

Comprehensive School Improvement Plan

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

A. What data do we collect? To answer question I.A., Central City decides to “think through” a list of the assessments, surveys, and other building/district data it collects to describe student outcomes. The district divides the data sources into two broad categories: 1) those that include state and federal required data points and 2) those that include data that the district collects to gain a more holistic view of its students’ needs—data from its local Data Driven Leadership (DDL) work. The district also decides that a reference to the specific grade levels involved and a brief description of how the data are compiled is helpful to further guide its thinking.

The district collects the following required data:

- Trend line and subgroup data for ITBS/ITED reading, mathematics at grades 4, 8, and 11
- Trend line data for ITBS/ITED science for grades 8 and 11
- Graduation rate
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English and 3 years of science, mathematics 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 a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT).
- Trend line data from the Iowa Youth Survey (grades 6, 8, and 11)
- A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff, and students (completed once every five-years)
- Data from Northwest Evaluation Association; Measures of Academic Progress (MAP) for reading and mathematics at grades 4, 8, 11 and science grades 5, 8, and 11
- Basic Reading Inventory (BRI) data (grades 1-3) and DIBELS with preschool history for kindergarten
- Participation rates for required district-wide assessments (grades 3-8, 11)

These data have been used to establish biennium trend lines, which are updated annually and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information from the ITBS and ITED assessments, we also monitor the progress of each peer group over time in the areas of reading comprehension, mathematics, and science. Student growth is also monitored in the 3-8 data in reading, mathematics.

The Central City district believes that the required measures of academic achievement stated above do not provide a complete picture of its students’ learning needs. Therefore we also collect data using the following data indicators along with other data as needed through our local DDL process.

- District demographic data
- Climate surveys (random sampling of students 3-12)
- Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender)
- ITBS/ITED data for other grade levels and subject areas (grades 3, 5, 6, 7, 9, & 10)
- Instructional time allocations (grades K-12)
- Student work/course grades (grades 7-12)
- Student discipline data delete from the SWIS system (e.g., office referrals, suspensions, and expulsions) (grades K-12)
- MAP data for other grade levels (grades 3, 5, 6, 7, 9, 10) and MAP data for Language Skills in grades 3-11.
- delete Linn County Kindergarten Assessment

- Referrals to building assistance teams (BATs) and Child Study Teams (grades K-12)

B. How do we collect and analyze data to determine prioritized student-learning needs? To answer question I.B., Central City is a small district so often the full faculty/grade level team/subject area team is involved in decisions where in a larger district committees are used. Some permanent leadership teams do exist to collect and analyze data to determine specific needs.

District Administrative Team: The administrative team, consisting of the superintendent, 2 principals, and the curriculum director, meet weekly to keep communication flowing and decide on problems we should use the DDL process to solve. At this time which ever teachers and/or paraprofessionals involved are called together to work on the problem, data is collected and the process goes to completion.

Positive Behavior Supports Leadership Team: This team consists of the PBS Coach, the leadership team and teacher representatives from each level. The team examines the student discipline data from the SWIS system to identify needs of the district. Once a month pertinent data from the SWIS system is also shared with the faculty at each level.

Staff Development Consortium Leadership Team: The district is part of a staff development consortium with Alburnett and Springville schools. Representatives from each level are part of this Leadership Team which meets quarterly to collect and analyze the 3 districts data as the path of the staff development is decided.

Add District and Building Leadership Teams: Each building has a leadership team with the two teams together forming the District Leadership Team. These teams meet monthly to review data, plan the collegial small group meetings and make recommendations to the administration for the district and building staff development.

School Improvement Advisory Committee: This committee has representatives from across the district and the community including parents, community members, teachers and students. It meets two to six times a year depending on the needs of the district. It discusses the data collected by the district and makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, annual student achievement goals and the programs and services provided to students. At least once every 5 years they review and revise the school mission and vision statement and the Student Learning Goals. When necessary a temporary committee is formed from this committee, often with extra members from the community, to more closely examine an issue or concern.

