Anamosa Comm School District
CSIP (2014 - 2015)

Vision, Mission, Goals
Collaborative Relationships
Learning Environment
Curriculum and Instruction
Professional Development
Monitoring and Accountability

View APR student achievement data

View National Assessment of Educational Progress (NAEP)

Iowa Assessments Standard Error of Measurement

Vision, Mission, Goals

1) Is the district accepting Early Intervention funding to be spent on K-3 reading and math?
No
1. What are the district's goals related to K-3 reading or mathematics?

2) Is the district accepting Early Intervention funding to be spent on class size reduction?
Yes
1. What are the district's class size goals for each grade K through 3?
The Anamosa School Board has made a committment to keep all K-4 classes below 25 students. We monitor all community preschool enrollments to help estimate needs for the following year. Our goal for K-3 is to maintain class sizes at 18-22 specifically at grades K and 1.
3) What activities are in place for K-3 students to achieve a higher level of success in the basic skills?

The district provides the following support to promote the achievement of students at a higher level of success in the basic skills:

- ◦ Title I Reading
    - ▪ Summer Reading Academy (Grades 1-2)
    - ▪ Reading Recovery (Grade 1)
- ◦ Talented and Gifted
- ◦ Special Education

The district has provided, is providing and/or continues to support the implementation of professional development for all elementary certified staff and appropriate programming thereof in:

- ◦ PBIS (Positive Behavior Interventions and Supports)
- ◦ Alignment of Instruction to the ELA Core Standards (13-14)
- ◦ Institutionalization of a 120-minute ELA block including time for grade level interventions
- ◦ Alignment of Instruction to the Math Core Standards (14-15)

Additionally the district is currently working to define, design and implement an RTI-based process which promotes greater continuum of coordination and services to students including greater differentiation and support within the general education classroom environment.

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

The district uses the following assessment structure to measure the reading accuracy and fluency skills of students, including but not limited to phonemic awareness, oral reading ability annd comprehension skills.

 Phonemic Awareness Concepts of Print Oral Fluency Word Study Comprehension Writing Kdg FAST, CORE Phonics Screener FAST FAST FAST, CORE Phonics Screener, Unit and Benchmark Curriculum Assessments Unit and Benchmark Curriculum Assessments Unit and Benchmark Curriculum Assessments 1st FAST, Reading Recovery Test Packet Reading Recovery Test Packet FAST, Reading Recovery Test Packet, Rigby PM Benchmarking DIBELS, Reading Recovery Test Packet, Rigby PM Benchmarking Reading Recovery Test Packet, Rigby PM Benchmarking, Unit and Benchmark Curriculum Assessments Writing Probes 2nd Informal Decoding Inventory   FAST Informal Decoding Inventory Unit and Benchmark Curriculum Assessments, MAP Writing Probes 3rd Informal Decoding Inventory   FAST Informal Decoding Inventory Unit and Benchmark Curriculum Assessments, MAP Writing Probes

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

All students will achieve at high levels in reading.

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

The Anamosa Community School district is implementing processes which through identification, implementation and monitoring of curricular and instructional practices promotes the achievement of all students at high levels. Current data indicates the need for the district to enhance alignment to the Iowa Core in all areas, to further develop a coherent literacy development system including a continuum of support services and to enhance student engagement through instructional practices as well as cultural relationships. These are district focuses.

Plans for improvement, based in data, have been developed by each building. These plans place extensive focus on the cited needs. Current professional development opportunities include overviews and deep investigations of the Iowa Core, additional work with writing, the awareness, development and implementation of MTSS structures, and a deeper understanding of literacy as both direct instruction and through instructional strategies in content specific areas. To support all content, additional professional development in PBIS and Capturing Kids Hearts is being implemented as well.

These focuses will continue to be evaluated adjusted and modified as necessary.

7) What are the district's measureable, long-range goals to address improvement in mathematics?

All students PK-12 will achieve at high levels in math.

