

## 1953 0000-Earlham Comm School District

### CSIP-Assurances

1. 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  Yes  No
2. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.  Yes  No
3. 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.  Yes  No
4. 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.  Yes  No
5. 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).  Yes  No
6. 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  Yes  No
7. 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  Yes  No
8. The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to school wide programs and assist schools as the schools implement such plans or undertake activities pursuant to target assistance schools so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.  Yes  No
9. The LEA/agency will fulfill such agency's school improvement responsibilities.  Yes  No
10. 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  Yes  No

IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110

11. 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  Yes  No
12. 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  Yes  No
13. 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  Yes  No
14. 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  Yes  No
15. 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  Yes  No
16. 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  Yes  No
17. 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  Yes  No
18. 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  Yes  No
19. 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  Yes  No

end of the 2001-2002 school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110

20. 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  Yes  No
21. 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  Yes  No
22. 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  Yes  No
23. 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  Yes  No
24. 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  Yes  No
25. 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  Yes  No
26. 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  Yes  No
27. 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  Yes  No
28. 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  Yes  No

29. 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  Yes  No
30. 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  Yes  No
31. 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  Yes  No
32. To the extent feasible, such programs and projects will provide for family literacy programs.  Yes  No
33. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs.  Yes  No
34. 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.  Yes  No
35. 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  Yes  No
36. 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  Yes  No
37. 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  Yes  No
38. 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  Yes  No
39. 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  Yes  No
40. 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 3126 and 3127. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

41. 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  Yes  No
42. 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  Yes  No
43. 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  Yes  No
44. 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.  Yes  No
45. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a)  Yes  No
46. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b)  Yes  No
47. 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)  Yes  No
48. That, in the expenditures for professional development the requirements of  Yes

- 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
49. 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)  Yes  No
50. 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)  Yes  No
51. 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)  Yes  No
52. 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)  Yes  No
53. 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)  Yes  No
54. 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)  Yes  No
55. 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)  Yes  No
56. 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)  Yes  No
57. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f)  Yes  No
58. Mentoring and Induction: A plan that reflects the needs of the beginning  Yes

- teacher employed by the district. Teacher Quality Program 281-IAC 83.3(2)(g)  No
59. 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)  Yes  No
60. 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  Yes  No
61. 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  Yes  No
62. 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  Yes  No
63. 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.  Yes  No
64. 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  Yes  No
65. 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.  Yes  No
66. 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  Yes  No
67. 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  Yes  No
68. 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  Yes  No
69. 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  Yes

- talented program. Iowa Code section 257.46  No
70. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  
 No
71. 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  Yes  
 No
72. Assurances - 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  Yes  
 No
73. 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  Yes  
 No
74. 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  Yes  
 No
75. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  
 No
76. 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 (256)  Yes  
 No
77. 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  Yes  
 No
78. 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  Yes  
 No



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

79. 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  Yes  No
80. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.  Yes  No
81. 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)  Yes  No
82. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)  Yes  No
83. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)  Yes  No
84. 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  Yes  No
85. 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  Yes  No
86. 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  Yes  No
87. 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  Yes  No

Behind Act of 2001, Pub. L. No. 107-110

88. 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  Yes  No
89. 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  Yes  No
90. 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  Yes  No
91. 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  Yes  No
92. 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.  Yes  No
93. 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  Yes  No
94. 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.  Yes  No
95. 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].  Yes  No

## **CSIP**

### ***Vision, Mission, Goals***

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

Yes  No

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

Yes  No

1. What are the district's goals related to class size reduction?

The district's goals related to class size reduction is to have 25 or fewer students in each classroom in grades k-2.

3. What activities are in place for K-3 students to achieve a higher level of success in the basic skills?

The Earlham Elementary School provides a Reading Recovery program for students who are in 1st grade and are struggling to read at grade level. The school also provides additional Title I assistance to students in Math. The school also provides additional reading instruction in small groups with a reading specialist teacher. The school has a "book room" of leveled reading books for the students. The school has also adopted the Lead 21 curriculum series and is implementing the Iowa Core Essential Concepts and Skills in both reading and math.