C. What did we learn through this data analysis? To answer question I.C, Central City provides a summary of the key findings from its analysis of data that were collected from the sources listed in section I.A. This summary was taken from information collected from the teachers, SIAC and CSIP Committee as they analyzed the district long term data. Again, this summary includes state and federal required data points as well as other data that provide a broader picture of students' needs. Reference to specific grade levels is provided as appropriate. Through analysis of district and building data and comparisons with state's student performance, the following was learned:

ITBS/ITED Reading • Low SES is not a major determiner of lower proficiency

- Students with IEP's have a much lower % proficient than those without. •

Some indication of lower numbers of males than females proficient.

- ADD Between 2004-05 testing and 2005-06 testing the following classes dropped in the % proficient: 5,6,9,10,11 • delete 8th grade % proficient is decreasing from the 1999-00 school year to 2002-03.(using 2 year averages)add 4th and 8th grade % proficient is fluctuating but is fairly constant

Add 11th grade % proficient is increasing from the 1999 to 2006 2 year averages • The % of student's proficient in reading is less than in math overall, by grade levels and when looking at the longitudinal data.

- Our results are fairly constant over the years.
- There is a low percentage in the high group which increases though middle school but

decreases in high school.

- In the younger students (class of 2008 and below) we see an increase in the % of students' proficient
- Results are fairly constant over time
- There are a small % of students in the high range

- ITBS/ITED Math

- Math proficiency level is higher at all levels and in longitudinal data than reading.

- There is not a significant difference between males and females, or between low SES and others in Math.

- There is significant difference between students with IEP's to those without.

- add Between 2004-05 and 2005-06 testing, the following classes dropped in the % proficient 5,6,9,10,11
- Scores are very consistent over time.

- In longitudinal data, the % of students proficient in math increases over time most of the time.

- In general, the number of students proficient in math appears to be add staying constant or dropping slightly

- When comparing math total to math computation, the math total is higher in elementary and the computation is higher in the middle school.

ITBS/ITED Science

- There does not see to be a large difference between males and females, but in the 10 -12 there were more females than males proficient.

ADD • In high school, females have done better than males for 5 of the last 6 years.

Multiple Assessment (MAP) Data:

- Add The trend is for us to be within standard error of the national norms at all levels

- The trend is for us to be lower in reading than in math

Iowa Youth Survey: (SDFA2, SDFA4)

It must be remembered that this data was collected before PBS had been adopted. • The summary survey point to alcohol as a possible problem.

There is more use of alcohol than any other drug.

- The use of alcohol has not dropped since '99, but it has dropped in AEA.

- The % of students who have or are smoking has increased since '99.

- A larger % of students do not see fighting as wrong than did in '99 or than the AEA.

- Only 74% thought we taught them enough about careers vs. 83% in AEA. (not in '99)

• The number of times a teacher had to stop teaching to deal with disruptive behavior showed an increase from '99 to '02, and was also higher than the AEA. Community Needs Assessment:

- The community is most satisfied with the teachers and technology.

- They are least satisfied with how we provide for the individual needs of our students.

- Grades 6-12 discipline is a concern.

- The community is satisfied with the amount of homework.

- The curriculum meets the needs of the students K-8, there was a 50/50 split in satisfaction with the curriculum in 9-12.

- Most people were satisfied with communication.

- The community is extremely dissatisfied with the high school facilities.

- 74% of people said the responsibility for education on parenting, sex education and divorce should be shared between parents and the school.

- 59.36% do not find it easy to give input to the school.

- The amount of extra-curricular activities offered are adequate.

- Information is obtained by: 80% from the school newsletter, 51% from other parents, 43,72% by their children, and 43.72% from teachers.

- The community is very happy with the Pre Kindergarten program and before and after school daycare.

- The community is willing to share sports and classes, but whole grade sharing.

- 80% of responders think something should be done with the high school building.

- If we have to consolidate, Alburnett is the first choice.

