning strategies applied to mathematics content

- Everyday Math
- Integrated Math (7-12)

Climate: Boys and Girls Town Behavior Modification Model

- Career Pathways

Research Needed: Over the next five years, the District Leadership Team (DLT), Building Leadership Team (BLT), Student Leadership Team (SLT), Parent Advisory Committee (PAC), and Superintendent Administrative Council (SAC) will continue to study the following areas beyond reading and mathematics.

These will include science, technology and school climate based on the effective schools model.

Science: **(AMN3)** Inquiry-based science instruction

- Hands-on science instruction
- Cooperative Learning strategies applied to science content

Technology: Strategies designed to enhance instruction in reading, mathematics, and science

Climate: Block scheduling

- Alternative high school programming (**AR7**)
- Middle school concept

Program/Services Current Practice. The committee will also use a goal-oriented approach to program

evaluation (clear expectations, results data, and targeted program/service evaluation) to determine program effectiveness relative to CSIP goals and other program goals.

E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)? E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?

Curriculum/Assessment Alignment. We have developed standards and benchmarks in all content areas. Over the past two years, we have focused on assessment/instructional strategies and PK-12 curriculum mapping. We did complete an alignment review of our curriculum and district-wide assessments during the 2004-2005 school year. The Iowa Technical Adequacy Process will be used for local assessments beyond reading, math and science in grades 4, 8, and 11.

Instructional Strategy Decisions. In review of our instructional practices, it is apparent that we do use research based instructional strategies and will continue to monitor those practices.

Reading Recovery. We also studied research related to Reading Recovery. Although the research base on Reading Recovery is less conclusive, our local program evaluation data indicated that the program is effective in moving students toward reading at grade level and sustaining that growth over time.

Mathematics Instruction. The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of representations. Current practice in mathematics reflects research based strategies.

Behavioral Supports. Sheldon Community Schools currently uses the research based behavior modification program. Since scientifically-based research indicates that this intervention is effective in reducing discipline problems, this intervention will address attendance, graduation rate, and learning environment.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? F.

Actions for CSIP Goals 1, 2, 3, and 4.

1. Implement the district career development plan (professional development program). (**AMN1, AMN2, IEI1, PERK1, SPED1, TQ7**)

Our district career development plan describes district-level professional development efforts aligned with prioritized student needs and the Effective Schools Model. In reading, the professional development target will be vocabulary and comprehension. In mathematics, the emphasis will be on problem solving and use of representations. These will annually change based on the item analysis of current year ITBS/ITED. The selection of the professional development target was based on student data. Teacher practices were also studied to help identify professional development needs. This aligns with long range goals #1, #2, and #4. (**PD6, TQ1, TQ2**) The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. (**TQ3, TQ4, FTP3, LEP1**)

Research-based Strategies. Our Leadership Teams, consisting of representatives from the building and district leadership teams, reviewed research on the strategies below and found that they have resulted in significant student achievement gains. In addition, we applied the following federal criteria to determine if a program/strategy has a quality research base:

- a) Evidence of positive student results demonstrated by research that employed systematic empirical methods and
- b) The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. (**PD5, SDF9**)

Participation. All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented Guidance Staff, and Career and Technical Teachers. The principals and central office staff will also be actively involved. We will work with the AEA so that teachers can receive licensure renewal credits for participation in district-wide and building-wide professional development meetings and for their work with implementation of new strategies within their classrooms. (**PERK1, SPED1, LEP1, TQ8**)

Professional Development Content. Beginning with 2004-2005 school year, professional instructional staff including teachers, principals, administrators, and school media personnel will implement the following instructional strategies: (**FTP2, FTP4, FTP5**)

- a) Cooperative learning processes that integrate think-alouds, explicit instruction, and reciprocal teaching

- reading strategies for reading in some content areas (5-8);
- b) Processes applied to mathematics content, including a problem-centered approach to mathematics instruction and instruction in the use of mathematics representations (7-8); and
- c) Technology integration into classroom instruction (K-12).
- d) PK-12 curriculum articulation
- e) Exploration and development of lessons related to non-fiction texts and non-test features.