4. What diagnostic assessment tools does your district use in each of grades K, 1, 2, 3 to assist teachers in measuring reading accuracy and fluency skills, including but not limited to phonemic awareness, oral reading ability, and comprehension skills?

The districts uses DIBELS and classroom assessments to diagnose the above mentioned reading skills. For 3rd grade students, Skills Iowa is also used for reading assessments.

5. What are the district's measureable, long-range goals to address improvement in reading?

All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

6. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in reading?

Implement the district career development plan. Our district career development plan describes district-level professional development efforts aligned with prioritized student needs. Based on staff data (from surveys), teacher evaluations, and implementation of the Iowa Core (from I-CAT data), the focus for professional development will be effectively using technology with research-based instructional strategies to teach the Iowa Core. Three hours of professional development time on each PD day will be focused on learning new content and instructional practices around the Iowa Core Curriculum, including technology integration training, to teach reading.

7. What are the district's measureable, long-range goals to address

improvement in mathematics?

All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

8. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in mathematics?

Implement the district career development plan. Our district career development plan describes district-level professional development efforts aligned with prioritized student needs. Based on staff data (from surveys), teacher evaluations, and implementation of the Iowa Core (from I-CAT data), the focus for professional development will be effectively using technology with research-based instructional strategies to teach the Iowa Core. Three hours of professional development time on each PD day will be focused on learning new content and instructional practices around the Iowa Core Curriculum, including technology integration training, to teach math.

9. What are the district's measurable, long-range goals to address improvement in science?

All K-12 students will achieve at high levels in science, prepared for success beyond high school

10. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science?

Implement the district career development plan. Our district career development plan describes district-level professional development efforts aligned with prioritized student needs. Based on staff data (from surveys), teacher evaluations, and implementation of the Iowa Core (from I-CAT data), the focus for professional development will be effectively using technology with research-based instructional strategies to teach the Iowa Core. Three hours of professional development time on each PD day will be focused on learning new content and instructional practices around the Iowa Core Curriculum, including technology integration training, to teach science.

11. Does the district use additional allowable growth for provisions for at-risk students 2012-2013?

Yes  No

1. What are the educational program goals for at-risk students?

High School Students who are credit deficient toward graduation and are using the Alternative Education Program and E2020 and/or AGS for credit recovery. The students have a self-paced, technology based program to earn credits toward the Earlham diploma. The majority of the students did not have a connection with the traditional HS academic setting and needed a flexible schedule. Each student was

assigned an advocate to monitor daily, weekly and on-going student academic progress/credit accumulation related to achieving a diploma.

**Projected/Expected Outcomes 2012-2013:**

Projected/Expected number of students served in/by this program: 25.0  
88% of the credits attempted, will be earned (#attempted/#completed)  
83% of the seniors will graduate on time/with peers (5/6)  
17% of the seniors will graduate (but not with cohort group) (1/6)  
92% of the students who do not graduate will return the following year  
8% of the students will end up dropping out

The middle school academic coordinator works with all students who have issues with assignment completion, regular attendance and grades that are at the D+ or lower level at the three week checks. These students are assigned to tutoring and small group study. Voyager Passport Reading Program for students who are struggling readers - those who are identified as being two grade levels or more below their peers - participate in the Voyager Passport Reading program in 7th and 8th grade. This program is designed to address the reading and comprehension needs of those students that have been identified through academic performance and previous district wide assessments.

At the high school, the students who continue to have academic difficulties with reading are assigned for the Voyager III program when in 9th grade. These students are identified for this program in the same manner as when in middle school.

