Division of PK-12 Education
Print Summary All 2008-2009
District allowed to certify on or after: 9/1/2009
District certification due date: 9/15/2009
Five-Year Site Visit Plan for 2004-2005 -- 2008-2009

CSIP Answers Cannot Be Changed.
The entire certification process has been completed for this district.
CSIP answers CAN be ported over to a future form's year to be modified, see the bottom of a future year's Status form for this utility.

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

Comprehensive School Improvement Plan
I. What do data tell us about our student-learning needs?

A. What data do we collect? The Storm Lake Community School District serves 2028 students and is comprised of four elementary schools (PK-4), one middle school (5-8), and one high school (9-12). Many changes have occurred over the past several years. Since 1994-95, we have experienced an increase in enrollment. During this time period, the racial makeup of the district has changed from 82% white to 31% white and the number of ELL students has increased from 319 to 1110. Approximately 67% of the district's students receive free or reduced lunch and 12% receive special education services. County birth records and the Iowa Department of Education's projections indicate that enrollment should continue to increase slightly for the next five years.

The district collects the following required data: (**LRDA1**)
- Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 3-8 and 11
- Trend line data for ITBS/ITED science for grades 8 and 11
- Graduation rate
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science and social studies)
- Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT)
- Trend line data from the Iowa Youth Survey (grades 6, 8 and 11) (**SDF1**, **SDF3** and **SDF4**)
- A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff and students (completed once every five years) (**LC3**)
- Stanford Reading Achievement Test data (grades 2-8, 11)
- Data from the district developed science assessment (grades 8 and 11)
- Participation rates for required district-wide assessments (grades 3-11)
- Aggregate, building and grade level attendance data (grades K-12)
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- Phonological Assessment Test (PAT) data (grades K-2)

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, science and social studies. (**LRDA1**)

Storm Lake district believes that the required measures of academic achievement stated above do not provide a complete picture of its students' learning needs. In support of this belief, we asked ourselves this: "To what questions do we want the answers?" through our local DDL process and proceeded to collect and analyze information on a variety of other indicators including the following:
- District demographic data
- Climate surveys to include Iowa Youth Survey (grades 6,8,11) and Developmental Assets Survey (grades 9-12)
- 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, 4, 5, 6, 7,8,9,10 & 12)
- Instructional time allocations for reading and math (grades K-8)
- Student work/course grades (grades 7-12)
- Student discipline data (e.g., office referrals, suspensions and expulsions) (grades 5-12) (**SDF1**, **SDF3**)
- Student participation in the district's breakfast and lunch program (grades K-12)
- Referrals to child study teams (CSTs grades PK-8) and student assistance teams (SATs grades 9-12)

B. How do we collect and analyze data to determine prioritized student-learning needs? District School Improvement Team (DSIT)
The superintendent convenes a District School Improvement Team (DSIT) that meets ten times per year. The team is comprised of general education and special education teachers from each building, the principals, directors and the superintendent. This group reviews information from elementary and middle school improvement teams and collects and analyzes district-level data (e.g., Iowa Youth Survey information, graduation rate and data from the five-year comprehensive community-wide needs assessment). In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed by the DSIT. These data, along with implementation data from state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services and progress toward district goals.

Administrative Team
The superintendent communicates on a regular basis with the administrative team for the district. The group is made of up the building principals and assistants, directors of technology, special education and CommUnity Education and the activities coordinator for the district. This group meets on a weekly basis to coordinate professional development activities, school activities, and administrative items across buildings. This group reviews information from elementary and middle school improvement teams and collects and analyzes district-level data (e.g., Iowa Youth Survey information, graduation rate and data from the five-year comprehensive community-wide needs assessment). In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed by the administrators. These data, along with implementation data from state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services and progress toward district goals. Recommendations from this group are made to DSIT or the district's board of directors.

