



Iowa Department of Education



School Year: 2009-2010	<input type="button" value="Go"/>	Form: Print Summary All	<input type="button" value="Go"/>	<input type="button" value="Exit"/>	
		District: 6937	Name: West Burlington Ind School District		

Division of PK-12 Education

Print Summary All 2009-2010

District allowed to certify on or after: 9/1/2010

District certification due date: 9/15/2010

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

Comprehensive School Improvement Plan

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

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

- Trend line and subgroup data for ITBS/ITED reading, mathematics and science at grades 3-11.
- 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 math, 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)
- Percentage of high school students achieving an ACT score of 20 or greater indicating probable postsecondary success.
- Trend line data from the Iowa Youth Survey (grades 6, 8, and 11) **(SDF1, SDF3 and SDF4)**
- A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff and students. **(LC3)**
- Data from Iowa Collaborative Assessment Modules (ICAMS) for reading and mathematics at grades 4, 8, and 11.
- Data from the AEA developed science assessment (grade 10)
- Basic Reading Inventory (BRI) data grades K-6
- Participation rates for required district-wide assessments
- Attendance data K-12
- Accelerated Reader/STAR Reading data
- Accelerated Math/STAR Math data
- DIBELS diagnostic assessment

These data are used to establish annual and biennium trend lines in reading, math, and science which are updated annually and reported in our Annual Progress Report (APR) and Annual Yearly Program (AYP) report. We have also started to monitor the progress of each peer group over time in these areas as well as other areas assessed on the ITBS/ITED. **(LRDA1)**

The district believes that these required measures of academic achievement do not provide a complete picture of student learning needs. It collects and analyzes information on a variety of other indicators including the following:

- District demographic data
- Climate surveys
- Basic Educational Data Survey (BEDS) data
- Equity data for all courses, programs, and extra-curriculars
- Student discipline data (e.g., office referrals, suspensions, and expulsions) (Grades K-12) **(SDF1, SDF3)**
- ITBS/ITED data for all grade levels K-11 and subject areas besides the required AYP grades and subject areas

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

involves the establishment of a building leadership team (BLT) that is responsible for the collection and analysis of the data. ~~that is deemed relevant to be collected at that building.~~ Each BLT consists of six teachers, the guidance counselor and the principal. The BLT meets to examine ITBS/ITED item analysis information and frequency data as well as building specific indicator data. This information is then shared initially with the rest of the building staff and then with the district leadership team (DLT). The DLT consists of the superintendent, the PK-12 administrators, the technology coordinator, a special needs instructor from each building and a general education instructor from each building. The DLT meets to review information from the BLTs as well as collect and analyze district-level data. In addition, information regarding the implementation of actions and activities to support current district goals are collected and analyzed to help identify future student learning and program needs. These data, along with implementation data from state and federal programs and services, will be built into annual conversations about supports for established student needs, adjustments to actions, programs and services as well as progress towards meeting district goals. The information reviewed by the BLTs and DLT will be shared with the school board, the School Improvement Advisory Committee (SIAC), district patrons and other interested stakeholders. The SIAC will study and discuss data from the DLT and summarize the findings. The SIAC will then make recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the progress and services provided to students. The school board will then make decisions based on these recommendations. (> The TQ committee provides support in professional development planning, presentation, and implementation of school improvement initiatives.<)

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 observed: (**LRDA1, LRDA2, LRDA3, and LRDA4**)