**Projected/Expected Outcomes 2012-2013:**

Projected/Expected number of students served in/by this program: 40.0

HS:

100% of the students will increase their reading skills  
93% of the students will pass all of their classes  
78% of the students will increase their GPA  
\*\*\*\*

MS:

100% of the students will increase their reading skills  
88% of the students will pass their reading class  
88% of the students will be promoted

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**2. What are the educational program activities for at-risk students?**

High School Students who are credit deficient toward graduation and are using the Alternative Education Program and E2020 and/or AGS for credit recovery. The students have a self-paced, technology based program to earn credits toward the Earlham diploma. The majority of the students did not have a connection with the

tradition HS academic setting and needed a flexible schedule. Each student was assigned an advocate to monitor daily, weekly and on-going student academic progress/credit accumulation related to achieving a diploma.

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At the high school, the students who continue to have academic difficulties with reading are assigned for the Voyager III program when in 9th grade. These students are identified for this program in the same manner as when in middle school.

### ***Collaborative Relationships***

12. Describe the district's major education needs and how the district has sought input from the local community at least once every five years about these needs.

Following the Department of Education Accreditation Site Visit in 2012, the district has used the School Improvement Advisory Committee to produce a survey to be distributed district wide to all community stakeholders to receive input on what the community perceives are the major educational needs of the district. These surveys are then compiled by the district and results are shared with the SIAC.

13. Describe the district's student learning goals and how the district has sought input from the local community at least once every five years about these goals.

**Following the Department of Education Accreditation Site Visit, the district has used the School Improvement Advisory Committee to produce a survey to be distributed district wide to all community stakeholders to receive input on what the community perceives are the student learning goals of the district. These surveys are then compiled by the district and results are shared with the SIAC. Based upon these survey results, the SIAC develops goals to be proposed to the School Board for approval.**

- **Communication:** Students will be able to speak and write effectively, to read and listen for understanding and utilize technology for a resource.
- **Productive Citizen/Social Responsibility:** Students will interact constructively and work cooperatively with others. Students will recognize the rights and

responsibilities of American citizenship in a global society.

- **Problem Solving:** Students will have the ability to research information using all available resources and to think critically using these resources.
- **Cognitive Skills:** Students will demonstrate knowledge and mastery/competency of core subject areas.
- **Diverse Society:** Students will demonstrate awareness of the contribution of other cultures and beliefs and the interaction between them.
- **Technology:** Students will have the ability to understand and utilize technology as it develops.
- **Assessment:** Assessment is an essential part of student growth. All students will show continuous improvement on local, state, and national measures.

14. What are the district's activities and cooperative arrangements with other service agencies/groups and strategies for parental involvement to meet the needs of at-risk students?

The Earlham CSD shares a JCLO with Panorama CSD. Students who have attendance issues and/or have been referred to the Juvenile Courts for delinquent behaviors are assigned to the Juvenile Court Officer. These students are monitored for regular school attendance, academic progress and age appropriate school behavior. These students meet on a weekly basis with the on-site JCLO.

Each school level, middle and high school, has a building assistance team (BAT) made up of the at-risk/student success coordinator, 7-12 principal, and various other employees. High school level BAT involves the juvenile court liaison officer and the guidance counselor in addition to the student success coordinator and principal. At the middle school level all of the teachers usually attend as their schedules permit.

Middle school at-risk coordinator refers students that are meeting two or more of the criteria. After the referral, the teachers then give the at-risk coordinator feedback as to the performance of the referred student in their classes. A BAT meeting is held to decide what programming will work best for the student

High school referrals come from teachers, parents, administration, guidance, and the at-risk coordinator. Referrals come via a form where the referring party has specified concerns about students. A meeting is held and if the student is meeting two or more of the criteria the at-risk coordinator and BAT will devise programming for the student to keep them on track academically.

Programming can range anywhere from staying after school, having a private study hall, coming in early, extended time to work on late assignments, credit recovery, modified schedules, etc.

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**Learning Environment**

15. What are the district's goals that support the incorporation of multicultural and gender fair curriculum into the educational program?

**Multi-Cultural, Gender Fair Educational Opportunity**

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Students will have an equal opportunity for a quality education without discrimination, regardless of their race, color, religion, sex, marital status, national origin, sexual orientation, gender identity, socioeconomic status, creed, or disability.Â The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society.Â

16. Is the district accepting Title II, Part D funds in 2012-2013?

Yes  No

**Curriculum and Instruction**

17. Please list the district's content standards for reading for all grade levels that the district serves.

The district's content standards for reading are those Essential Concepts and Skills from the Iowa Core for each grade level.