Instructional Leadership Teams
Each building in the district has an instructional leadership team that is responsible for the collection and analysis of the data related to its level. These teams are identified as the: Elementary School Improvement Team (ESIT) with members from each elementary; Middle School Improvement Team (MSIT); and the team of facilitators for Professional Learning Comunnitiesat the high school level. Members examine ITBS/ITED item analysis information and frequency data (e.g., the number of special education students, ELL and low socioeconomic students scoring at or below the 40th percentile), as well as building specific indicator data (e.g., other grade level assessments, discipline data, graduation rate, referrals to CST/SAT and attendance). This information is then shared and discussed with the rest of the building staff during monthly faculty meetings.   Further, at the elementary level a Literacy Team is responsible for directing the work of the Reading First grant activities which includes, professional development, data collection and analysis and coordination with the literacy specialist of instructional strategies to be put in place to maximize reading instruction. This team is made up of elementary general and special education teachers, elementary principals, literacy coordinator, special education director and representatives from the AEA. Also at the elementary level a Math Team is responsible for similar activities regarding the development of process based math instruction and work in Cognitively Guided Instruction for math for students.   Similar teams for literacy and math exist at the middle school level with similar staff make-up. A team to direct efforts for the School in Need of Assistance issues at the middle school is also in place and involves LEA and AEA staff.

Stakeholder Groups
District and building information reviewed by the DSIT and Instructional Leadership Teams is shared with various stakeholder groups, including the Storm Lake school board, Storm Lake Citizens Advisory Committee, Storm Lake building level parent groups, district patrons and various community organizations.

The Citizens Advisory studies and discusses data from the DSIT and summarizes the findings. The Citizens Advisory then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals and the programs and services provided to students. The Storm Lake school board makes decisions based on these recommendations.

C. What did we learn through this data analysis? Through analysis of district and building data and comparisons with the state's student performance trajectories, the following was learned: (**LRDA1**, **LRDA2**, **LRDA3** and **LRDA4**)
- The majority of trend lines on the ITBS and ITED assessments show a slight increase in number of students proficient in reading. (grades 3-8,11)
- Over 95% of our students participated in all district-wide assessments. (grades 2-11)
- Stanford measures of reading comprehension show an average of 53% of second through eighth and eleventh grade students are at or above grade level.
- Nearly 81% of first graders met the fluency benchmark on BRI.
- Phonological Assessment Test (PAT) results on phoneme segmentation and blending show that only 2% of kindergarteners and 4% of first graders are in need of additional or substantial intervention.
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- Trend line data for middle school students indicate that student performance is inconsistent over time in reading,math and science(grade 5-8).
- Trend line data for high school students indicate that student performance is slightly decreasing over time in math and science but are higher than reading. (grade 11)
- Proficiency for English Language Learner (ELL) is improving but inclining

at a slower rate than the general population in reading (grades 3-8,11).
- Performance (proficiency) of students with Individualized Education Plans (IEPs) is below the state trajectory in reading and math. (grades 3-8,11)
- The percent of low socioeconomic status (SES) students performing below the proficient level for reading and mathematics is below the state trajectory and the percentage of students performing in the advanced level are slightly increasingfor the district. (grades 3-8,11)
- Graduation rates are slightly below the state expectation.
- The number of high school students completing the core (4 years English and 3 years each of mathematics, science and social studies- 52% is significantly lower than the number reporting desire to pursue post secondary education 66%.
- There was an increase of students in grades 7-12 that dropped out in 2008-09.
- Students reporting that other students treat them with respect decreased from 56% to 54% in grade 8 and increased from 38% to 51% in grade 11 from 2005 to 2008. (**SDF2**, **SDF4**)
- In 2008, 37% of students in grade 11 reported at least occasional use of alcohol. This is down 10% from the 47% of 11 graders that reported on this same item in 2005. (**SDF2**, **SDF4**)
- Attendance data shows low absenteeism in grades PK-12, with an average of 4.4%.
- Percent of student body referred to the office for disruptive behavior increased slightly in grades 5-8 and 9-12 in 2009-09 school year (**SDF2**)

In March 2004, the district distributed a comprehensive; community-wide needs assessment survey to 4,000 individuals, including community members, parents, administrators, staff and students. 399 of these surveys (10%) were completed and returned. Through analysis of the survey data, the district learned the following: (**LC3**)
- Respondents gave a grade of A or B (on a scale of A,B,C,D,F with A being the highest and F being the lowest) of teaching the following skills to students:
o   95% Reading
o   92% Math
o   94% Science
o   94% Social studies
o   94% Writing
o   92% Technology
o   96% Other (career/vocational skills, visual arts, music)

The district conducted a survey of parents and will continue with community to update this information in the fall, 2009.

D. From the data analysis, what are our prioritized student needs? Based on the data reviewed, we developed the following list of prioritized student needs: (**LC4**)
- Improve reading fluency and comprehension for low SES students, students with IEPs, and ELL students in grades 3-8, 11 and make progress towards reaching the district and state's trajectory levels in reading.