High school staff members are implementing the Iowa Professional Development Model by studying their data and working on selecting appropriate strategies to utilize with block scheduling.

Alignment with the Iowa Teaching Standards. These professional development actions align directly with the following Iowa Teaching Standards and Criteria: **(TQ5)**

- Standard #2 – Demonstrates competence in content knowledge (specifically criteria 2a, 2b, and 2d)
- Standard #3 – Demonstrates competence in planning and preparation for instruction (specifically criteria 3a, 3b, 3d, and 3e)
- Standard #4 – Uses strategies to deliver instruction that meet the multiple learning needs of students (specifically criteria 4a, 4b, and 4f)
- Standard #7 – Professional Development (specifically criteria 7a, 7b, 7c, and 7d)

Professional Development Learning Opportunities. Implementation of the district career development plan will involve these components: **(TQ8)**:

- Common training sessions on two inservice days during the school year for the building leadership team to evaluate, disaggregate, and monitor district goals.
- Common training sessions on six inservice days during the school year for the instructional staff for learning opportunities.
 - Regular meetings of the building leadership team (planning next building meeting; collecting, organizing, and analyzing data; practicing demonstrations)
 - Teachers working in collaborative teams on a weekly basis
 - Building level meetings (observing demonstrations, working with data, developing lessons, reviewing theory)
 - Weekly grade level meetings (observing demonstrations, working with data, developing lessons, reviewing theory)

Professional Development Providers. Sheldon Community School District will serve as the professional development provider for the district. Technical assistance will be provided by AEA 4, NCA, and Rauhauser School Consulting. **(TQ6)**

2. Enhance instructional materials and resources.

- Complete and review curriculum mapping in all areas **(AMN1, AMN2, AMN3)**
- Implement student performance and data organization tool
- Iowa Technical Adequacy Program
- Content area reading strategies

3. Provide supports that will address ELL students' achievement.

- Implement annual identification and provision of appropriate services to ELL students to increase language proficiency and academic achievement.
- Implement programs, support services, and learning strategies necessary to increase language proficiency and academic achievement. **(AR7)**
- Area Education Agency
- Northwest Iowa Community College

4. Provide supports that will address CTE students' achievement in reading and mathematics. (CTE – Career Technical Education)

- Integrate reading and mathematics skill development into the career and technical education curriculum. **(PERK1)**
- Northwest Iowa Community College

5. North Central Accreditation will support all areas of the CSIP.

Actions for CSIP Goal 5

1. Support students and families in order to increase student participation, attendance, and graduation.

- Increase the number/type of community adult education opportunities, including English as a second language courses for non-English speaking students and parents, and community college courses.
- Implement alternative education support for at-risk students at the elementary, middle, and high school. **(AR7)**
- Establish an on-line service for parents to monitor students' attendance and grades. **(FTP2)**

2. Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect).

- Implement the after school program in the elementary (3-4) and middle school (5-8). **(AR7, SDF9)**.
- Implement a classroom-based conflict mediation process at the high school for responding to student disruptions. **(AR7, SDF9)**
- Maintain the work on the boys and girls town model. **(AR7, SDF9)**

G. How will we support implementation of the identified actions? G. How will we support implementation of the identified actions?

We will devise implementation plans for the actions previously described for CSIP goals 1, 2, 3, 4, and 5. Implementation plans will address the following components:

- Clear expectations at the district, building, and classroom levels.
- Baseline data for each action, if available
- Resources to support each action including timelines, personnel, and budget including state and federal programs support as necessary.
- Specific implementation outcomes for action steps
- Persons responsible for oversight of implementation
- Evaluation of action implementation effectiveness

Comprehensive School Improvement Plan

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

A. How will we know student learning has changed over time in relation to our long-range goals? 3. How do/will we know that student learning has changed?