- The majority of trend lines on the ITBS and ITED show fluctuating growth in reading, math, science, social studies and language. (Grades 3-11)
 - At least 95 percent of our students participated in all district wide assessments. (Grades 3-11)
 - BRI measures of reading fluency (>range between 39% and 83% of the 1st through 6th grade students are proficient<) at their grade level.
 - (> A steady decrease in non-proficient students in fluency level is clear. The range has decreased from 46 % in 2005-2006, to 42 % in 2006-2007, to 39% in 2007-2008, to 28% in 2008-2009, to 22% in 2009-2010. A very positive trend. <)
 - BRI measures of oral reading comprehension show that 18% of the 1st grades and 12%< of the 4th grades test less than proficient.
 - Trend line data for students in grades 6-8 indicate that student performance is fluctuating over time in reading, math, and science.
 - The percent of low socioeconomic status (SES) students in grades 4, 8 and 11 performing below the proficient level is below the state trajectory for math and reading.
 - >The percent of females in grade 11 that score in the advanced proficient category in math is typically <10% whereas 10%-25% score advanced proficient in grades 4 and 8.<
 - The percentage of students scoring 20 or above on the ACT continues to increase after 5 years of decline. (> For the 09-10 school year 77% of our students scored above 20.<)
 - Math computation is a weak area throughout WB's K-12 program.
 - West Burlington's reading scores continue to improve.
 - Between >68% and 48%< of the students in grades 8 and 11 reported that students treated each other with respect on the 2008 Youth Survey. (SDF2, SDF4)
 - >22% of the 8th graders reported that they didn't feel safe at school on the 2005 Youth Survey which is similar to what it was in 2002.<
 - > On the 2008 Iowa Youth Survey, 88% of the 6th grade students agreed or strongly agreed that he/she felt safe in school. 84 % of the 8th grade student agreed or strongly agreed, and 81% of our 11th grade students agreed or strongly agreed that he/she felt safe at school.< (SDF2)
 - > The Iowa Youth Survey reports our students are tying academically. Students responded to the statement, I try in school: 100 % of the sixth grade students agreed or strongly agreed, 96% of our 8th grade students agreed or strongly agreed, and 95% of our 11th grade students agreed, or strongly agreed.<
 - > A significant percentage of our 7-12 grade students participate in extra curricular activities.<
 - >52% of the 11th graders reported to not have used alcohol in the past 30 days <)and >86% of the 11th graders reported to have not used marijuana in the previous 30 days<). This is down from the 2002 Youth Survey. 2008 Survey reports (SDF2, SDF4)
 - Elementary attendance has improved but is near the state average.
 - The percent of student body referred to the office continues to decrease but is still higher than desired.
 - The percent of students that reported trying alcohol/marijuana on the 2005 Iowa Youth Survey is up from 2002.
- >In the fall of 2003, the district conducted its 5 year comprehensive, community-wide needs assessment survey. We had 189 responders. Through analysis of the survey data, the district learned the following: (LC3)

Statements receiving the highest ratings of agreement included:

- The school quickly informs me about problems and needs of my children.
- The schools ensure that the quality and committment of resources to educate students provides equal opportunities regardless of student ability, or socio-economic background.
- My child's teacher(s) communicate(s) effectively with me.
- The curriculum does not propagate racial, ethnic or gender stereotypes.

Statements receiving the lowest ratings of agreement included:

- School rules are applied in a consistent manner.
- Parents know what children are expected to learn at each grade level and in each subject.
- The identification/selection process for student placement in special needs programs is clearly defined.
- Parents actively participate in their children's education.<]

D. From the data analysis, what are our prioritized student needs? Based on the data reviewed, the following list of prioritized student needs was developed. (LC4)

- Improve reading comprehension for all students 1-11 focusing on low SES students, students with IEPs, minority students and ELL students.
- Improve the attendance rates in grades K-6
- Improve mathematics performance K-12, especially in the area of computation.
- Improve the learning environment in grades K-12. Focus on eliminating bullying and other negative behaviors.
- Improve reading accuracy and fluency level grades 1-6.

E. How will we develop goals and actions based upon the prioritized needs? The DLT and the SIAC uses the prioritized needs to develop and recommends goal statements to the board of education for adoption. The DLT and BLTs with input from appropriate stakeholders will design strategies and actions that align with and support the goals. [> The district administrative team will utilize data to encourage daily use in instructional decision making, develop professional development plans ,and advise the TQ committee. The TQ committee will lead professional development planning and implementation . District improvement goals will be developed by the DLT and SIAC utilizing the data.<]

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? The school board has adopted district goals aligned with student needs. (LC5)

District Student Learning Goals

West Burlington's student learning goals are the general expectations for all its graduates. Students graduating from West Burlington Independent School District will be able to do the following: (LC6)

- Demonstrate the skills and processes required for effective communication - verbal, non-verbal, written, quantitative, and artistic.
- Select appropriate thinking skills individually and/or collaboratively to solve problems and make decisions.
- Demonstrate the ability to solve problems and make decisions to meet needs in personal, academic, and social contexts.
- Function as responsible citizens and ethically approach family and social situations.
- Demonstrate an awareness of the arts.
- Demonstrate an awareness of the similarities and differences that exist in our multicultural society.
- Develop and maintain physical and emotional well-being.
- Demonstrate an ability to work independently and cooperatively to attain achievable goals.
- Demonstrate appropriate work ethics and work readiness skills necessary for employment in our changing world.
- Demonstrate an adaptability to using technology effectively.

District Long – Range Goals

West Burlington's long-range goals define the desired targets to be reached over an extended period of time. To reach these goals, annual goals need to be set. These will be reported annually in the APR.