18. Please list the district's content standards for mathematics for all grade levels that the district serves.

The district's content standards for mathematics are those Essential Concepts and Skills from the Iowa Core for each grade level.

19. Please list the district's content standards for science for all grade levels of students who attend the school/school district.

The district's content standards for science are those Essential Concepts and Skills from the Iowa Core for each grade level.

**Learning Environment**

20. Does your district offer any online courses?

Yes  No

1. Please provide a description of your online curriculum.

Students in grades 7-12 have access to courses provided through E2020 program.Â Secondary students also have a variety of courses available from DMACC and SWICC



for Post-Secondary Credit.

### ***Professional Development***

21. How does the district ensure that professional development activities are aligned with the its long-range student learning goals?

Professional development is focused on increasing student engagement, achievement and career and college readiness, which directly supports the long-range student learning goals of the district.

22. What research-based staff development practices does the district have in place?

The District Leadership Team (DLT) held a major role in creating a professional development plans for the year and using the IPDM profile as a guide in the creation of professional development. Professional development centered on the Characteristics of Effective Instruction and understanding the Iowa Core. Time was also taken to teach staff members various technologies and their educational applications. Collaborative Learning Teams (CLTs) were grouped by learning preference for the Characteristics of Effective Instruction.

23. Describe the district's plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement.

Professional development centered on deepening the staff's understanding of the Iowa Core and studying and implementing Marzano's instructional strategies, specifically setting objectives, providing feedback, providing recognition, using cues, questions, and advance organizers, and using non-linguistic representations. Time was also taken to teach staff members various technologies as they apply to Marzano's strategies and their educational applications, for example using formative assessment tools to provide instantaneous feedback to the teacher and student.

24. How do the district's professional development learning opportunities align with the Iowa Teaching Standards?

Professional development centered on deepening the staff's understanding of the Iowa Core and studying and implementing Marzano's instructional strategies. Time was also taken to teach staff members various technologies as they apply to Marzano's strategies and their educational applications. PD directly related to Iowa Teaching Standards 1, 3, 4, 5, 7, and 8 as teachers were expected to consistently plan lessons implementing learning from professional development and reflect upon the effect on student achievement in the classroom, modifying instruction as necessary to meet each learner's needs.

25. Describe how the district uses data analysis (goals, student achievement data and other data) to guide professional development. Include specific activities, resources and timelines.

Data analysis is used by the administrative team, the District Leadership Team, and the

teaching staff to guide and monitor professional development in the following ways:

- Building & District Goals guide the development of the professional development plan each year.Â Staff is expected to use professional development learnings to help achieve district and building goals.
- Student achievement data (from standardized and district assessments) is used throughout the year to monitor the growth of students and determine future areas of need for professional development.
- Walk-through data is collected and analyzed by the administrative team monthly to monitor the implementation of professional development in the classroom.Â This data determines areas of strength and identifies focus areas for future professional development.Â Staff also uses this data to monitor individual and team implementation rates for the same purpose.
- Staff surveys are given monthly regarding professional development and are used by the administrative team and District Leadership team as another gauge of professional development effectiveness and implementation.

26. Describe how professional development contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.

The following elements of effective professional development are implemented into the professional development plan:

- Teachers study Marzano's *Instructional Strategies that Work* in Collaborative Learning Teams (CLTs)
- Instructional practices integrated with technology are modeled during professional development days as well as during 1:1 coaching sessions.
- Peer observations are encouraged to allow teachers to see their peers implementing professional development practices.
- Teachers are required to reflect monthly via blog posts on the professional development website about implementation of professional development in their teaching practices.
- Teachers collaborate in many different groupings throughout the day for both learning and lesson planning each month during professional development.Â This collaboration is extended outside of PD days through online discussions on the professional development website.
- Teachers use feedback from observations and walk-throughs to improve their teaching practices.