A. How will we know student learning has changed over time in relation to our long- range goals?

Sheldon Community Schools will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptual (e.g. surveys). The Building Leadership Teams will ensure that data from these assessment measures are collected, analyzed, and shared with the District Leadership Team as outlined in Question 1B. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. **(DWAP1)**

Monitoring Progress with Long-Range CSIP Goals

As stated previously (see Question #2A), Sheldon Community Schools will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- Percentage of students who score at the proficient level or above (41st percentile or above 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 subgroup.
- Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed reading assessment. **(DWAP6)**
- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
- Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed mathematics assessment. **(DWAP7)**
- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
- Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed science assessment. **(DWAP8)**
- Inventory and evaluation of school district's technology implementation plan.
- DIBELS test for K-1 **(DWAP3, DWAP4)**
- IRI test at grades 1-3 **(DWAP6, partially meets DWAP3, DWAP4)**
- OrabNet users list.
- Number of classrooms with access.
- Iowa Youth Survey **(SDF5, SDF6, SDF7)**.
- Selected questions from Iowa Youth Survey collected annually.
- Cognitive Abilities Test (3, 6, 9)
- Stanford Reading Test (2, 3, &4)
- PLAN test
- ACT results (11)
- PSAT

- Accelerated Reader (1-8)
- CCC (Success Maker – Math and Reading)

Alignment of Standards and Assessments—Iowa Technical Adequacy Project (ITAP)

To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum, Sheldon Community Schools completed the Iowa Technical Adequacy Project (ITAP) process for ITBS, ITED, and district created assessments. All local standards were aligned with the ITBS/ITED in grades 4, 8, and 11.

Student Indicator Data Used for Evaluation of Programs and Services

The same student indicator data used to measure progress with the CSIP goals will also be used to help inform decision regarding the effectiveness of the following programs and services provided by Sheldon Community Schools:

- Professional development for teachers and principals (e.g. District Career Development Plan and Title II, Part A)
- Supplemental reading services for eligible students (e.g. Title I, Part A)
- Programs and services to assist English Language Learners (Title III, Part A)
- Drug and violence prevention program (Title IV, Part A)
- Early intervention programs for grades K-3
- K-12 at-risk program
- Special education services
- Career and Technical (CTE) programs

Additional Data Gathering and Analysis

To help provide a more complete picture of student learning needs, Sheldon Community Schools will continue to monitor the following data sources:

- All data points included in the district's Annual Progress Report
- The percentage of students who participated in district-wide assessments
- The percentage of students in the lowest (at-risk or deficit) category on DIBELS in kindergarten (**DWAP3, DWAP4, DWAP6**)
- Annual cohort performance from grades 3-11 as measured by the ITBS and ITED in the areas of reading, math, science, and social studies
- Career and technical education student data from the end-of-the-year program report (Perkins report)
- The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey
- Language Acquisition Scale (LAS) to measure ELL students' English proficiency (**LEP2**)
- Bi-annual surveys of parents, community, staff, classified staff, students

Future Data Gathering

Sheldon Community Schools is aware that it may need to collect additional information to allow for more informed evaluation of programs and services. We will await results from the NCA and Department of Education joint visit in the 2004-2005 school year to determine what this information may be.

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? 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

Sheldon 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 our 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 and program goals
- Communication of results of the comparison to appropriate audiences

Sheldon Community Schools will use a combination of formative and summative 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 the programs that Sheldon Community Schools incorporates into its CSIP will occur within a five-year rotation.

The administrative team recommended the following program rotation and timelines for in-depth summative program evaluation, using both student achievement data and teacher implementation data: *

Program In-Depth Program Evaluation Rotation

Professional Development Program (District Career Development Plan) Annually, beginning in 2005(**TQ10**, **TQ 11**)*

Title II, Part A (Teacher and Principal Training/Recruiting)Note: Title II, Part A is embedded into Sheldon's district career development plan. Annually, beginning in 2005(**TPTR1**)*

Title I, Part A (Parent Involvement) Bi-annually(**TITL1**)*

Title II, Part D (E2T2) Every two years, beginning in 2007(**FTP6**)*

Title IV (Safe and Drug Free Schools) Every three years, beginning in 2005(**SDF10**)