- The majority of responders would reorganize to increase course offerings and improve facilities.

Graduation Rates, ACT results and other data sources for looking success at the end of the 13 years of education.

- The ACT' average was lower than the state average the last 2 years.

- When looking at the subtests, students do best in English, than science, than reading than mathematics.

- The ACT' average was lower than the state average the last 2 years.

- When looking at the subtests, students do best in English, than science, than reading than mathematics.

- The % of graduates pursuing post secondary training has gone up and down over the last 3 years, but is in the same range of 65% -75%.
- add Until the 2006-07 school year we did not require a core curriculum to graduate
- We have a comparatively large number of students attending the Marion Learning Center (alternative high school).

D. From the data analysis, what are our prioritized student needs? To answer question I.D, Central City identifies the findings from section I.C that indicate the highest need for direct intervention, either through goal setting or through specific actions to support the established goals. Some of the needs identified are connected to specific academic skills while others are more general.

Based on the data reviewed, we developed the following list of prioritized student needs. The starred items are of greatest concern and will be our first priority.

ADD • *Decrease the gap between the general population and the different subgroups

*Improved reading achievement scores at all levels, with emphasis on students with IEP's.

More efficient delivery system for reading in the elementary to find students with possible problems earlier.

Improved content area reading strategies in the secondary.

Improved achievement scores for all students in math, with special emphasis on students with IEP's.

Improved math achievement on MAP and ACT's for upper level students.

Improve the science student achievement for all students.

*Further implementation of PBS

Development and deliver a strong guidance curriculum

Development of a K-12 career development plan for students.

*Keep more students at Central City through graduation with successful prediction of postsecondary success

E. How will we develop goals and actions based upon the prioritized needs? The district and faculty leadership teams and the SIAC will use the prioritized needs to generate and recommend goal statements to the boards for adoption. The district and building faculty and administration will design strategies and actions that align with and support the established goals.

Comprehensive School Improvement Plan

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

A. What long-range goals have been established to support prioritized student needs? The district School Improvement Advisory Committee recommended the following district goals to the school board which the school board has adopted.

Mission Statement:

Together as a community, we will assist in the development of responsible citizens who are lifelong learners and productive problem solvers, by providing diverse and challenging educational experiences.

District Student Learning Goals:

I. . Students will develop a sense of personal worth and respect for others, which will help them become responsible citizens.

II. Central City students will show they have acquired the necessary knowledge base to become life-long learners, demonstrating:

1. Competent skills in math, reading comprehension, writing, speaking, and listening.
2. Proficiency in the use of diverse resources to access, compile and communicate information.
3. The development of personal responsibility, including work ethic, self-management, goal setting, organizational skills, and the ability to work collaboratively.
4. Critical thinking skills such as identifying and analyzing issues, assessing and applying information, and providing solutions.

District Long Range Goals

1. Raise the percentage of all K-12 students who are at the proficient level or higher in reading.
 2. Raise the percentage of all K-12 students who are at the proficient level or higher in mathematics.
 3. Raise the percentage of all K-12 students who are at the proficient level or higher in science.
 4. Provide a safe, positive, educational environment where all K-12 students will be provided with the opportunity to receive a quality education.
 5. Develop personal responsibility skills in students as shown by the district indicators.
 6. All K-12 students will develop proficiency in the use of technology in a variety of settings.
- Goal 1: Raise the percentage of all K-12 students who are at the proficient level or higher in reading.

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 the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroups.
- 1b. Percentage of students in grades 1-3 who are independent readers at grade level on the Basic Reading Inventory
- 1c. Percentage of students in grades 3-11 who are making their typical growth on the "Measures of Academic Progress" (MAP) Test in reading.
- 1d. Percentage of students in grades 3-11 who are proficient or higher on the MAP test in reading.

Goal 2: Raise the percentage of all K-12 students who are at the proficient level or higher in mathematics.