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

The Anamosa Community School district is implementing processes which through identification, implementation and monitoring of curricular and instructional practices promotes the achievement of all students at high levels. Current data indicates the need for the district to enhance alignment to the Iowa Core in all areas, to further develop a coherent literacy development system including a continuum of support services which address remediation and extension and to enhance student engagement through instructional practices as well as cultural relationships are district focuses.

Plans for improvement have been developed by each building. These plans place extensive focus on the cited needs. Current professional development opportunities include continued alignment to the Iowa Core, the awareness and development of MTSS structures, and a deeper understanding of math as well as, the previously cited literacy, as both direct instruction and through instructional strategies in content specific areas. To support all content, additional professional development in PBIS and Capturing Kids Hearts continues to be implemented.

It is believed that through the greater alignment to core and through the enhancement of student's reading skills, mathematics achievement will also increase on standardized assessments.

These focuses will be evaluated adjusted and modified as necessary.

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

All students PK-12 will acheive at high levels in science.

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

The Anamosa Community School district is implementing processes which through identification, implementation and monitoring of curricular and instructional practices promotes the achievement of all students at high levels. Current data indicates the need for the district to enhance alignment to the Iowa Core in all areas, to further develop a coherent literacy development system including a continuum of support services which address remediation and extension and to enhance student engagement through instructional practices as well as cultural relationships are district focuses.

Plans for improvement have been developped by each building. These plans place extensive focus on the cited needs. Current professional development opportunities include overviews and deep investigations of the Iowa Core, additional consideration of writing the awareness and development of RTI structures, and a deeper understanding of literacy as both direct instruction and through instructional strategies in content specific areas. To support all content, additional professional development in PBIS and Capturing Kids Hearts continues to be implemented.

These focuses will be evaluated adjusted and modified as necessary.

Specific to science, it is believed that through the greater alignment to core and through the enhancement of student's reading skills, science achievement will also increase on standardized assessments. Additionally, teachers asigned specific to science will have opportunities to continue to enhance their content knowledge and skills as appropriate.

Collaborative Relationships

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

The Anamosa Community School District continues to focus on the construction/renovation of several facilities. This has been a focus of much community input over the last 4 years. The new middle school opened in 2012-2013. A bond issue passed in the spring of 2013 is seeing HVAC upgrades to the current elementary school and high school, an addtion to the fitness center, a science addition and finally the construction of anew performing arts center and new baseball fields. Much community input has been sought throughout the process. It is believed that these renovations and additions will continue to support greater student engagement in the learning environment also translating to greater student achievment.

Educational needs now draw as cited previously, to a more greatly aligned and coordinated educational system that better meets the needs of all students. Again Cadre (SIAC) along with other informal data collection are used as well as a formal survey once every 5 year. The next 5 year survey is scheduled to be conducted in the 2015-2016 school year.

As well, modern technologies promoting greater transparency as well as interaction are continually be explored . TO this end online surveys are used as appropriate to gather perspective from the local community as well as staff.

12) Describe the district's student learning goals (general statements of expectations for all graduates) and how the district has sought input from the local community at least once every five years about these goals.

In addition to the academic goals as cited for NCLB and IA 280.12 and 280.18, the Anamosa Community School District holds the following general goals for all students. Cadre (SIAC) reviews and provides input on district student learning goals annually.

Students will:

- ◦   Develop a respect for themselves, others and their environments
- ◦   Work cooperatively with others in a variety of settings
- ◦   Develop responsbile citizenship skills
- ◦   Acquire the skills necessary to provide a foundation for lifelong learning
- ◦   Develop the necessary skills to communicate effectively
- ◦   Solve problems in creative and positive ways
- ◦   Use technology as a tool for everyday life.

The district seeks input from the community informally on an ongoing basis as well as through more formal surveys every five years. The next 5 year survey is scheduled to be conducted in the 2015-2016 school year. As well, modern technologies, such as surveys, promoting greater transparency as well as interaction are continually be explored .