- Improve vocabulary and language acquisition of students in grades 3-8 and 11.
- Improve mathematics performance at grade 3-8 and 11 and make progress towards reaching the district and state's trajectory levels in math.
- Improve science achievement for 3-8 and 11 and increase percent proficient at each level.
- Improve the district graduation rate.

E. How will we develop goals and actions based upon the prioritized needs? The administrative team and district school improvement team and the Storm Lake Schools Citizen Advisory will use the prioritized needs to generate and recommend goal statements to the board for adoption. The district and building level leadership teams in collaboration with community stakeholders as appropriate will design strategies and actions that align with and support the established goals.

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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? Based upon recommendations of the Administrative Team, District School Improvement Team and the Storm Lake Citizens Advisory Committee (SIAC), the school board has adopted district goals aligned with student needs. (**LC5**)

District Student Learning Goals

Storm Lake Community School District's student learning goals are the general expectations for all its graduates. Students graduating from Storm Lake Community School District will be able to be a/an following: (**LC6**)

- Perceptive Thinker who:
o Uses many viewpoints in making decisions and solving problems.
o Uses many resources to get information.
- Collaborative Worker who:
o Works well with others and develops supportive relationships.
o Demonstrates concern for the welfare of others.
o Tries to improve the quality of life for all people.
o Creates quality products and/or provides quality services.
- Informed Citizen who:
o Participates in the political process.
o Recognizes product value and makes responsible personal economic decisions.
o Makes responsible consumer decisions based on the well being of people and the environment.
- Self-directed Learner who:
o Makes decisions based on the positive core values.
o Sets priorities and achievable goals.
o Pursues involvement in creative activities that enhance the quality of life for all people.
o Evaluates the quality of his or her performance and adjusts accordingly.

Targeted Values for District Learners include:

- Respect for life
- Respect for diversity
- Respect for authority
- Respect for property
- Citizenship
- Peaceful conflict resolution
- Honesty
- Responsible sexual behavior

District Long-Range Goals

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

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

   The following indicators will measure district progress with Goal 1:
a.   Percentage of students who score at the proficient level or above (41st percentile or above using national norms) or who make 10% growthon the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
b.   Percentage of students in grades 1-8, 11 who are proficient in reading comprehension on the Stanford Reading Achievement Test.

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

   The following indicators will measure district progress with Goal 2:
a.   Percentage of students who score at the proficient level or above (41st percentile or above using national norms)or who make 10% growth on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
b.   Percentage of students in grades 3- 8 and 11 who achieve at a proficient level or above on the locally developed assessment for district standards and benchmarks.

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

   The following indicators will measure district progress with Goal 3:
a.   Percentage of students who score at the proficient level or above (41st percentile or above using national norms)or who make 10% growth on the ITBS Science Test in grades 3 through 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.

b.   Percentage of students in grades 3- 8 and 11 who achieve at a proficient level or above on the locally developed assessment for district standards and benchmarks.

Goal 4:   All K-12 students will use technology in developing proficiency in reading, mathematics and science. (**FTP1**)

   The following indicators will measure district progress with Goal 4:

a.   The indicators identified for Goals 1, 2 and 3.
b.   Percentage of students at grades 4 and 8 who score at the proficient level or above on a locally developed technology assessment.

Goal 5:   All students will feel safe at and connected to school.

The following indicators will measure district progress with Goal 5:
a.   Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).
b.   Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
c.   Percentage of student body in middle and high school that receives any discipline referrals (i.e., office referrals, suspensions and expulsions). (**SDF5**, **SDF6**, **SDF7**)
d.   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. (**SDF5**, **SDF6**, **SDF7**)

B. What process will be used to determine what we will do to meet the long-range goals? The stakeholders impacted by our goals should have a voice in determining how to meet them. As a result, the Administrative Team, District School Improvement Team and the Storm Lake Citizens Advisory Committee will identify stakeholder groups most directly impacted and they will meet to determine actions and strategies to meet the goals. Additionally, our middle school has been identified as a School in Need of Assistance (SINA) and we will be working closely with the Statewide Support System for Schools in Need of Assistance – the SINA Support Team. Our district will use the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making goal progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels (e.g., elementary, middle school and high school) to provide K-12 system alignment of efforts.