- 2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Math Total in grades 3-8 and the ITED Math Total in grade 11, including data disaggregated by subgroups.
- 2b. Percentage of students in grades 3-11 who are making their typical growth on the "Measures of Academic Progress" Test in math.
- 2c. Percentage of students in grades 3-11 who are proficient or higher on the MAP test in math..

Goal 3: Raise the percentage of all K-12 students who are at the proficient level or higher in science

- 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 grade 11, including data disaggregated by subgroups.
- 3b. Percentage of students who score at the proficient level or above on the MAP science assessment in middle school and high school.

Goal 4: Provide a safe, positive, educational environment where all K-12 students will be provided with the opportunity to receive a quality education.

The following indicators will measure district progress with goal 5:

- 4a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR)
- 4b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
- 4c. Percentage of student body in elementary, middle and high school that receives any discipline referrals (ie. Majors and Minors using the SWIS (School Wide Information System) Program.
- 4d. Percentage of students in grades 6, 8 and 11 that report that they have used alcohol, tobacco, or other drugs on the triennial Iowa Youth Survey.
- 4e. Percentage of student body in middle school and high school that receive D's and F's in semester grades.

4f. Number of suspensions and expulsions at elementary, middle and high school.

Goal 5: Develop personal responsibility skills in students as shown by the district indicators.

5a. Percentage of student body in elementary, middle and high school that receives any discipline referrals (ie. Majors and Minors) delete using the SWIS (School Wide Information System) Program.

5b. Percentage of students in grades 6, 8 and 11 that report that report pertinent information on the triennial Iowa Youth Survey.

5c. Percentage of student body in middle school and high school that receive D's and F's in semester grades.

5d. Number of suspensions and expulsions at elementary, middle and high school.

Goal 6: All K-12 students will develop proficiency in the use of technology in a variety of settings.

6a. Percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment.

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

The SIAC will meet regularly and review data to decide how well we are meeting our Student Learning Goals and our Student Achievement Goals, and at least every 5 years the Student Learning Goals and Long Range Goals will be reviewed and revised. Central City is part of a staff development consortium consisting of 3 small districts, Alburnett, Springville, and Central City (ASCC). The consortium works closely with Grant Wood Area Education Agency (GWAEA) This consortium provides our teachers with the opportunity to have collegial meetings with teachers who teach at the same level and in the same subject areas as well as allowing us to pool our resources to provide high quality expertise and support for our staff development. The consortium provides training and resources for use of technology to collect and analyze data. The consortium is lead by the Consortium Leadership Team, which includes teachers representing all levels from each district, administrators, and GWAEA support staff, examines the data from the 3 districts to ascertain what are the common needs of the districts. The consortium then plans the common staff development days and the individual districts plan the other supports throughout the year. Our consortium will use the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making goal progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels (e.g., elementary, middle school, and high school) to provide K-12 system alignment of efforts ADD with the recommendations of the Building and District Leadership Teams

C. What is our current practice to support these long-range goals? What instructional strategies are being used in the district?(AR7),(IEI)

- Leveled reading groups (K-8)
 - Daily Oral Language (3-9)
 - Inquiry based instruction in science K-12
 - Reciprocal teaching 1-5
 - Flexible small group instruction in reading and math K-5
 - Talk alouds K-6 add Think Alouds
 - Content Area Reading Strategies 7-12
 - Technology tools for tracking and analyzing data **FTP1**
- Technology tools for remediation and enhancement of instruction **FTP1**
[Second Chance Reading](#)

What instructional programs/services are being used?(AR7), (IEI)

- Accelerated Reader (2-8)
- Deliete Houghton MifflinAdd Hartcourt Brace Reading series (k-5)
- Early Success and Soar to Success Programs
- Readinga-z.com
- Reading Recovery 1st Grade
- Title I Part A Reading services 1st – 5th grade.
- Head start