Goal 1: All 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 3-8 and on the ITED Reading Comprehension Test in grades 9-11, including data disaggregated by subgroup.
- 1b. Percentage of students in grades 1-6 who are independent readers at grade level on the Basic Reading Inventory (BRI).
- [>1c. Percentage of students in grades 4, 8 and 11 who achieve at the proficient level or above on the Iowa Collaborative Assessment Modules.<]
- 1d. Percentage of students in grades 3, 7 and 10 who achieve at the proficient level or above on a district developed or selected assessment.
- (> Percentage of students proficient on DIBELS and phonemic awareness<)

* Means at the proficient or advanced proficient level as determined for the assessment(s) used.

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

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 3-8 and the ITED Mathematics Test in grades 9-11, 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 Iowa Collaborative Assessment Modules.<]
- 2c. Percentage of students in grades 2, 6, and 9 who achieve at the proficient level or above on a district developed or selected assessment.

* Means at the proficient or advanced proficient level as determined for the assessment(s) used.

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

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 3-8 and the ITED Science Test in grades 9-11,

including data disaggregated by subgroup.

3b. Percentage of students in grade 10 who achieve at the proficient level or above on the AEA 16 developed science assessment.

3c. Percentage of students in grades 5, 7, and 10 who achieve at the proficient level or above on a district developed or selected assessment.

* Means at the proficient or advanced proficient level as determined for the assessment(s) used.

Goal 4: All students will achieve at high levels* in other academic/vocational programs.(**AR6,MCGF3**)

The following indicators will measure district progress with Goal 4:

4a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS language total, social studies, and sources of information total score in grades 3-11 and the ITED language total, social studies, and sources of information total scores in grades 9-11, including data disaggregated by subgroup.

4b. Percentage of students who meet the competencies outlined for the vocational programs.

[> 4c. Percentage of students in selected grades who score at the proficient or above level on a district developed or selected assessment in language arts and social studies.<]

* Means at the proficient or advanced proficient level as determined for the assessment(s) used.

Goal 5: All students will use technology in developing proficiency in all academic and vocational programs. (**FTP1**)

The following indicators will measure district progress with Goal 5:

5a. The indicators identified for Goals 1, 2, 3, and 4.

[>5b. Percentage of students at grades 2, 5, 8 and 12 who score at the proficient level or above on locally developed technology assessments<]

Goal 6: All students will feel safe at and connected to school.

The following indicators will measure district progress with Goal 6:

6a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).

6b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.

6c. Percentage of the student body that receives a suspension or expulsion for an act of violence. (**SDF5,SDF6,SDF7**)

6d. Percentage of students in grades 6, 8 and 11 that state they feel safe at school on the Iowa Youth Survey or a school administered survey.(**SDF5,SDF6,SDF7**)

6e. Percentage of students in grades 6, 8 and 11 that state on the Iowa Youth Survey or a school administered survey that there is a least one adult at school who they could go to for help with a problem.

6f. Percentage of students in grades 6, 8 and 11 who report on the Iowa Youth Survey or a school administered survey that they have carried a weapon to school.(**SDF5,SDF6,SDF7**)

Goal 7: All students will lead healthy life styles

The following indicators will measure district progress with Goal 7:

7a. Percentage of students in grades 6, 8 and 11 that report that they have used alcohol or marijuana on the Iowa Youth Survey or a school administered survey.(**SDF5,SDF6,SDF7**)

7b. Percentage of students in grades 6, 8 and 11 who indicate on the Iowa Youth Survey or a school administered survey that they have tried to commit suicide.

(>7c. Student of the month ,grades 7-12.<)

B. What process will be used to determine what we will do to meet the long-range goals? The district believes that stakeholders impacted by our goals should have a voice in determining how to meet them. The District Leadership Team will seek input from these stakeholders in determining actions and strategies to meet the goals. The district used the Iowa Professional Development Model process to develop its District

Career Development Plan. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels to provide K-12 system alignment of efforts. (> A clear process is followed by the school district in the long range goal implementation process. The SIAC establishes achievement goals. The administrative team brings the recommended goals to the Board of Education. The Board takes action on the goals, examining the administrative team's implementation goal. The compliance with district goals is outlined in the superintendent's evaluation goals. <)

C. What is our current practice to support these long-range goals? 1. Instructional Strategies Currently Used in the District

- (> Flexible<) [>leveled<] reading groups (K-5)
- (> Jolly Phonics and handwriting w/o tears<)
- (> Push in reading and math with Title I, At-Risk, and Special Education teachers.<)
- (> Co-teaching<)
- (>Differentiated instruction<)
- Hands-on science (K-12)
- Flexible small group instruction (K-6)
- Reading For Understanding strategies (7-12)
- Every Child Reads Strategies (K-6)
- Every Student Counts Strategies (K-8)