C. What is our current practice to support these long-range goals? 1. Instructional Strategies Currently Used in the District
• Cooperative learning integrating the following (K-12 in some content areas)
• Leveled reading groups (K-6)
• Hands-on science (K-12)
• Reading in Content Area (K-12)
• AVID instructional strategies WICR (7-12)
• Flexible small group instruction (K-8)
• Standards-Based Instruction
• Leveled Vocabulary (5-8)
• Cognitively Guided Instruction strategies
   for math (K-6), Meaningful distributive practice, Problem Based
   Instructional Tasks and Teaching for Understanding
• Reading First comprehensive program strategies which include: Read Aloud,
   Word Journeys, Choral Reading, Partner Reading, Readers Theater, Picture

Word Induction Model, Concept Oriented Reading Instruction and Timed Repeated Readings (K-8), Second Chance Reading (5-12), Beck Vocabulary Stategies, ELL Instructional Strategies (Hill, Flynn)

2. Instructional Programs/Services Supports Currently Used in the District
- District Career Development Plan (Professional Development Program K-12)
- At-risk Program/Services (K-12)
- Gifted and Talented Program/Services (TAG) (K-12)
- Special Education Program/Services (preK-12)
- Mentoring and Induction Program
- Alternative High School Credit Recovery Program(9-12)
- Child Study Team (preK-12)
- Student Assistance Team (9-12)
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- Advance Via Individual Determination (AVID) (7-12)
- NCTM based process math strategies (K-12)
- Technology-based reading and mathematics programs:
- Perkins: Vocational and Technical Education Programs (9-12)
- Title I, Part A: Reading Program/Services (1-6)
- Title II, Part D: Technology Usage
- Title III, Language Instruction for Limited English Proficient and Immigrant Students (K-12)
- Title IV, Safe and Drug-Free Schools Program/Services
- English Language Learner instruction and support
- Juvenile Court Tracker and Student Resource Officer (SRO)
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- Migrant Worker Program, Language Assistance (K-12)
- Buena Vista University, Iowa Central Community College, Iowa State Extension
- 21st Century Grant programming (K-8)
- CommUnity Education Programming:
o Rockin' Readers (K-4)
o Partners in Excellence
o Breakfast Buddies
o Recreation programming

3. System-wide Management Supports Currently Used in the District
- Resource allocation (e.g., financial and personnel)
- Technology (e.g., data management system and infrastructure)
- Policy development
- Personnel evaluation systems (includes administrators, teachers and paraeducators)
- Curriculum development
- Iowa Technical Adequacy Project (ITAP) (curriculum/assessment alignment)
- Leadership for CSIP implementation
- Use of Professional Learning Communities for professional development
- School Administration Management for building administrators (SAM))
- Instructional Practices Inventory and walkthroughs for teacher feedback

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

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

Current Practices Supported by Research and/or Local Data. The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following:
Reading:
Cooperative learning strategies that are integrated in to reading and Iowa Core Curriculum:
§ Read Aloud
§ Word Journeys
§ Choral Reading
§ Partner Reading
§ Readers Theater
§ Timed Repeated Readings
§ Picture Word Induction Model
§ Concept Oriented Reading Instruction
Flexible small group instruction
Second Chance Reading
Mathematics: Cooperative learning strategies applied to mathematics content
NCTM standards based that include conceptual learning by students regarding problem solving and Cognitively Guided Instructional practices for grades K-5
Environment: Love and Logic
          Bully Awareness and Prevention
          Drug and Alcohol Resistance Education (DARE)

Research Needed.   The District School Improvement Team and curriculum committees will collect and review the literature base on practices beyond reading and mathematics. This committee will establish timelines within the next five years for each of the following areas of study.
   Science: (**AMN3**)   Hands-on science instruction
        Cooperative Learning strategies applied to science content
            (Every Student Inquires and use of Fosse and BSCS kits
            (elementary)
   Technology: Strategies designed to enhance instruction in reading,
            mathematics and science
   Environment: Alternative high school programming (**AR7**)
        Alcohol, Tobacco and Drug Resistance programming (**SDF2**,
            SDF4)

Program/Services Current Practice. The committee will also use a goal-oriented approach to program evaluation (clear expectations, results data and targeted program/service evaluation) to determine program effectiveness relative to CSIP goals and other program goals.