27. How does the district ensure that professional development includes all K-12 teachers responsible for instruction?

The District Leadership Team (DLT) held a major role in creating a professional development plans for the year. Â Professional development centered on the

Characteristics of Effective Instruction and understanding the Iowa Core. Time was also taken to teach staff members various technologies and their educational applications. Collaborative Learning Teams (CLTs) were grouped by learning preference for the Characteristics of Effective Instruction.

28. Who are the district's approved professional development providers?

The Curriculum Director has facilitated many professional development sessions that were planned under the guidance of consultants from the Heartland AEA.

29. Describe the district's sustained professional development related to the integration and effective use of technology for teachers, principals, administrators, and school media library personnel.

The District Leadership Team (DLT) held a major role in creating a professional development plans for the year. Professional development centered on the Characteristics of Effective Instruction and understanding the Iowa Core. Time was also taken to teach staff members various technologies and their educational applications. Collaborative Learning Teams (CLTs) were grouped by learning preference for the Characteristics of Effective Instruction.

**Monitoring and Accountability**

30. How does the district monitor goal attainment for individualized education programs (IEPs)?

The Earlham Community School District will examine their State Performance Plan data and Annual Progress Report data to determine priorities and develop an action plan. If the district meets progress requirements, the delivery system will be considered effective. If the district does not meet requirements of the State Performance Plan and Annual Progress Report, the district will work to collaboration with the State and AEA. The elementary principal will monitor the committee members and rotation.

31. What evidence-based activities does the district have in place designed to improve individual student performance resulting from the provision of special education?

Each building will have a Building Assistance Team (BAT team) in place for the purpose of addressing concerns about student academic progress or behavior. This team is made up of general education teachers and special education teachers, and may also include special area teachers such as Art, PE, Music and administrators.

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When the Building Assistance Team is called upon to assess a student's academic progress or behavior and assist a student's progress, several different steps will be taken. Parents are invited to participate throughout all of the steps. The steps are as follows:

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1. Prior to referral to the Building Assistance Team, communication must occur between teachers and parents addressing any and all concerns.Â Interventions with documentation may begin at this step.Â

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2. Communication with other resources through the Building Assistance Teams.Â Intervention with documentation MUST be implemented in step 2.Â

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3. Communication with an extended problem solving team.Â This includes but may not be limited to Heartland Area Education Agency staff.Â Interventions with documentation are reviewed, revised and continued.Â The BAT team will review interventions and data and consider the following items:Â the studentâ€™s rate of progress, discrepancy from peers, and specific educational needs.Â If interventions are successful students may or may not proceed to the following step.Â This will be handled on a case by case basis.

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4. Consideration for entitlement to a special education program.Â These services are outlined in an Individual Education Plan (IEP).Â Special education services are considered when a studentâ€™s needs require resources beyond that of their general education program. Once again rate of progress, discrepancy from peers, and educational needs will be considered. These considerations are based on a studentâ€™s skill deficits, or when it has been determined that a studentâ€™s needs cannot be met within their general education program.Â These considerations are based on comprehensive evaluations and documented data from the interventions in steps 1-3.Â

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5. Students entitled to special education services will:
  - o Receive services as specified on their IEPâ€™s.
  - o Receive service through both general education and special education through collaboration between the general and special education teachers.
  - o Be placed in the least restrictive environment possible based upon their individual needs.

32. How does the district evaluate its at-risk program?

Evaluation ~ Measurement of programming effectiveness

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There is a 7-12 school database for each year to track progress or lack of as well as parent communication. The follow up section of this database will give one the current status of a student's academic situation. The database is located in ECSD google docs and is shared with those who need access to it, in order to enter in information as well as administrators.

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### 33. How does the district evaluate its gifted and talented program?