- Summer School
- Special Education services PreK-12
- Child Study Teams K-12
- Building Assistance Team
- Early Childhood Program
- Positive Behavior Supports
- Mentoring an Induction Program
- Gifted and Talented Program/Services
- Perkins: Vocational and Technical Education Programs
- Title II, Prt D: Technology Usage
- Title IV: Safe and Drug-Free Schools Program/Services
- VAST for science education K-6
- PSEO
- Learning Academy Programs (CISCO, Information Management Program)
- Leadership for CSIP Implementation
- Strengthening Families, Celebrating Families, Boomerang (ISU extension services)
- "Take Charge"
- "Powerful Choices" YPN in 8th grade
- Student Leadership Conference
- Career Internships

What system-wide management supports are used?

- Resource Allocation
- Technology: Grant Wood AEA Student add Assessment System, delete SWIS System add

CenterPoint Students System

- Policy Development
 - Curriculum Development
 - Assessment Plan Development
 - Curriculum and Assessment Alignment
 - Evaluation Systems for Personnel
 - Teacher Leadership Teams
 - Iowa Technical Adequacy Project (ITAP)
 - Alburnett, Springville, Central City Staff Development Design and Leadership Teams
- "Follow the Leader" Internet Service program for remediation and enhancement of reading and math. **(FTP1)**
 Second Chance Reading Program 7-12

D. How is our current practice aligned with or supported by the research base? We considered the current learning environment and the current student data and compared these to the ideal learning environment and the expected student performance based on research. We relied upon Iowa Content Area Networks, GWAEA Content Area Consultants, and local content area experts to access information about practices supported by scientifically-based research.. Our ASCC joint staff development consortium uses the Plan, Do, Study, Act model in our action research projects.

Current Practices supported by research and or local data:

The district has determined that research and local student data support the use of several of our current practices in the area of reading. These practices include the following:

- Talk Alouds add Think Alouds
- Content Area Reading Strategies
- Reading Recovery
- Positive Behavior Supports
- Inquiry based instruction in science
- Reciprocal Teaching
- Flexible small group instruction
- Sampling

Research Needed:

Add The building leadership teams will review the research based instructional methods and delivery systems for the different subject areas as the need arises.
The technology committee will review new technology available that is research based to support instruction **FTP1**

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

We have developed standards and benchmarks in all curricular areas. District Curriculum maps have been developed in add in all areas. These maps are aligned with the standards and benchmarks and include information on integration of the inclusion strands (MCGF, HOTS, etc.). Operational curriculum maps will continue to be done on a yearly basis. Through the ITAP process we have done an alignment between our standards and benchmarks and the district assessments. We continue the alignment of classroom instruction and our district assessments.

Instructional Strategy Decisions:

In reviewing our current instruction practices, it became apparent that some instructional methods are supported by scientifically-based reading research. Some instructional methods have a weaker research base and some instructional methods are not supported by research. It is apparent that we are not consistently using SBR (scientifically based research) instructional methods across the curriculum and grade levels in teaching comprehension strategies in reading, mathematics and science. Our first focus is on reading in K-12 and add differentiated instructional practices. Within the next five years, we must address the following issues:

- The discontinuation of instructional methods that are not supported by research
 - The consistent implementation by all staff members of instructional methods that are supported by SBR
 - The consistent implementation by all staff members of SBR instructional methods that address all essential components of reading, math and science at the appropriate levels
- The consistent integration of technology into our instruction

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

Mathematics Instruction. The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of representations. Current practice in mathematics needs to expand the use of these strategies; as a result, these strategies will be part of our district career development plan.

Behavioral Supports. Central City Community School District currently participates as a pilot site for Positive Behavior Supports. Since scientifically-based research indicates that this intervention is effective in reducing discipline problems, this intervention will address our need to improve attendance, graduation rate, and learning environment.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? Actions for CSIP Goals 1, 2, 3, and 6
Implement the District Career Development Plan:

Our District Career Development Plan uses the Iowa Professional Development Model process to align professional development efforts with prioritized student needs. ADD The professional development for the next 3 years will be based on the implementation of Differentiated Instruction
The selection of this target was based on student ITBS data, ITED data, and MAP data. Current instructional methods were also examined to help identify professional development needs. This aligns with our Long Range Goal #1,#2,& #3.