Learning Environment

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

NCLB - 280.12/280.18 Goals

- ◦ All students PreK-12 will achieve at high levels in reading.
- ◦ All students PreK-12 will achieve at high levels in mathematics.
- ◦ All students PreK-12 will achieve at high levels in science.

Other District Goals

Students will:

- ◦ Develop a respect for themselves, others and their environment
- ◦ Work cooperatively with others in a variety of setting
- ◦ Develop responsbile citizenship skills
- ◦ Develop the necessary skills to communicate effectively
- ◦ Solve problems in creative and positive ways

14) Does your district offer any online courses?

Yes

1. Please provide a description of your online curriculum.

The Anamosa Community School District uses online learning opportunities for students through a variety of providers as well as for a variety of purposes.

Online learning opportunities are provided through Edgenuity, Iowa Online AP Academy, Iowa Learning Online and and through Kirkwood Community College.

Courses are currently taken by students to complete a discontinued French sequences, to complete advanced placement courses not offered on-site, for purposes of credit recovery as well as to provide opportunities for students to take PSEO coursework through community colleges.

<u>Curriculum and Instruction</u>

15) By law, local standards are to be identical to the Iowa Core Standards in literacy. What steps is the district/school taking to ensure that the standards are being implemented in literacy?

All teachers have been involved in professional development that provides for the unpacking of standards found within the Common Core while also providing a deeper understanding of the Characteristics of Effective Instruction and the Universal Constructs. This collaborative professional development provides for a deeper understanding of the expectations of these standards. This work is supported through the AEA and is ongoing.

Identified priority standards are directly from the Iowa Core Standards in literacy. Alignment and subsequent assessment of instruction to the Iowa Core is ongoing.

Considerations of instuctional design systems and documentation which would support a more coherent development and implementation process of aligned learning opportunities will be held and as appropriate planned for implementation.

The implementation of walkthroughs and the development of a more coordination instructional design system remain challenges before us.

16) By law, local standards are to be identical to the Iowa Core Standards in mathematics. What steps is the district/school taking to ensure that the standards are being implemented in mathematics?

All teachers have been involved in professional development that provides for the unpacking of standards found within the Common Core while also providing a deeper understanding of the Characteristics of Effective Instruction and the Universal Constructs. This collaborative professional development provides for a deeper understanding of the expectations of these standards. This work is supported through the AEA and is ongoing.

Identified priority standards are directly from the Iowa Core Standards in math. Alignment and subsequent assessment of instruction to the Iowa Core is ongoing.

Considerations of instuctional design systems and documentation which would support a more coherent development and implementation process of aligned learning opportunities will be held and as appropriate planned for implementation.

The implementation of walkthroughs and the development of a more coordination instructional design system remain challenges before us.

17) By law, local standards are to be identical to the Iowa Core Standards in science. What steps is the district/school taking to ensure that the standards are being implemented in science?

All teachers have been involved in professional development that provides for the unpacking of standards found within the Common Core while also providing a deeper understanding of the Characteristics of Effective Instruction and the Universal Constructs. This collaborative professional development provides for a deeper understanding of the expectations of these standards. This work is supported through the AEA and is ongoing.

Identified priority standards are directly from the Iowa Core Standards in science. Alignment and subsequent assessment of instruction to the Iowa Core is ongoing.

Considerations of instuctional design systems and documentation which would support a more coherent development and implementation process of aligned learning opportunities will be held and as appropriate planned for implementation.

The implementation of walkthroughs and the development of a more coordination instructional design system remain challenges before us.

18) By law, local standards are to be identical to the Iowa Core Standards in social studies. What steps is the district/school taking to ensure that the standards are being implemented in social studies?

All teachers have been involved in professional development that provides for the unpacking of standards found within the Common Core while also providing a deeper understanding of the Characteristics of Effective Instruction and the Universal Constructs. This collaborative professional development provides for a deeper understanding of the expectations of these standards. This work is supported through the AEA and is ongoing.