Mentoring and Induction Program As needed for new staff(**TQ9**)*

Title III (Language Instruction for LEP Students) Annually beginning in 2005(**LEP3**)*

Talented and Gifted Program Every five years, beginning in 2007(**GT2**)

Perkins (Vocational/Career and Technical Education Programs) Annually(**PERK2**, **PERK3**)*

At-risk Program Every five years, beginning in 2008(**AR4**)*

Special Education Programs and Services Every five years, beginning in 2004(**ESPE1**, **ESPE2**)*

Sheldon Community Schools will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), as needed. Progress toward meeting program/service expectations will be reported to the District Leadership Team, the Board, and staff.

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Question 2 has been implemented to support our CSIP goals? B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Constant Conversation Question #2 (What do/will we do to meet student learning needs?) has been implemented to support our CSIP goals?

CSIP Indicator Data to Measure Program Effectiveness

Sheldon Community Schools will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, Building Leadership Teams, and District Leadership Team, the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the following programs:

- Professional Development Program (district career development plan) (**TQ11**)
- At-Risk Program (**AR4**)
- Gifted and Talented Program (**GT2**)
- Perkins (Vocational/Career and Technical Education Programs) (**PERK2**, **PERK3**)
- Mentoring and Induction Program (**TQ9**)
- Special Education Programs and Services (**ESPE2**)
- Title I, Part A (Parental Involvement Program) (**TITL1**)
- Title II, Part A (Teacher and Principal Training and Recruiting Program) (**TPTR1**)
- Title II, Part D (E2T2) (**FTP6**)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students Program) (**LEP3**)
- Title IV (Safe and Drug Free Schools) (**SDF10**)

Additional Indicator Data to Measure Program Effectiveness

The district decided that it needs additional information to determine the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals listed in Sheldon Community School's Constant Conversation #2, the district will also collect, analyze, and use the following data to inform effectiveness with the following programs:

Professional Development Program and Title II, Part A (**TQ10**, **TQ11**, **TQ12**, **TPTR1**)

- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-12 teachers who accurately use the strategies to improve identified items of concern in the ITBS/ITED assessments using observation and implementation logs
- Percentage of K-12 students who improve on district-developed performance tasks

Gifted and Talented Program (**GT2**)

Rather than judging the effectiveness of its gifted and talented program through CSIP goal indicators since Sheldon does not believe that disaggregating its district-wide assessment data by gifted and talented student participants provides meaningful information, Sheldon Community Schools is going to use the following indicator to determine the effectiveness of its gifted and talented program:

- An annual audit will be completed by parents, teachers, administration, and students

Perkins (Vocational/Career and Technical Education Programs (**PERK2, PERK3**))

Perkins consortium members will annually evaluate data to support program needs.

Mentoring and Induction Program (**TQ9**)

In addition to mentoring and induction activities supported at the district level, our district participates in the AEA 4 Mentoring and Induction Program (fully described in our mentoring program application). Over a two-year time period, each beginning teacher and mentor attend 8 seminar sessions designed to address specific topics within the Iowa teaching standards. Participants evaluate the effectiveness and relevance of each seminar on an annual basis.

Each mentoring partnership will submit documentation of at least 6 classroom visits, three taking place in the mentor's classroom and three taking place in the beginning teacher's classroom. Participants will evaluate the effectiveness of these visits on an annual basis.

AEA 4 annually collects (and develops trend line) teacher retention data regarding beginning teachers participating in the mentoring and induction program.