The Earlham Community School District's mission is to "develop responsible, independent, and productive citizens." Certain students demonstrate accelerated learning abilities, creativity or talent in one or multiple areas or show the potential for acceleration. While we strive to meet the needs of all students in the general curriculum by providing challenging and diverse course work, extra curricular activities and off-campus opportunities, the district recognizes the need to further guide and challenge certain students who demonstrate accelerated and unique abilities. It is our responsibility to create a constructive and meaningful environment both in and outside the regular classroom to ensure the development of their potential. It is the district's belief that in order for these students to reach their full potential they must receive differentiation in the regular classroom in addition to special services offered in the talented and gifted program to meet not only their intellectual needs but their social and emotional needs.

Students will be identified by multiple criteria that will involve the student, parents, teachers, administrators and the talented and gifted coordinator. Students are always developing and their needs changing, therefore, students will be re-evaluated for services annually. In addition, students in this program represent diverse backgrounds and abilities; therefore services offered will also be diverse and vary by student.

**The following goals are provided to offer continuous support and programming to all advanced learners in grades 7-12. These goals reflect the Earlham Community School District's Talented and Gifted Mission Statement, school improvement code and the National and Iowa Standards for gifted education.**

**The Earlham Gifted and Talented program will...**

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- provide for the social and emotional needs of advanced learners in order to maintain a healthy self-concept and respect for each student
- collaborate with teachers, parents and students to meet individual learner needs
- work with teachers, administrators, parents and students to better understand the unique social, emotional and learning needs of gifted learners.
- ensure differentiation of higher level learners is an integral part of the core curriculum

**^ Long Term Goals**

These goals are established for the 2011-2012 school year to continue to meet the needs of talented and gifted learners in the district.

Goal #1:

The ECSD Talented and Gifted Program will provide effective programming to meet cognitive and social needs of students.

Assessment/Indicators of Goal:

- Student Survey
- Teacher Survey
- Developing Personalized Education Plans (if needed)
- Communication of services offered via website

Goal #2:

The ECSD Talented and Gifted Program will implement additional differentiation in the general English curriculum in grades 9-10 to provide appropriate services and lessons for advanced learners.

Assessment/Indicators of Goal:

\* Personalized Education Plans (if needed)

- Student Survey (end of each semester services offered)
- Teacher Survey (Completed by T.A.G. and English teacher)
- Tiered Lesson plans completed in co-taught classroom

Goal #3:

The ECSD Talented and Gifted Program will provide differentiation strategies and resources to staff throughout the school year.

Assessment/Indicators of Goal:

- Formal In-Service Presentation (October/April)
- Website/Blog
- Communication (email/person)

34. Does the district accept Title III funds 2012-2013?

Yes  No

35. Does the district accept Title I funds 2012-2013?

Yes  No

1. How does the district conduct an annual review of the effectiveness of parental involvement in Title I programs?

The district requires parents to fill out a survey annually in which the parents are asked about different aspects of the Title I program. Also included in the survey are questions asking the parents for recommendations on how the school can improve communications with families, how the Title I program can improve to better serve their child and what other things the parents perceive are needed for their child to be successful socially and academically.

36. Describe how the district collects and analyzes data over time to determine the accomplishment of the district's goals.

The district collects and analyzes data from ITED/ITBS and MAP to determine accomplishment of the district's goals. Data is analyzed at the district, building, grade and sub-group levels to determine strengths and weaknesses of curriculum and instruction within the district. Additionally, historical data is analyzed each year to determine trends by grade level and class.

37. Describe the district's long-range needs assessment analysis for state indicators.

The district collects and analyzes data from the Iowa Youth Survey, ITBS/ITED, ACT, and graduation and attendance rates to ensure that our district is meeting or exceeding the state's trajectory for all measures. The district analyzes this data for trends over time as well as analyzing data for various sub-groups to identify areas of improvements for the district.

38. Describe the district's long-range needs assessment analysis for locally determined indicators.

The School Improvement Advisory Committee (SIAC) is working to establish locally determined indicators and will complete this work by the end of the 2012-2013 school year. To determine this indicators, the SIAC is reviewing and analyzing historical data from ITBS/ITED, MAP, and GPA, graduation rates, ACT scores, and eligibility and attendance data as well as the results from the Needs Assessment Survey, given every five years.