E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)? Curriculum/Assessment Alignment. We have developed standards and benchmarks in all content areas. Over the past two years, we have focused on aligning our reading and mathematics curriculum, both vertically and horizontally. We completed an alignment review of our curriculum and district-wide assessments during the 2002-2003 school year using the Iowa Technical Adequacy (ITAP) process. Alignment issues were noted in reading and math. During the 2003-04 school year, the district adopted the state reading and math standards, separated reading and

language arts in curriculum committees to further look at strategies more effectively, created a comprehensive math assessment that covers grade 11 and adopted more comprehensive reading assessments in grades K-8 (BRI, PAT,DIBELs, Stanford). All teachers were involved in curriculum mapping in 2005-06 school year to facilitate vertical and horizontal alignment of taught curriculum in district. Currently the district is working to ensure that all areas of the curriculum have completed mapping.

Instructional Strategy Decisions. In review of our instructional practices, it became apparent that we have some practices with a documented research base, some practices with a weak research base and some practices with no research base. Within the next five years, we must address the following two issues:

1)   The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results.
2)   The consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement.

Cooperative Learning. In the process of considering possible gaps in reading and mathematics practices, we studied the area of cooperative learning. We wanted to know if cooperative learning had a research base and if we were implementing cooperative learning strategies with fidelity. We reviewed the literature base and are confident that cooperative learning is well grounded in the literature. We examined implementation data and found evidence the strategies are being implemented in reading instruction at all levels, but more frequently at the elementary and middle school. We suspect that the cooperative learning strategies used in mathematics instruction are implemented primarily in grades K-6 and not in the upper grades. We will collect implementation data to see if this is the case.

Reading First. We also studied research related to our reading instruction. Through implementation of the Reading First programming, we have begun utilization of scientifically based reading research (SBRR) programming such as: Read Aloud, Word Journeys, Choral Reading, Partner Reading, Readers Theater and Timed Repeated Readings in grades K-4. We have reviewed the literature base and are confident that these strategies are well grounded in the literature.   We have primarily focused on these strategies at the elementary level and will continue to implement these at the middle school in grades 5-8 in 2008-09.

Mathematics Instruction. The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of NCTM standandards such as multiple representations. The literature further supports the teaching of math conceptually to students to encourage their determination of approximation of answers. During the 2003-06 school years our middle school math staff have piloted strategies from Every Student Counts that include these strategies. Further training with elementary and high school math staff occurred during 2005-06 school year, including elementary math team being part of Cognitively Guided Instruction academy.   Process based materials were adopted and will be implemented with further professional development during 2009-10 school year.

Behavioral Supports. Storm Lake Elementary and Middle Schools currently employ the strategies of Love and Logic and and begun implementation at the high school. 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. We found no gap between the research and the practice.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? For CSIP Goals 1,2,3,4:

1. Implement district professional development plan.(**AMN1**, **AMN2**, **IEI1**, **PERK1**, **SPED1**, **TQ7** Our plan describes district-level PD efforts aligned with prioritized student needs. In reading, the target will be vocabulary acquisition and fluency, and comprehension. In mathematics, the emphasis will be on problem solving and use of representations. The selection of the PD target was based on student data as well as teacher practices. This aligns with long-range goals #1, #2 and #4. (**PD6**, **TQ1**, **TQ2**) The plan describes a cycle in which PD efforts will be targeted at student learning and sustained until student gains are acquired. At least 80 percent of PD time and resources will be focused on learning new content and instructional practices. (**TQ3**, **TQ4**, **FTP3**, **LEP1**)

Research-based Strategies. Our Administrative Team and DSIT, reviewed research on the strategies below and found that they have resulted in significant student achievement gains. In addition, we applied the following federal criteria to determine if a program/service has a quality research base:

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

b) The research was described in studies that demonstrated the use of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. (**PD5**, **SDF9**)

Participation. All teachers and library/media staff will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL and Gifted and Talented. The principals and central office staff will also be actively involved. We will work with the AEA so that teachers can receive licensure renewal credits for participation in district-wide and building-wide PD .(**PERK1**, **SPED1**, **LEP1**, **TQ8**)

Professional Development Content. Beginning with the 2009-2010 school year, professional instructional staff will implement the following instructional strategies:(**FTP2**, **FTP4**, **FTP5**)

a) Cooperative learning processes that integrate (SBRR) programming such as: Read Aloud, Word Journeys, Choral Reading, Partner Reading, Readers Theater, Timed Repeated Readings, Picture Word Induction Model and Concept Oriented Reading Instruction in grades K-8 and with all district special education teachers.