Special Education Programs and Services (**ESPE1**)

- Percentage of all students with IEPs who meet their IEP goals

Title I, Part A, Parental Involvement (**TITL1**)

- Percentage of parents who participate in the Parent Perception Survey bi-annually

Title III (**LEP3**)

- Percentage of ELL students who are proficient in English

Safe and Drug Free Program (**SDF10**)

- Percentage of students who possess a positive attitude about school according to selected questions on the Iowa Youth Survey

E2T2 Enhancing Education Through Technology (**TPTR1**)

NCLB Section 2414(b)(2) and E-Rate; Plan Developed in Collaboration with; Northwest Iowa Regional Collaborative

E2T2: The 3 R's Literacy Initiative: Reading, wRiting, & Reasoning with Technology

...Planning Assurances

Verified	All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.
Verified	The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code.
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 provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110
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 use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. 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 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	The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The control and administration of funds received for programs shall be a public entity, including property acquired with the funds. 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 has had meaningful and timely consultation in the development of its application with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals). The LEA has consulted on an ongoing basis with the aforementioned individuals and groups to obtain advice on how to coordinate their Title IV, Part A activities with other related strategies, programs, and activities being conducted in the community. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA assures that the activities or programs funded under Safe & Drug Free Schools comply with the principles of effectiveness and foster a safe and drug-free learning environment that supports academic achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA has implemented a weapons-free school policy consistent with Iowa law. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The drug and violence prevention activities supported by Safe and Drug-Free Schools funds convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The application and any waiver request related to Safe and Drug-Free Schools funds will be available for public review. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA or schools to be served with Safe and Drug-Free Schools funds have a plan for keeping schools safe that includes the following: 1) school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students; 2) security procedures at school and on the way to and from school; 3) prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; 4) a crisis management plan for responding to violent or traumatic incidents on school grounds; and a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that – a) allows a teacher to communicate effectively with all students in the class; b) allows the students in the class to learn; c) has consequences that are fair and developmentally appropriate; d) considers the student and the circum
Verified	The district will provide a description of the mechanisms used to provide effective notices to the community of an intention to submit an application for Safe and Drug-Free Schools funds. Title IV Section 4114 NCLB
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	The LEA will provide a drug-free workplace environment. 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	The LEA/agency assures that the services provided in its comprehensive plan for drug and violence prevention will be targeted to schools and students with the greatest need. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency assures that ongoing consultation and input from parents on the development and administration of the drug or violence prevention program or activity was obtained. 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	No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children.
Verified	As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524
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 assure
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	<p>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:</p> <ul style="list-style-type: none"> * The provision of specially designed instruction and related activities through: <ul style="list-style-type: none"> - 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 eligib
Verified	<p>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:</p> <ul style="list-style-type: none"> * 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. <p>IAC 281-41.408(2)c</p>
Verified	<p>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:</p> <ul style="list-style-type: none"> * 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 e
...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>The student will: 1. Display phonemic awareness skills. 2. Recognize and decode words. 3. Demonstrate comprehension skills. 4. Read fluently. 5. Read and interpret a variety of materials from a cross section of society. 6. Locate sources, research materials, and write a quality product which communicates ideas to different audiences for a variety of purposes (entertain, inform, and /or persuade). 7. Demonstrate critical listening skills by following directions during given classroom activities. 8. Prepare, organize, and present ideas through formal and informal speaking using ethics, reasoning, and logic. 9. Demonstrate the ability to use a variety of technologies to synthesize information.</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>The student will: 1. Display and understanding of Number Concepts. 2. Display and understanding of Measurement/Reference. 3. Display and understanding of Operations/Relations. 4. Display and understanding of Geometry. 5. Use a variety of strategies in the problem-solving process. 6. Apply properties of real numbers. 7. Use a variety of procedures while performing the process of computation. 8. Apply properties of the concept of measurement. 9. Apply properties of the concepts of geometry. 10. Apply concepts of data analysis and distributions. 11. Apply concepts of probability and statistics. 12. Apply properties of functions and algebra. 13. Understand 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>The student will: 1. Have an awareness of the natural world. 2. Be able to apply scientific reasoning to a variety of situations. 3. Have a knowledge base for the relationship between science/technology/society. 4. Demonstrate an</p>