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

- District Career Development Plan (Professional Development Program K-12)
- (> Title I<)
- (> Grade level common planning time<)
- (> Professional Development - Technology Tuesdays<)
- (> Skills Iowa<)
- (> Grades 7-12 Students of the Month<)
- At-risk Program/Services (K-12)
- Gifted and Talented Program/Services (TAG)(K-12)
- Special Education Program/Services (preK-12)
- Mentoring and Induction Program
- Credit Recovery Programming (9-12)
- Building Assistance Team (K-12)
- Student service partnerships (e.g., mental health services and community health services)(K-12)
- Technology-based reading and mathematics programs
- Seeds Amongst The Stones (9-12)
- GRADE A Plus (7-12)
- [>Iowa AP Academy Courses (9-12)<]
- (> Iowa Learning Onlinr courses -- 9-12
- BEST - Belin-Blank Center at U of I
- PACE Career Academy at SCC
- [>Next Step Violence Prevention Program<]

West Burlington delivers the following programs and accesses these program funds as a result of identified student need:

- Perkins: Career and Technical Education Programs (9-12)
- Title I, Part A: Reading Program/Services [>(1-5)<] (> K-6<)
- 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

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

- Resources 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? We consider the available research base and local student data when trying to determine if our current practice aligns with or is supported by research. We rely upon the Iowa Content Area Networks and the AEA content area experts to access information about practices supported by scientifically-based research.

Current Practices Supported by Research and/or Local Data - The district determined there is support for the use of several of our current practices related to the goal areas: This includes the following:

Reading - Flexible small group instruction

- Think Alouds
- Read Alouds
- PWIMS
- (> Talk Alouds<)
- (> Reading for Understanding <)
- (> Guided Reading<)

Mathematics - Cooperative learning strategies

[>Environment - Next Step Violence Prevention program<]

[>Research Needed - The district didn't get all of its practices reviewed to see if they are supported by research or not. The District Leadership Team will form an Effective Practices Committee in each building to conduct the needed research review. The committees will establish timelines to conduct these needed research reviews in all program areas over the next 5 years.<]

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)? Curriculum/Assessment Alignment. We have developed standards in all content areas and benchmarks with critical measures in reading, mathematics, and science. (> The district continues to work on social studies<). We will finish developing benchmarks and critical measures for the rest. We continue focusing on aligning curriculums and review district assessments and alignment with core curriculum. [> using the ITAP process over the next 5 years.<]

Instructional Strategies Decisions. In our review of our instructional strategies, it became apparent that we have some practices with weak or no research base. We will address the following issues over the next five years:

1. The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results.
2. The consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement.
- (>3. Create a more unified and cohesive K-12 professional development plan and implementation.<)

[>As stated in Question 2D we haven't assessed all programs/strategies in place in our district to have identified all gaps between current practice and research.<]

(> West Burlington Elementary voluntarily participated in a SINA audit. This process utilized the diagnostic stage of the process.<)

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? 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. In reading, the professional development target will be reading, fluency, vocabulary development, and comprehension. The professional development selected for the staff teaching grades 7-12 involves learning and using reading strategies to increase reading comprehension across all curriculum areas. The 7-12 professional program infuses differentiated instruction, formative assessments, and PBIS training. In grades K-6 it involves using strategies from the Every Child Reads initiative to improve reading comprehension. The K-6 math program has implemented strategies from Every Student Counts initiative which is designed to improve math skills. The plan includes the staff learning how to use various technology and integrating the use of technology into K-12 instruction. The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. The plan aligns with long range Goals # 1- 5 (PD6, TQ1, TQ2). At least 80% of the district's professional development time and resources will be focused on learning new content and instructional practices/strategies relating to reading and technology (TQ3, TQ4, FTP3, CEP1). Study teams will investigate what practices are supported by research and will improve academic performance in mathematics and other subjects for implementation of these practices in the future.