Identified priority standards are directly from the Iowa Core Standards in social studies. Alignment and subsequent assessment of instruction to the Iowa Core is ongoing.

Considerations of instuctional design systems and documentation which would support a more coherent development and implementation process of aligned learning opportunities will be held and as appropriate planned for implementation.

The implementation of walkthroughs and the development of a more coordination instructional design system remain challenges before us.

19) By law, local standards are to be identical to the Iowa Core Standards in 21st century skills. What steps is the district/school taking to ensure that the standards are being implemented in 21st century skills?

All teachers have been involved in professional development that provides for the unpacking of standards found within the Common Core while also providing a deeper understanding of the Characteristics of Effective Instruction and the Universal Constructs. This collaborative professional development provides for a deeper understanding of the expectations of these standards. This work is supported through the AEA and is ongoing.

Identified priority standards are directly from the Iowa Core Standards in 21st Century Skills. Alignment and subsequent assessment of instruction to the Iowa Core is ongoing.

Considerations of instuctional design systems and documentation which would support a more coherent development and implementation process of aligned learning opportunities will be held and as appropriate planned for implementation.

The implementation of walkthroughs and the development of a more coordination instructional design system remain challenges before us.

Professional Development

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

Professional dvelopment activities are aligned with district long-range student learning goals through school improvement planning processes that facilitate the identification of gaps between our current reality, as based in data, and our desired state, as detailed in said long-range student learning goals. This process is driven from the board table through district and building leadership teams and finally, to the teacher by their individual professional development plan. This process promotes a continual focus on those factors we deem most importantabout student learning.

All teachers and adminsitration are engaged in learning opportunities aligned to long range standards, including those responsible for Title I, Special Education, At-Risk and GIfted Education. Common training sessions as appropriate are provided on professional development days and early releases throughout the school year. Additionally the district supports teachers participation in external professional development opportunities in order to provide deeper opportunities for teachers to support the attainment of cited long range goals.

Professional development activities promote teachers working in collaboration and involve the understanding of theory, presentation, classroom demonstrations and practice, the reading of current research and findings as well as discussion and reflections. The support of the AEA staff is sought to support staff on their continued growth at all levels.

21) What research-based staff development practices does the district have in place?

The District and Building Leadership Teams analyze achievement results against long range goals. They subsequently identify professional development needs based on identified gaps between student achievment and teacher skill sets. Research on the strategies and processes found to be most effective in resolving the identified gaps is reviewed The review of research includes research listed on the Department of Education website, research on Effective Schools and Effective Instructional Strategies as well as most recently the work of John Hattie detailed in Visible Learning.

In addition, they applied the following federal criteria to determine if a strategy has a quality research base:
a) Evidence of positive student results demonstrated by research that employed systematic empirical methods and
b) The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Focuses cited below were found to result in student achievement gains. In addition, they applied the following federal criteria to determine if a strategy has a quality research base:

Professional Development Content:

a.) Effective reading strategies and literacy development systems at all levels (K-12)
b.) Aligning the curriculum, instruction and assessment through the Common Core (K-12)
c.) RTI/MTSS structures coupled with critical data analysis including elementary PBIS (K-12)
d. Integrating technology into classroom instruction (K-12)
e. Creating a safe school environment
f. Differentiating classroom instruction

22) Describe the district's (CSIP and DINA)/building's (SINA) plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement. When a district is selected answer at the district level, when a building is selected answer at the building level.