The District Career Development Plan describes an ongoing cycle in which professional development efforts will focus on instructional methods targeted at student learning. At least 80% of professional development time and resources will focus on the learning and implementing of new instructional methods with consistency and integrity.

Teachers will be provided the opportunity to receive training in technology applications at their respective skill levels that will allow them to monitor student growth using strategies such as run charts and strategies that will improve student achievement.

Research-Based Strategies: Our ASCC Leadership Team reviewed research on the strategies, using the Content Area Network and GWAEA and other content specialists. The strategies align with the needs of the districts that were found by looking closely at the line item analysis of ITBS/ITED and the MAPS data.

Participation:All teachers will participate in the training and all teachers of reading and all content areas. This includes those teachers responsible for Reading Recovery, Title 1, At-Risk, Special Education, and TAG. The building principals and central office administrators will also be actively involved in professional development, including training and implementation. We will work with the AEA so that teachers can receive licensure renewal credits for their participation and classroom implementation of newly-learned instructional methods.

Professional Development Content:

Beginning with the Add 2006-07) school year, professional instructional staff will implement ADD Differentiated Instructional strategies:

Alignment with the Iowa Teaching Standards.

These professional development actions align directly with the following Iowa Teaching Standards and Criteria:

Standard #2 Demonstrates competence in content knowledge (specifically criteria 2a, 2b, and 2d)

Standard #3 Demonstrates competence in planning and preparation for instruction (specifically criteria 3a, 3b, 3d, and 3e)

Standard #4 Uses strategies to deliver instruction that meet the multiple learning needs of students (specifically criteria 4a, 4b, and 4f)

Standard #7 Professional Development (specifically criteria 7a, 7b, 7c, and 7d)

Professional Development Learning Opportunities:

Implementation of the district career development plan will involve these components: three 1/2 days of joint staff development days with the Alburnett, Springville, Central City Staff Development Consortium, to work on the research based strategies.

Twice monthly meetings with each teacher's district collegial team and weekly 1 hour staff development in a variety of configurations.

Technology training to meet the different levels of teacher need to help implement the implementation plan to improve instruction.

Monthly meetings of the school leadership team to analyze implementation plans and develop plans to further the implementation.

Professional Development Providers. AEA consultants will serve as the professional development provider for the district. The Iowa Department of Education accredits this provider. The district will also provide outside resources to supplement what the AEA can provide and make best use of the expertise of the faculty and administration.

Enhance instructional materials and resources.

1. Complete a new district wide curriculum review cycle.

2. Continue the curriculum mapping process, making yearly operational maps to improve communication about student experiences. .Implement student performance and data organization tool

3. 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. Complete a review of the Career and Technical Education Plan and course offerings. Investigate further cooperation with Kirkwood Community College by increasing the number of articulated classes and career academy opportunities.

4. Provide support for the integration and use of technology throughout the curriculum K-12. Provide training in use of technology to further implementation of technology into the curriculum; participation in the R2T2 consortium with GWAEA. Development and implementation of an 8th grade technology assessment.

Actions for CSIP Goal 4 and 5:

1. Support students and families in order to increase student participation, attendance, and graduation. Support students and families in order to increase student participation, attendance, and graduation. Follow-up on all students with a high absenteeism rate. Continued development of an at risk program.

2. Create a learning environment that is safe, supportive, and conducive to learning a culture of achievement and respect. Maintain and expand the work on systems of school-wide Positive Behavior Supports (PBS) at the elementary, middle school and the high school. Develop a committee to address what the best way to meet the emotional and affective needs of the middle school and high school students.

G. How will we support implementation of the identified actions? We will devise implementation plans for the actions previously described for CSIP goals 1, 2, 3, 4, and 5.