Research-based Strategies The district reviewed research on the strategies selected and found they have resulted in significant student achievement gains. The following federal criteria to determine if a

program/strategy has a quality research base was applied:

a) Evidence of positive student results demonstrated by research that employed systemic empirical methods.

b) The research was described in studies that demonstrated the use of rigorous, systemic, 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. The administration will also be actively involved. We will work with the AEA when appropriate to help the staff 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 the 2004-2005 school year,<] The professional development plan focuses on the following: **(FTP2,FTP3,FTP4,FTP5)**

a) Learning and implementing the strategies from the Every Child Reads initiative. These include read-alouds, think-alouds, (> talk alouds, poetry writing, non-fiction writing<) PWIM, and Explicit Instruction. (K-6)

b) Learning and implementing the strategies from the Reading For Understanding initiative. These include prereading, during-reading and postreading strategies and tools. (7-12) (>Also implemented is the alignment of formative assessments with the PBIS program<)

c) Integration of technology into classroom instruction (K-12)

d) (> Learning and implementation strategies include Every Student Counts. Also included is PBITs and MDPs – K-6. <)

Selected staff members will be studying data, conducting research reviews and working on selecting strategies in the curriculum areas in a manner consistent with the Iowa Professional Development Model.

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: Demonstrations 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 3 days during the school year, ten two hour late start or early release sessions. [> and four extended day sessions for learning opportunities (theory presentation, reading literature, learning new strategies, discussion, etc.) (K-6)<]
- Common training sessions on 3 days during the school year, ten two hour late start or early release sessions, and four extended day sessions for learning opportunities (theory presentation, reading literature, learning new strategies, discussions, etc.) (7-12)
- Periodic meetings of the leadership and professional development teams (planning next meeting; collecting, organizing, and analyzing data; practicing demonstrations, etc.) (K-12)(K-5)(6-12)
- Teachers working in collaborative teams on a weekly basis (K-6) (>during common planning time<)
- Teachers working in collaborative teams on a periodic basis (7-12)
- Building level meetings
- Extended day opportunities for learning

Professional Development Providers AEA consultants and local staff members will serve as the professional development providers for the district. **(TQ6)**

2. Enhance instructional materials and resources **(AMN1,AMN2,AMN3)**

- Complete curriculum mapping in the areas of reading, language, arts, mathematics, science and social studies is ongoing.

- Implement student performance on standards/benchmarks record keeping portions of the district student information data system.

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

- Continue annual identification and provision of appropriate services to ELL students to increase language proficiency and academic achievement.

- Implement programs and support services necessary to increase language proficiency and academic achievement. **(AR7)(LEP1)**

4. Provide supports that will address CTE students' achievement in reading and mathematics.
 - Integrate reading and mathematics skill development into the career and technical education curriculum. (PERK 1)

Actions for CSIP Goals 6 and 7

1. Support students and families in order to increase student participation, attendance and graduation rate.
 - Review and revise alternative education supports K-12. **(AR7)**
 - Improve school to home communication
2. Create a learning environment that is safe, supportive and conducive to learning.
 - Fully implement a Character Education program in grades K-6 (> and PBIS.<)

G. How will we support implementation of the identified actions? A well devised implementation plans for the actions described for CSIP Goals 1-7. Implementation plans addresses the following components:

- Clear expectations at the district, building, and classroom levels.
- Baseline data for each action when available.
- Resources needed to support each action including timelines, personnel, and budget.
- Specific implementation outcomes for each action step.
- Persons responsible for oversight of implementation and involves stakeholders
- 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?

West Burlington 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 data (e.g., surveys). The Building Leadership Teams will ensure that data from these assessments 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), West Burlington will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- ITBS reading comprehension, mathematics, science, social studies and language total tests at grades 3-8 (Goals #1-#5)
- ITED reading comprehension, mathematics, science, [social studies, and language total<] tests at grades 9-11. (Goal #1-#4)
- BRI test at grades 1-6(Goal #1)**(DWAP6)**
- DIBELS testing at grades K-1
- ICAM mathematics tests at grades 4, 8, and 11 (Goal #2)**(DWAP7)**
- AEA Developed Science Assessment at grade 10 (Goal #3)**(DWAP8)**
- District Developed Technology Assessment at grades 2, 5, 8, and 11 (Goal #5)
- Attendance data from district's student information management system (Goal #6)
- District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report)(Goal #6)
- The percentage of students in grades 6, 8, and 11 that reports having used alcohol or marijuana as reported through the Iowa Youth Survey or a locally developed survey. (Goal #7)
- The percentage of the middle school and high school student body that receive a suspension and/or expulsion for a violence related act. (Goal #6)

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, West Burlington completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, and ICAMs. Through completion of this process, the district found that it was necessary to revisit some of its reading and mathematics standards and benchmarks. Actions to correct these issues were completed by June 30, 2004.