The Anamosa Community Schools Professional Development Plan focuses on increasing the capacity of our staff to best meet the learning needs of our students. The identification of professional development is completed through an analyzes of current student achievment levels in relationship to identified student long range learning goals.The current plan and adult learning opportunities focuses on three areas:

- ◦ The continued development of a coherent literacy system throughout the district. Professional development in this area includes the development and implementation of an RTI /MTSS structure to more greatly support the identification and support of individual student learning needs and a deeper understanding of quality literacy instruction as a content itself, including work in the area of writing, and as a component of core instruction across all contents.
- ◦ The continued alignment of the enacted curriculum to the Common Core including pedagogically appropriate instructional and assessment systems. Professional development in this area includes the unpacking of standards, a greater understanding of the Characteristics of Effective Instruction as well as the Universal Constructs.
- ◦ The development of greater student engagement in the learning environment to better meet the socio-emotional needs of students. Professional development in this area includes the design and implementation of an RTI structure for behavior through PBIS training and the greater development of appropriate student/adult relationships through training in Capturing Kids Hearts.
- ◦ Additionally, professional development in the integration of technology in order to support greater student interaction within the classroom will also be provided.

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

Professional development learning opportunities align directly with the following Iowa Teaching Standards and Criteria:
Standard #1   Demonstrates ability to enhance academic performance (specifically 1a, 1c, 1d, 1f)
Standard #2   Demonstrates competence in content knowledge (specifically 2a, 2c, and 2d)
Standard #3   Demonstrates competence in planning and preparation for instruction (specifically 3a, 3d, 3e)
Standard #4   Uses strategies to deliver instruction that meets the needs of all students (specifically 4a, 4b, 4c, and 4f)
Standard #5   Uses a variety of methods to monitor student learning (specifically 5a, 5b, 5c, 5d, 5e, and 5f)

Standard #6 Demonstrates competence in classroom management (specifically 6a, 6b, and 6e)
Standard #7   Engages in professional growth (specifically 7a, 7b, 7c)

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

Professional development is designed based on the analysis of student learning needs and long-range goals. District and Building Leadership Teams facilitate the development of respective plans based on identified school improvement plans including how to address the needs of not only "general" education teachers, but all specials teachers. The needs of specific contents, programs and/or departments are also considered in order to meet the unique learning needs of all.

All teachers are engaged in training, including those responsible for Title 1, Special Education, At-Risk, and Gifted and Talented. The principals and central office staff will also be actively involved. All career teachers are also required to be working under an Individual Career Development Plan which is aligned to a building goal.

25) Who are the district's approved professional development providers?

AEA consultants will serve as the professional development provider for the district. The Iowa Department of Education accredits this provider.

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

The Anamosa Community School District invested significant resources in upgrading technology related to bandwidth, networking and devices during the 2013-2014 school year. It recognized that it was lacking appropriate equipment and resources to meet the learning needs of students in addition to the operational needs of the organization. It has begun to address those. Subsequently, the district also recognizes the significance of the professional development that needs to occure to achieve our instructional and student achievement goals. This will take time.

It should be noted though that the district has provided professional development on library media technology including training in the use of an automated library system, Alexandria. As well professional development opportunities are provided annually if not more frequently where teachers may choose the focus of their learning including Social Networking, 21st Century skills, Promethean Boards, iPads. Several teachers in the district have been involved in 21st Century Learning through Grant Wood AEA. Some teachers have advanced to further commitment to the program, which expects teachers to come back to the district and teach others.

In addition, in August, 2014 all teachers had the opportunity to participate in a PD opportunity provided by GWAEA technology staff to enhance their learning as related to making use of new teacher computers. Other additional opportunities will continue to be provided.

Monitoring and Accountability

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

Progress monitoring is based on individual student goals which are revised and reviewed by the IEP team annually. The district employs a four point decision making model and initiates phase changes as appropriate.

Additionally, the district (DLT, SIAC, etc.) evaluates disaggregated data on Iowa Assessments and MAP testing.

Formative assessment data and progress monitoring is used at the classroom level to provide for continuous monitoring of student progress in order to allow for appropriate instructional changes.

The district employs universal screening tools of FAST and 3 minute writing probes in K-4.