Implementation plans will address the following components:

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

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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? Central City 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 District Leadership Team and the SIAC will ensure this data is being collected and analyzed. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments.

Monitoring Progress with Long-Range Goals:

ITBS will be given in grades 3-8 and the ITED's will be given to 9-11.

Measures of Academic Progress, MAP, is given to all students in grades K-11 for reading, language skills and mathematics.

DIBELS is used as a diagnostic reading assessment for K-4th grade. This assesses comprehension and fluency.

A multiple format assessment in mathematics is given in 8th grade.
The MAP Science Assessment is given in the high school, part in 9th and part in 10th.
Alignment of Standards and Assessment – 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, Central City completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, BRI, and MAP. This process has been completed. The district now must complete the process for science.

Student Indicator Data Used for Evaluation of Programs & Services
The Iowa Youth Survey is given every 3 years to the 6th, 8th and 11th grade students to monitor social-emotional indicators.
School Wide Information System (SWIS) is used to monitor student behavior in K-12 using tracking of office referrals and minor infractions.
8th Grade Technology Assessment will be given to all 8th graders.
The Percentage of D's and F's given at semester.
Graduation rate as calculated by the Iowa Department of Education.
Average Daily Attendance for each school in the district

Future Data Gathering:
Implementation data for professional development.
Science assessment must be revised and better aligned to the curriculum using the ITAP Process.

Comprehensive School Improvement Plan

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

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

Central City has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP. 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

Central City will use a combination of formative and summative evaluation processes within the program evaluation process. The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that Central City incorporates into its CSIP will occur within a five-year rotation. Note: Central City will submit, as required, any annual evaluation/reporting data for state and federal programs.

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

| Program | In-Depth Program Evaluation Rotation |
|---|--|
| Professional Development Program (District Career Development Plan) | Annually, beginning in 2005 |
| Title II, Part A (Teacher and Principal Training/Recruiting) | Note: Title II, Part A is embedded into Central City's district career development plan. Annually, beginning in 2005 * |
| Title I, Part A (Parent Involvement) | Annually, beginning in 2005 * |
| Title II, Part D (E2T2) | Every two years, beginning in 2006 |

Title IV (Safe and Drug Free Schools) Every three years, beginning in 2006
Mentoring and Induction Program Every three years, beginning in 2006 *
Talented and Gifted Program Every five years, beginning in 2007
Perkins (Vocational/Career and Technical Education Programs) Every five years, beginning in 2007
At-risk Program Every five years, beginning in 2007
Special Education Programs and Services Every five years, beginning in 2005

Central City 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

Central City will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, District Leadership Team, and SIAC 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)
- At-Risk Program
- Perkins working with the GWAEA consortium (Vocational/Career and Technical Education Programs)
- Mentoring and Induction Program
- Special Education Programs and Services
- Title I, Part A (Parental Involvement Program)
- Title II, Part A (Teacher and Principal Training and Recruiting Program)
- Title II, Part D (E2T2) with the GWAEA consortium
- Title IV (Safe and Drug Free Schools)

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 Central City'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

- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-6 teachers who accurately use the strategies as measured by observations and implementation logs
- Percentage of 6-12 teachers who accurately use the strategies as measured by observations and development opportunities.
- Percentage of K-3 students who are independent at grade level on the BRI
- Percentage of 3-11 students who are proficient using the MAP spring assessment.

Gifted and Talented Program

Rather than judging the effectiveness of its gifted and talented program through CSIP goal indicators since Central City does not believe that disaggregating its ITBS/ITED data by gifted and talented student participants provides meaningful information, Central City is going to use the following indicator to determine the effectiveness of its gifted and talented program:

- Percentage of all students participating in the gifted and talented program who meet goals in their individualized learning plans
- Percentage of students scoring in the gifted range on the MAP reading, mathematics and/or language skills test

Perkins (Vocational/Career and Technical Education Programs)

- 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

- 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

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

Title I, Part A, Parental Involvement

- Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of schools served under Title 1, Part A