Student Indicator Data Used for Evaluation of Programs and Services

The same student indicator data used to measure progress with CSIP goals will also be used to help make informed decisions regarding the effectiveness of the following programs and services provided by West Burlington:

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

Additional Data Gathering and Analysis

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

- All data points included in the district's Annual Progress Report (APR)
- The percentage of students who participate in district-wide assessment
- The percentage of students in the lowest category on the BRI tests in grades K-6**(DWAP3, DWAP4, DWAP6)**
- Student performance on the ICAM reading and mathematical assessment at grades 4, 8, and 11 **(DWAP6)**
- Annual cohort performance from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, science, language arts and social studies.
- The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey.

-IDEA Proficiency Test (IPT) or another state approve test for English Language Learners to measure ELL students' English proficiency (**LEP2**)

[>Future Data Gathering

West Burlington is aware that it will need to collect additional information to allow for more informed evaluation of programs and services. Currently, the district plans to add the following measures:

- Technology testing data for grades 2, 5, and 12.
- District developed or purchased assessments in mathematics, social studies,language arts and science.
- Individualized learning plans for TAG students<]

Comprehensive School Improvement Plan

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

A. What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question 2 (What do/will we do to meet student learning needs?) were implemented?

Goal-Orientated Approach to Program Evaluation

West Burlington adopted the goal-oriented approach in the state model to formally evaluate the programs and services it offers to meet the prioritized student needs as identified in this CSIP. (**ECSIP1**) This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations)
- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection of performance data
- Comparison of the information regarding performance with the expected CSIP/program goals
- Communication of results of the comparison to appropriate audiences
- (>Provides an annual review of all programs.<)
- (>Provides for annual evaluation of administrative and supervisory staff.<)
- (> Teaching staff evaluated per Iowa model standards<)
- (> Support staff evaluated annually<)

West Burlington will use a combination of formative and summative evaluation processes within the program evaluation process. (**TQ12**) The district will 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 West Burlington incorporates into its CSIP will occur within a five-year rotation. The West Burlington district will submit any required annual evaluation/reporting data for state and federal programs.

The following program rotation and timelines for in-depth summative program evaluation using both student achievement data and teacher implementation data when and where appropriate.

Program:	In-Depth Program Evaluation Rotation:
Professional Development Program (District Career Development Plan)	Annually, beginning in 2005 (TQ10, TQ11) Annually, beginning in 2005 (TPTR1)
Title II, Part A (Teacher and Principal Training/Recruiting) Note: Title II Part A is embedded into West Burlington's district career development plan.	
Title I, Part A (Parent Involvement)	Annually, beginning in 2005 (TITL1)
Title II, Part D (E2T2)	Every two years, beginning in 2005 (FTP6)
Title IV (Safe and Drug Free Schools)	Every three years, beginning in 2005 (SDF10)
Mentoring and Induction Program	Every three years, beginning in 2006 (TQ9)
Title III (Language Instruction for LEP Students)	Every two years, beginning in 2006 (LEP3)
Talented and Gifted Program	Every five years, beginning in 2006 (GT2)
Perkins (Vocational/Career and Technical Education Programs)	Every five years, beginning in 2007(PERK2,PERK3)
At-risk Program	Every five years, beginning in 2007 (AR4)
Special Education Programs and Services	Every five years, beginning in 2007 (ESPE1, ESPE2)

The district 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), more frequently. Progress toward meeting program/service expectations will be reported to the District Leadership Team, the Board of Education, and the SIAC.

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? CSIP Indicator Data to Measure Program Effectiveness

West Burlington 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 to the extent

possible, 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
- 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 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 West Burlington'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 as measured by observations and implementation logs.
- Percentage of K-5 students who are independent at grade level on the BRI.
- Percentage of K-1 students proficient in DIBELS, Phonemic Awareness, STAR Reading, STAR Math, and Early Literacy.

Gifted and Talented Program (**GT2**)

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

- Percentage of students participating in the gifted and talented program who meet goals in their individualized learning plans
- Percentage of student participating in the gifted and talented program that score advanced proficient on the reading comprehension, math and science portions of the ITBS and ITED tests

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

- Percentage of students by special population subgroups in career and technical programs who are proficient in occupational skills
- Percentage of graduates by special population who were program concentrators who receive a high school diploma or equivalent
- Percentage of senior program completers by subgroups who participate in career and technical programs who indicate their intention to continue their education, non-military employment, or military employment

Mentoring and Induction Program (**TQ9**)

- Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
- Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

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

- Percentage of all students with Individualized Education Programs (IEPs) who meet their IEP goals

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

- Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of school served under Title 1, Part A
- Percentage of parents who attend conferences with the Title 1 instructors

Title III (**LEP3**)

- Percentage of ELL students who are proficient in English within 3 years of entering the program.