39. Describe the district's long-range needs assessment analysis for locally established student learning goals.

The district leadership team and administrative team oversees building level work of needs analysis for locally established student learning goals. To determine these goals, the building level teams is reviewing and analyzing historical data from ITBS/ITED, MAP,

and GPA, graduation rates, ACT scores, and eligibility and attendance data as well as the results from the Needs Assessment Survey, given every five years.

40. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2011-2012.

Assessment	Other
Other	Skills Iowa Assessment
Measures of Academic Progress	

41. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2011-2012.

Assessment	Other
Other	Skills Iowa
Measures of Academic Progress	

42. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2011-2012.

Assessment	Other
Measures of Academic Progress	

43. Describe how the district administers district-wide assessments and analyzes results of these assessments for all students (IEP, ELL, FRL, etc.) in reading and mathematics.

The Earlham School District administers the Iowa Assessment to all students in the district in reading and math annually. The district received disaggregated data from Iowa Testing Services which identifies each of the subgroups (IEP, ELL, etc.). The data is then presented to teaching staff for item analysis.

Special Education Teaching staff working with the district administration and curriculum director, monitor the student achievement of students with IEP's.

44. Does the district accept Title II, Part A funds 2012-2013?

Yes  No

1. Describe how the activities funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement.

Title II Part A funds are used at the Earlham CSD to decrease class size at the lower elementary grades. Having smaller class sizes will provide more individual attention to each student as compared to having larger class sizes. In addition, the district is tracking how having these smaller class sizes is decreasing the number of students who



are in need to additional services, such as Reading Recovery, Title I Math and Special Education services.

45. How does the district evaluate its Beginning Teacher Induction and Mentoring program?

The district's induction and mentoring programs are facilitated by the Heartland AEA. Evaluations of the program are facilitated through the AEA as well as discussions with participants regarding the effectiveness of the program.

46. How does the district evaluate the effectiveness of its district career development plan by analyzing teacher data about the implementation of instructional strategies?

The district is collecting data on all staff via the walk-through process and keeping track of all implementation of instructional strategies from the professional development training with Marzano's "Using Technology with Classroom Instruction that Works". This data is being analyzed by the administrative team and then used with each teacher individually during their yearly conversation with the building principal about the career development plan.

47. How does the district evaluate the effectiveness of its career development plan by analyzing student achievement data?

The Earlham School District uses data from the Iowa Assessments, MAP Testing, DIBELS and Skills Iowa Assessments to determine the needs of the students and uses this to determine the best plan for providing professional development for the teaching staff.

48. How does the district evaluate the effectiveness of its career development plan by analyzing formative and summative data?

The district is collecting data on all staff via the walk-through process and keeping track of all implementation of instructional strategies from the professional development training with Marzano's "Using Technology with Classroom Instruction that Works". This data is being analyzed in conjunction with student achievement data and professional development survey data by the administrative team to ensure that the professional development program has a high degree of fidelity and effect on student achievement.

49. Is the district accepting Perkins funds in 2012-2013?

Yes  No

1. How does the district independently evaluate and continuously improve the performance of all of its career and technical education programs?

In evaluating the improvement of the Career and Technical Education programs, the district considers the achievement on the Iowa Assessment by students who are involved with the CTE programs, the number of program completers in each CTE area and a graduate survey to determine success beyond high school for students in the CTE programs.

2. Describe the comprehensive professional development that is provided

for career and technical teachers, academic teachers, guidance staff, and administrative personnel?

All K-12 staff members at the Earlham Community School District are required to engage in district professional development which focuses on using research-based instructional practices infused with technology to teach the Iowa Core in order to increase student engagement, achievement and career and college readiness. Staff members study the book *Using Technology with Classroom Instruction that Works*, which focuses on infusing effective technology tools and practices with Marzano's research-based instructional strategies. Staff members also receive training on using a variety of technology tools in the classroom for educational purposes.

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