b)Cooperative learning processes applied to mathematics content utilizing NCTM process standards, including a conceptual and problem-centered approach to mathematics instruction (K-12).

c) Technology integration into classroom instruction (K-12).

d) All staff members are implementing the Iowa Professional Development Model by studying their data and working on selected strategiesthrough use of PLCs.

e) Staff in grades 7-12 will continue work with Marzano's Instruction That Works strategies and companion Hill and Flynn's Instruction That Works for English Language Learners

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

 • Standard #2   Demonstrate competence in content knowledge (criteria 2a, 2b, and 2d)

 • Standard #3   Demonstrate competence in planning and preparation for instruction (Criteria 3a, 3b, 3d, and 3e)

 • Standard #4   Uses strategies to deliver instruction that meet multiple learning needs of Students(criteria 4a, 4b,4f)

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

Implementation of the district career development plan will involve these components: (**TQ8**)

 • Common training sessions on inservice days during the school year for learning opportunities (theory presentations, reading literature, discussions)

 • Monthly meetings of DSIT

 • Teachers working in collaborative teams through PLCs

 • Building level meetings (observing demonstrations, working with data, developing lessons,

reviewing theory)

• Monthly meetings of the Literacy and Math Teams at elementary and middle school levels (planning next building and level meetings; collecting, organizing, and analyzing data; practicing demonstrations) Professional Development Providers. AEA consultants and the District Reading Strategist will serve as the professional development providers for the district. The Iowa Department of Education accredits this provider. (**TQ6**)

2. Enhance instructional materials and resources.

• Complete curriculum mapping for all curricular areas (**AMN3**)

• Implement student performance and data organization tool

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

• Implement annual identification and provision of appropriate services to ELL students to increase language proficiency and academic achievement

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

4. Provide supports that will address CTE students' achievement in reading and mathematics.

• Integrate reading and mathematics skill development into the career and technical education curriculum (**PERK1**)

5. Provide School in Need of Assistance support services for Storm Lake Middle School identified as a SINA in August 2009. (**AR7**)

• Create a SINA Action Plan with the assistance of the SINA Support Team members from the AEA For CSIP Goal 5:

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

• Increase the number/type of community adult education opportunities, including English as a second language courses for non-English speaking students and parents, GED classes, after school programs at elementary, and middle school and community college courses.

• Implement/maintain an alternative education supports for at-risk students at the elementary, middle and high schools. (**AR7**)

• Continue with a follow-up procedure with parents at the elementary, middle and high schools, when absenteeism is a concern. For chronic absenteeism provide a family interview and follow-up support that may include a truancy referral to law enforcement when needed.

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

• Implement a mentoring program for students in the middle school's after school program (**AR7**, **SDF9**)

• Continue with a student-based conflict mediation process at the high school for responding to student disruptions. (**AR7**, **SDF9**)

• Maintain the work on systems of school-wide supports for managing student behavior through Love and Logic at the elementary and middle schools and expand it as appropriate at the high school level. (**AR7**, **SDF9**)

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

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A. How will we know student learning has changed over time in relation to our long-range goals?
Storm Lake Community School District 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 Administrative Team in conjunction with the building level and literacy teams will ensure that data from these assessment measures are collected, analyzed, and shared with the District School Improvement Team as outlined in question 1B. The district will ensure that all students enrolled at the specific grade level are included in district-wide assessments. (**DWAP1**)

Monitoring Progress with Long-Range CSIP Goals
As stated previously (see question #2A), Storm Lake Community School District will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:
  •   ITBS reading and mathematics total tests at grades 2-8, and the science test at grades 5 and 8. (Goals#1-#4)
  •   ITED reading, mathematics and science tests at grade 11. (Goals#1-#4)
  •   Stanford tests at grades 2-8, 11 (Goal #1) (**DWAP6**) (partially meets **DWAP3**, **DWAP4**)
  •   Locally developed assessment for district standards and benchmarks for mathematics at grades 5, 8 and 11 (**DWAP7**)
  •   Locally developed assessment for district standards and benchmarks for science at grades 3- 8 and 11 (**DWAP8**)
  •   District Developed Technology Assessment at grade 8 (Goals #4)
  •   Attendance data from district's information management system (Goal #5)
  •   District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report). (Goal #5)
  •   The percentage of the middle school and high school student body that receives a discipline referral more than two times (i.e. office referral, suspension, and/or expulsion). (Goal #5)
  •   Charter School graduation data (Goal #5)