5th-8th grade students are included in small group literacy instruction as developed with the assistance of the GWAEA special education literacy consultant. In addition to regularly scheduled progress monitoring completed by special education teachers, we also assess three times/year using recommended material from special ed lit consultant.

28) What evidence-based activities does the district have in place designed to improve individual student performance resulting from the provision of special education?
- ◦ Response to Intervention/Multi-Tiered Support Systems
- ◦ Special Education Literacy Project
- ◦ Co-teaching
- ◦ Small and flexible groups
- ◦ Hands-on science instruction
- ◦ Use of math manipulatives
- ◦ Pre-reading strategies
- ◦ TEACH strategies
- ◦ Specially designed instruction
- ◦ Literacy groups
- ◦ Technologically based support programs including READ 180 Dragonspeak and others

29) How does the district evaluate its at-risk program?

Graduation rate including from the alternative school

Returning dropout graduation rate

Attendance

Degree of involvement in extra and co-curricular activities

Participation and progress in summer support programs

Participation in progress in school year support programs (READ 180, Title I Reading, Student Success)

Participation in curriculum specifically desinged to engage potential at-risk students including:

- ◦ Reconnecting Youth curriculum.
- ◦ Curriculum Based Support Group delivered by ASAC personnel and focused on building resiliency.
- ◦ Zones of Regulation curriculum to help idenfity and control emotions.

30) How does the district evaluate its dropout prevention programs for returning and potential dropouts?

Graduation rate from alternative school

Returning dropout graduation rate

Attendance

Degree of involvement in extra and co-curricular activities

Participation and progress in summer support programs

Participation in progress in support programs provided during the school year including

- ◦ READ 180,
- ◦ Title I Reading,
- ◦ Student Success,
- ◦ Social skills groups,
- ◦ Reconnecting Youth groups,
- ◦ Zones of Regulation,
- ◦ and resiliency groups

31) How does the district evaluate its gifted and talented program?

By the percentage of all students participating in the gifted and talented program who meet goals in their individualized learning plans.

Growth of gifted and talented students in academic areas as measured by MAP tests.

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32) All districts are required to upload a current (2013-2014) ELL Plan (Word or pdf file). This plan must be submitted using the Title III state-required Lau (ELL) Plan template. The Lau (ELL) Plan template and Lau (ELL) Plan Reference Guide are found at https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners#Lau_ELL_Plan

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33) Will the district receive services under Title III in (current_school_year), either as a direct subgrantee or though an AEA consortium?

Yes

1. Describe the professional development that is provided to improve curriculum, instruction, and assessment for Limited English Proficient children.

Prior cited district professional development such as RTI , enhanced literacy instruction, formative assessment, enhanced alignment to Iowa Common Core and PBIS serve to improve the instruction for all students. Additional professional development to support specific needs of LEP students is provided to designated staff. It is largely supported through the AEA and state learning opportunities.

Our teachers have both recently attained full certification as well.

2. How does the district annually assess the English proficiency of limited English proficient students?

I-ELDA is administered to ELL students in April of each year. TELPA is administered to K-12 students as needed.

3. How does the district ensure that its English language instruction educational program assists LEP students to develop English proficiency?

The frequency and intensity of services are individualized based on student needs. More significan needs receive more intensive services. Services range as provided in the following areas as well as consultation with classroom teacher, and monitoring transitional students:

- ◦ pull-out program
- ◦ co-teaching/collaboration
- ◦ curriculum differentiation
- ◦ tutorial support
- ◦ teacher consultation

The district provides equal access to the Common Core and core content through research-based instructional strategies, reading series aligned to core, cooperative learning opportunitities, and small group interaction, pre-teaching of vocabulary, supplementary videos and technoogy to support learning. The district ensures collaboration between mainstream and ELL eachers to discuss instructional needs of the ELs. The district also ensures classroom teachers are provided time periods for ELL students to receive services, online learning resources, and sharing of strategies to assist in English proficiency.