(>AC meeting will provide opportunity for stakeholders to share concerns and strengths our school district.<)

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 circumstances of the situation; and e) is enforced accordingly. No Child Left Behind Act of 2001, Pub. L. No. 107-110
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)] [Section112,0]
Verified	The LEA assures that all stakeholders, including parents, have been consulted with, and were involved in, the planning, design, and review of this application and that those parents listed as members of the Consolidated Planning Committee have actively participated in the application development and review process. [Section 212,2(2)] [Section 3116(c)(5)]
Verified	The LEA assures that services, materials, and equipment provided to private school students will be secular, neutral, and non-ideological in nature. [Section 9501 (2)]
Verified	The LEA assures that materials and equipment provided to public and private schools will be labeled according to the funding entitlement.
Verified	The LEA assures that it will account for the need for equitable access to, and equitable participation by both public and private, in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age (General Education Provisions Act, Section 427).
Verified	The LEA assures that it will disaggregate data by sex, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
Verified	An Area or a local education agency (LEA) that applies for and receives E2T2 funds must provide assurance that its project contains all the content and professional development elements as laid out in the NCLB Title II part D. It must also assure that children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program on an equitable basis. To accomplish this, an AEA or LEA seeking E2T2 monies must engage in a timely and meaningful manner consultation with appropriate private school officials during the design and development of a E2T2 project. The consultation should address how the needs of the private school children would be identified, the services that would be offered, how and where those services would be provided, and service assessment. The consultation should also address the opportunities of private school teachers and other educational personnel to participate in professional development activities. The LEA assures that Private schools will implement activities funded by the No Child Left Behind Act of 2001 in accordance with program regulations. Each local educational agency shall maintain in the agency's records and provide to the state educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this Section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.
Verified	Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation. Mentoring and Induction Beginning Administrators Program HF 2792, 256.7 [Subsection 21] — 2007 IAC 284A,.2
Verified	Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6].
Verified	Certification of Compliance with NCLB Religious Expression: The District has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary or secondary schools pursuant to guidance of the Secretary of the United States Department of Education with respect to No Child Left Behind Act of 2001, Pub. L. No. 107-110, [Section 7904]
Verified	The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following: * The provision of specially designed instruction and related activities through: - cooperative efforts of special education teachers and general education teachers in the general education classroom; and/or

	<p>- on a limited basis by a special education teacher; and/or - consultation with a general education teacher. * The provision of accommodations and modifications to the general education environment and program, including settings and programs for eligible individuals aged 3 through 5 * The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served. IAC 281-41.408(2)a</p>
<p>Verified</p>	<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: * Approval by the school board of the development of a plan for organizing and providing special education services. * Development of the delivery system by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative will be selected by the AEA Special Education Director. * Verification by the AEA Special Education Director will verify that the delivery system is in compliance with the Iowa Administrative Rules of Special Education prior to the school board adoption. * Plan was available for public comment for 30 days prior to adoption. * Approval by the school board of the plan prior to implementation. IAC 281-41.408(2)c</p>
<p>Verified</p>	<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: * A description of how services will be organized and provided to eligible individuals, consistent with the requirements of the Iowa Administrative Rules of Special Education and the provisions described in 41.408(2)a * A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented. * A description of the procedures a special education teacher can use to resolve caseload concerns. The procedures will provide timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures will also identify the person or persons who are responsible for reviewing a concern and making a decision, including any corrective actions. * A description of the process that will be used to evaluate the system's effectiveness. * A description of how the delivery system will meet the targets identified in the state's performance plan. * A description of how the delivery system will address needs identified by the state in any determination made under the Iowa Administrative Rules of Special Education. IAC 281-41.408(2)b</p>