Alignment of Standards and Assessments—Iowa Technical Adequacy Project (ITAP)
To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum, Storm Lake Community School District completed the Iowa Technical Adequacy Project (ITAP) process for ITBS, ITED, DIBELS and ICAMs. Through completion of this process, the district found that it was necessary to revisit its reading and mathematics standards and benchmarks. During the 2003-04 school year, the district adopted the state reading and math standards, separated reading and language arts in curriculum committees to further look at strategies more effectively, created a comprehensive math assessment that covers grade 11 and adopted more comprehensive reading assessment in grades K-8 (BRI, PAT, Stanford). During the 2008-09 school year the district began work to study and implement Iowa Core Curriculum.

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 Storm Lake Community School District.
  •   Professional development for teachers and principals (e.g. District Career Development Plan and Title II, Part A)

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

Note: More specific details regarding Storm Lake Community School District's program/service evaluation process are included in the next section of the CSIP.

Additional Data Gathering Analysis
To help provide a more complete picture of student learning needs, Storm Lake Community School District will continue to monitor the following data sources:
- All data points included in the district's Annual Progress Report(APR).
- The percentage of students who participate in district-wide assessment.
- The percentage of students in the lowest (at-risk or deficit) category on PAT
  for grades K-2 and the percentage of students reading at grade level for
  reading comprehensionon the Stanford for grades 3-8,11. (**DWAP3**,
  DWAP4, **DWAP6**)
- Annual cohort performance from grade 3-11 as measured by ITBS and ITED in
  the areas of reading, mathematics, science and social studies.
- Career and technical education student data from the end-of-the-year
  program report (Perkins report.
- The percentage of students indicating a safe learning environment and that
  other students treat them with respect as reported by Iowa Youth Survey.
- English Language Development Assessment (ELDA) and/or Language Assessment
  Scale (LAS) to measure ELL students' English proficiency.(**LEP2**)

Future Data Gathering
Storm Lake Community School District is aware that it will need to collect additional information to allow for more informed evaluation of programs and services: Currently, the district plans to add the following measures:
During the 2008-09 school year:
- Accessibility of comparable data through district database.
- Completion of climate surveys for students, staff and parents (K-12)
- Individualized Learning Plans for Talented and Gifted Students (grades 5-12)
- Completion of curriculum mapping for instructional units and strategies

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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

Storm Lake Community School District 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. (**ECSIP1**) This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations).
- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection of performance data
- Comparison of the information regarding performance with the expected CSIP/program goals

Storm Lake Community School District will use a combination of formative and summative evaluation processes within the program evaluation process. (**TQ12**) The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that Storm Lake Community School District incorporates into its CSIP will occur within a five-year rotation. Note: Storm Lake Community School District will submit, as required, any annual evaluation/reporting data for state and federal programs.

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

Program   In-Depth Program Evaluation Rotation
Professional Development Program(District Career Development Plan) Annually, beginning in 2005 (**TQ10**,**TQ11**)*
Title II, Part A (Teacher and Principal Training/Recruiting) Note: Title II, Part A is embedded into Storm Lake's district career development plan.   Annually, beginning in 2005 (**TPTR1**)*
Title I, Part A (Parent Involvement)   Annually, beginning in 2005 (**TITL1**)*
Title II, Part D (E2T2)   Every two years, beginning in 2005 (**FTP6**)*
Title IV, (Safe and Drug Free Schools)   Every three years, beginning in 2005 (**SDF10**)
Mentoring and Induction Program   Every three years, beginning in 2006 (**TQ9**)*
Title III (Language Instruction for LEP students)   Every two years, beginning in 2006 (**LEP3**)*
Talented and Gifted Program   Every five years, beginning in 2007 (**GT2**)
Perkins (Vocational/Career and Technical Education Programs)   Every five years, beginning in 2007 (**PERK2**, **PERK3**)*
At-risk Program   Every five years, beginning in 2008 (**AR4**)*
Special Education Programs and Services   Every five years, beginning in 2008 (**ESPE1**, **ESPE2**)*

Storm Lake Community School District will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward meeting program/service expectations will be reported to the District School Improvement Team, the Storm Lake Citizens Advisory Committee and the Board of Education.