	<p>understanding of the four scientific themes as described in project 2061. a. Systems b. Models c. Consistency and change d. Form and Function</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)</p> <p>Students are provided orientation services when they transition into any new building or program or when they are new to our district. Parents of these students are welcomed and encouraged to participate. Career awareness is presented through all three levels of the guidance program. Classroom activities are also an element of our plan. At the middle school level, 7th and 8th grade students have an extended amount of career awareness available to them through our Synergistics Lab. Services that are currently provided include: CCC Lab at East Elementary; computer labs at middle school and high school; title I reading program grades K-4; summer school program grades K-4; PALS program sponsored by FFA; extensive volunteer program; special education services grades K-12; instructional associations grades PK-12; talented and gifted program; and limited ELL availability. Students are able to receive assistance in these areas from the following venues: work program at high school which provide work exploration opportunities, Work Keys assessment, Career Pathways workshops; Synergistics Laboratory at middle school which exposes students to a variety of career options; drop-outs are encouraged to re-enter the educational system through an alternative educational opportunity at a nearby community college; information regarding returning to high school is presented to dropouts; financial planning is available to all students and parents; and college and post-secondary interviews are scheduled. Within the school system: guidance counsellors; administrative team; teachers; safe and drug free schools programming; peer tutoring; peer counselling. Outside the school system: Lutheran Social Services; Seasons Center (mental health facility); Creative Living Center; Northwest Iowa Drug and Alcohol Treatment Unit; Juvenile Court Services; Department of Human Services; and Iowa Workforce Development Center.</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>Teachers Prepared to Integrate Technology Effectively Into the Curricula and Instruction: All teachers will receive training on a just-in-time and as-needs basis so as to effectively use the described technologies to support the reading strategies. The Iowa Professional Development will be utilized to ensure that staff development supports student learning and the Joyce and Showers model will be employed utilizing theory, practice, demonstration, monitoring and feedback. In addition, all building with library/media specialists will receive any training needed so as to provide immediate on-site assistance. The AEA Media Project Coordinator will be available for training and support as will be other AEA Media and Technology Specialists in each area.</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>1. Explanation of the Scientific, Research-based Reading Strategies and Additional Curriculum Activities: Specific reading comprehension strategies were selected that are recognized as scientifically research-based by the National Reading Panel and were approved for E2T2 by the reading consultants at the Iowa Department of Education. These strategies will be implemented during the three years that our school participates. There will be continuous monitoring of these strategies on a monthly basis through on-line data gathering by Iowa State University as well as external evaluation of implementation of strategies by a random sampling of participants using an approved rubric. Each strategy will be considered learned when students can demonstrate use of the skill and teachers can apply it with fidelity. 2. Use of Non-fiction Leveled Text: According to NAEP studies, students at the middle level often stop reading and actually lose proficiency in reading due to the compacted text they encounter upon entering junior high/middle school. By supporting students in learning how to read and comprehend informational text, and by meeting their individual needs to improve fluency and accuracy with text at their own level, all students will have the opportunity to improve their reading of text and textbooks, their reading proficiency, and their comprehension skills.</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>Parent/Community Involvement; Participants: Parental involvement will be actively planned by each school as appropriate. There will be multiple, appropriate opportunities for parent involvement. Research states its may be the single great influence in changing and improving student performance. Parent support also supports teachers and impacts their attitude towards students, and learning. Administer a Pre-Post Program Parent Survey (Wisconsin) or other survey to determine parent involvement and disaggregate by school and area-wide.</p>
Verified	<p>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)</p> <p>The school district is in constant conversations with Northwest Iowa Community College, the Sheldon Public Library, and other adult education providers regarding the ongoing process of providing learning opportunities and utilization of technology to further that cause.</p>

District Information

Authorized Agency	Sheldon Comm School District 1700 East Fourth Street Sheldon, Iowa 51201 AEA: AEA 12 Northwest (district filed under aea control code 9212)
CSIP Coordinator	Name: Robin W. Spears Title: Superintendent Telephone: 712 - 324 - 2504 Extension: FAX: 712 - 324 - 5607 Email: rspears@sheldon.k12.ia.us
Year Site Visit Scheduled	2005
Certified Dates	District: 9/11/2009 3:40:12 PM Readers: 10/13/2009 10:36:23 AM State: 10/13/2009 10:36:30 AM