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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>1. Demonstrates competence in the general skills and strategies of the reading process. (K-12) 2. Demonstrates competence in the general skills and strategies for comprehending a variety of literary texts. (K-12) 3. Demonstrates competence in the general skills and strategies for comprehending a variety of informational texts. (K-12)</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>1. Understands and applies problem solving strategies. (K-12) 2. Understands and applies concepts of numbers and operations. (K-12) 3. Understands and applies concepts of measurements. (K-12) 4. Understands and applies properties of geometry. (K-12) 5. Understands and applies concepts of data analysis and probability. (K-12) 6. Understands and applies concepts of algebra and function. (K-12) 7. Communicates and reasons mathematically. (K-12)</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>1. Understands basic features of the Earth. (K-12) 2. Understands basic Earth processes. (K-12) 3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it. (K-12) 4. Knows about the diversity and unity that characterize life. (K-12) 5. Understands the genetic basis for the transfer of biological characteristics from one generation to the next. (K-12) 6. Knows the general structure and functions of cells in organism. (K-12) 7. Understands how species depend on one another and on the environment for survival. (K-12) 8. Understands the cycling of matter and flow of energy through the living environment. (K-12) 9. Understands the basic concepts of the evaluation of the species. (5-12) 10. Understands basic concepts about structure and properties of matter. (K-12) 11. Understands energy types, sources, conversions, and their relationship to heat and temperature. (K-12) 12. Understands motion and the principles that explain it. (K-12) 13. Understands the nature of scientific inquiry. (K-12) 14. Understands the scientific enterprise. (5-12)</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>The following activities and cooperative arrangements with other service agencies and service groups to meet the needs of at-risk students are in place in the West Burlington District: 1. Young House-mentoring K-12 2. Touchstone-family and individual counseling K-12 3. Child Study Team-clinical testing/study of youth in conjunction with the U of I Hospitals and AEA 16. 4. AEA 16 services to staff and students 5. Des Moines Area Community College-academic programming for students 9-12 6. Academic programming via Iowa On-line. 7. Kiwanis Club-money to help with program incentives and materials The following activities and strategies for parental involvement to help meet the needs of at-risk students are in place in the West Burlington District: 1. Grades sent home weekly 2. Monthly newsletter to parents from at-risk/special education 3. Instant access to grades and attendance for those with internet access 4. E-mails, letters, calls, meetings 5. Translation of parental communication into Spanish 6. Family Night at elementary</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>The district currently uses the ICN to offer access to some courses offered by other schools or by community college providers that the district wouldn't be able to offer because of limited enrollment, insufficient resources, or lack of certified instructors. The district will pursue making greater use of this long distance learning source. The district has some students taking Advanced Placement classes over the internet. The district will pursue making greater use of internet based instruction. The district use PLATO, a commercial software providing 7-12 courses, and Skills Tutor/Skills Surfer to provide curriculum support and expansion of curriculum into areas where student individual are great but the district doesn't have the resources to adequately meet those needs. The staff in the special needs programs such as special education, at-risk, and talented and gifted are being encouraged to make greater use of computer and internet based courses.</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>The district currently is using many software programs to aid in instruction and student information</p>

	<p>management. The district will need to update many of these programs licenses and/or purchase new licenses. The support service for some of these programs are costly and must be purchased each year. The district will be expanding its use of the Renaissance Software (STAR Reading, STAR Math,etc), PLATO and Skills Tutor/Skills Surfer curriculum software, Follett media software, and its early childhood educational software. We will be purchasing texts (print or electronic) to assist in technology education for the staff and students. Some of the technology currently used includes Geometry Sketchpad, PLATO, Skills Tutor/Skills Surfer, Microsoft Office Suite, Adobe Photoship, JMC Student Information System, Web Based Email, Data-Team financial software, Follett Media software, Internet manager, Virus software, Literature Textbook K-6 electronic version, and many others. The AEA is used as a fundamental partner in technology education for the district providing staff development as well as technical support.</p>
<p>Verified</p>	<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>The district currently provides parent access to parts of the student information management system allowing parents to see student attendance records, the student's score in each class so the parent can see how the student is doing or what assignments haven't been completed, and the lesson plans for each class taken by the student. The district website includes school publications, the school calendar, and 9-12 course descriptions. The district will periodically survey parents to see what can be done to make more effective use of the technology we have to promote parental involvement and to increase communications with parents.</p>
<p>Verified</p>	<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>To maximize the use of technology, the district will work with the AEA to get the staff trained to use the technology we have and maximize its use. The staff will be encouraged to work with Southeastern Community College to develop and offer courses to parents and community patrons that use the district's technology. These courses can be offered evening and weekends using the school facilities and equipment.</p>

<p>District Information</p>	
<p>Authorized Agency</p>	<p>West Burlington Ind School District 211 Ramsey St West Burlington, Iowa 52655 AEA: AEA 15 Great Prairie (district filed under aea control code 9215)</p>
<p>CSIP Coordinator</p>	<p>Name: David Schmitt Title: Superintendent Telephone: 319 - 752 - 8747 Extension: FAX: 319 - 754 - 9382 Email: david.schmitt@wbschools.us</p>
<p>Year Site Visit Scheduled</p>	<p>2005</p>
<p>Certified Dates</p>	<p>District: 9/15/2010 3:01:19 PM Readers: Readers not yet certified. State: State not yet certified.</p>

Annual Comprehensive School Improvement Plan (CSIP)
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