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

Anamosa will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- Iowa Assessment reading comprehension and mathematics total tests at grades 3-11, and the science test at grades 5 and 8
- FAST - K-2
- MAP (Measures of Academic Progress) for reading and mathematics at grades 2-10; science at grades 5th-8th
- COMPASS at grade 10 for students attending Jones County Regional Academy
- District Developed Technology Assessment at grade 8
- Attendance data from district's student information management system
- District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report)
- District dropout rate as calculated by the Iowa Department of Education
- The percentage of students in grades 6, 8, and 11 that reports feeling safe and connected at school as reported through the Iowa Youth Survey
- The percentage of the middle school and high school student body that receives a discipline referral (i.e., office referral, suspension, and/or expulsion)
- Formative data collected from ongoing instruction

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 inform decisions regarding the effectiveness of the following programs and services provided by Anamosa:

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

Note:More specific details regarding Anamosa's program/service evaluation process are included in the next section of the CSIP.

Additional Data Gathering and Analysis

- To help provide a more complete picture of student learning needs
- Student MAP progress

35) Describe the district's long-range needs assessment analysis for all state indicators (reading, math, science, dropouts, seniors intending to pursue post-secondary education, indicators of post-secondary success, graduates completing core program). Analysis means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction.

The last formal community needs assessment was completed during the 2005-2006 school year. Another needs assesment needs to be completed.

Through trends identified by buildings data analysis for the building school improvement plans, more long-range planning based in data occurs annually and is reflected back to preceeding years. This analysis and subsequent action plans will be vetted through district leadership, the Board of Education and the District Cadre.

Community Input will be more formally collected through survey and other input mechanisims over the next two years.

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

Through trends identified by buildings data analysis for the building school improvement plans, more long-range planning based in data can occur. This analysis and subsequent action plans will be vetted through district leadership, the Board of Education and the District Cadre.

The identification of data collection for locally developed indicators has been or will be identified at the time of the indicators recognition and most often done as an analysis of formative assessment, an analysis of data collected into a database or spreadsheet including the SIS or a survey of impacted individuals.

Community Input around perspective based needs will be more formally collected through survey and other input mechanisims over the next two years.

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

Locally established goals guide the work of the school improvement plans designed by the buildings.

Through trends identified by buildings data analysis for the building school improvement plans, more long-range planning based in data can occur. This analysis and subsequent action plans will be vetted through district leadership, the Board of Education and the District Cadre.

The identification of data collection for locally developed indicators has been or will be identified at the time of the indicators recognition and most often done as an analysis of formative assessment, an analysis of data collected into a database or spreadsheet including the SIS or a survey of impacted individuals.

Community Input around perspective based needs will be more formally collected through survey and other input mechanisims over the next two years.

38) Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in (2013-2014).

Assessment	Other
Measures of Academic Progress	

39) Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in (2013-2014).

Assessment	Other
Measures of Academic Progress	

40) Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in (2013-2014).

Assessment	Other
Measures of Academic Progress	

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

The district administers Iowa Assessments and other standardized assessments, print or electronic, per the identified protocols. Such assessments are proctored by trained staff pre the expectations of the state or manufacter. Individual accomodations are made for students based on IEP's and 504 plans including extended testing time and having the test read aloud. Test data is analyzed by classroom teachers, grade level teams, subject area teams, and district/building leadersip teams.

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42) Does the district accept Title II, Part A funds (2014-2015)?

Yes

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

These funds are used to support the district work of inducting new teachers into the educational professional. As the investment in new teacher's is critical to the education of students, the activities funded through TItle II, Part A will be deeply steeped in research as having a positive impact. As the district is part of the I3 grant through Grant Wood AEA, they will largely be measured through this grants evaluative procedures and other locally designed measures.

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43) How does the district evaluate its Beginning Teacher Induction and Mentoring program?

As the Anamosa Community School District is part of the Grant Wood AEA system, it is participating in the I3 Grant to support new teacher induction into the profession. During the 2014-2015 school year, Seven1st year teachers and one 2nd year teacher will be supported through this model with full-release mentors. The district employs a teacher, considered to be the mentor facilitator, who through additional contracted time and release time supports these 1st and 2nd year teachers as well. A year end visit between the beginning teacher and mentor facilitator ito identify areas for district improvement is held. The district then modifies the program to remediate these need areas.

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

Teachers set goals that are reflected upon on a yearly basis. Administration has at least yearly conversations with teachers focusing on individual career development plans. Individual career development plans are based on building goals, which are based on baseline data regarding the implementation of instructional practices and the effectiveness of these practices is reviewed throughout the year.

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

Career Development goals and plans are based on student achievement data. This data is reviewed throughout the year by teachers and administrators. The student achievement data includes Iowa Assessments, MAP, FAST, Writing Probes, Student mastery of priority standards, other more formative assessment data, etc.

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

Career Development goals and plans are based on student achievement data. This data is reviewed throughout the year by teachers and administrators.

47) Is the district accepting Perkins funds in (2014-2015)?

Yes

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

Anamosa partners with Grant Wood AEA and Kirkwood Community College with a consortium of additional schools. We work in advisory groups to evaluate the effectiveness of our career and technical education programs annually.

Career and technical teachers in industrial technology, agriculture, family consumer science and business collaborate weekly during a common prep time to share and evaluate CTE program of studies and their assessments.

2. Describe the comprehensive professional development that is provided for career and technical teachers, academic teachers, guidance staff, and administrative personnel to improve the career and technical education program.

Anamosa High School follows the Iowa Professional Development model. A building leadership team, composed of academic and career and technical faculty, analyze data to set goals and create an action plan that meet the needs of our students. Professional development opportunities the align with our building goals are offered in the form of both all day and early dismissal workshops. Career and technical teachers, academic teachers, guidance staff, and administration also participate in one hour of weekly collaboration activities that are also aligned with building goals.   In addition to this comprehensive professional development provided at the district level, career and technical staff and administration are focused on specific vocational program needs through Perkins consortium staff development sessions. Counselors attend the Counselor Academy each year in addition to other workshops at local colleges and collaborating with Kirkwood Community College to increase their knowledge with career and technical pathways.

Assurances

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	True
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	True
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	True
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)	True
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	True

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	True
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	True
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.	True
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	True
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	True
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	True
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	True
The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110	True
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	True
To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 - IAC 12.2 (256)	True
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	True
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	True

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	True
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	True
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	True
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	True
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.	True
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	True
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	True
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	True
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	True
The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.	True
Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f)	True
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	True
Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b)	True
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)	True

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)	True
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	True
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.	True
Assurances - The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110	True
The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)	True
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	True
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	True
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	True
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	True
The district uses the TELPA to screen and identify English Language Learners within the first 30 days of a student being enrolled in the district.	True
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	True
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	True
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)	True
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	True
The LEA/agency will fulfill such agency's school improvement responsibilities.	True

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.	True
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	True
The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110	True
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.	True
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.	True
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)	True
To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs.	True
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	True
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	True
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	True
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	True
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)	True
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	True

The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127. No Child Left Behind Act of 2001, Pub. L. No. 107-110	True
Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a)	True
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	True
Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38 (7)	True
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	True
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)	True
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.	True
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	True
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	True
The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.	True
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)	True

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).	True
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	True
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.	True
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.	True
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	True
To the extent feasible, such programs and projects will provide for family literacy programs.	True
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	True
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)	True
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	True
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].	True
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)	True

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)	True
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	True
The district/school has adopted the high school graduation requirements for all students to include a minimum satisfactory completion of four years of English and language arts, three years of mathematics, three years of science, and three years of social studies.	True
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	True
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	True
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	True
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	True
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	True
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	True

The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to school wide programs and assist schools as the schools implement such plans or undertake activities pursuant to target assistance schools so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.	True
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	True
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)	True
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	True