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

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

Additional Indicator 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 associate wit the CSIP goals listed in Storm Lake Community School District's Constant Conversation #2, the district will also collect, analyze and use the following data to inform effectiveness with the following programs:

Professional Development Program and Title II, Part A (**TQ10**, **TQ11**, **TQ12**, **TPTR1**)
- Percentage of faculty responsible for instruction who participate in district and building professional development opportunities
- Percentage of K-8 teachers who accurately use the reading strategies as measured by observations and implementation logs
- Percentage of K-12 teachers who document technology usage in their implementation logs
- Percentage of 3-8 students who are proficient in reading comprehension on the Stanford Reading Achievement Test
- Percentage of students in grades 3-8,11 who achieve at a proficient level or above on the locally developed assessment for district standards and benchmarks in mathematics.

Gifted and Talented Program (**GT2**)
Rather than judging the effectiveness of its gifted and talented program through CSIP goal indicators since Storm Lake Community School District does not believe that disaggregating its district-wide assessment data by gifted and talented student participants provides meaningful information, the district is going to use the following indicator to determine the effectiveness of its gifted and talented program:
- Percentage of all students participating in the talented and gifted program who meet goals in their individualized learning plans (grades 5-12)
- Extended assessments as appropriate for students who are not identified officially as TAG but receive enrichment services in reading and math (grades K-4)

Perkins (Vocational/Career and Technical Education Programs (**PERK2**, **PERK3**)
- Percentage of students by special population subgroups in career and

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

Mentoring and Induction Program (**TQ9**)
- Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
- Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

Special Education Programs and Services (**ESPE1**)
- Percentage of all students with Individualized Education Programs (IEPs) who meet their IEP goals

Title I, Part A, Parental Involvement (**TITL1**)
- Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of schools served under Title 1, Part A

Title III (**LEP3**)
- Percentage of ELL students who are proficient in English

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Planning Assurances	
Verified	All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.
Verified	The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code.
Verified	The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each area or schools in accordance with Section 1113.
Verified	The LEA shall provide students enrolled in a school identified under Section 1116(c) the option to transfer to another public school with the LEA, including a public school charter that has not been identified under Section 1116 (c).
Verified	The local education agency (LEA) informs eligible schools and parents of school-wide program authority and

	the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will provide technical assistance and support to school wide programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will fulfill such agency's school improvement responsibilities.
Verified	The LEA/agency will provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. Head Start Act, 42 USC 9831
Verified	The LEA/agency will use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will comply with Title I requirements regarding the qualifications of teachers and paraprofessionals and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and inform waivers under the Education Flexibility Partnership Act of 1999. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will use the results of the students academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under these parts to determine whether all the schools are making the progress necessary to ensure that all students will meet the locally determined level of achievement on the district academic assessments within 12, years from the end of the 2001-2002 school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format

	and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The control and administration of funds received for programs shall be a public entity, including property acquired with the funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 112,0A, and part I. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	In the planning and carrying out such programs and projects, there has been and will be, adequate provision for addressing the unmet education needs of preschool migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Migrant Education programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, school, and local educational agencies under Title. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for family literacy programs, including such programs that use models developed under Even Start. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for programs to facilitate the transition of secondary school students to post-secondary education or employment. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Verified	The State will assist the Secretary in determining the number of migratory children in the State. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Each LEA/agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 312,6 and 312,7. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	A needs assessment has been conducted and is available for review that a) Involved teachers in its development b) Considered the means teachers require to learn content knowledge and teaching skills that will provide students the opportunity to meet challenging academic achievement standards, c) Considered the means principals require to learn the instructional leadership skills that will provide students the opportunity to meet challenging academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Activities have been identified and a description is available for review that - Denotes the involvement of teachers, principals, paraprofessionals, other relevant school personnel and parents collaboration in planning; Aligns professional development activities with curricula and programs that link with academic content standards, academic achievement standards, and assessments the results of which correlate with ITBS/ITED; Demonstrates the selection was based on review of scientifically based research and why the activities are expected to improve student achievement; Explains how a substantial, measurable, and positive impact will be made on student academic achievement and, where applicable, will reduce the achievement gap that separates low-income and minority students from others. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Resources have been targeted on schools that have the lowest proportion of highly qualified teachers; have the largest class size; or, are identified for school improvement under the provisions of Title I, Part A. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Mentoring and Induction: Goals for the program. Teacher Quality Program 281—IAC 83.3(2)(a)
Verified	Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281—IAC 83.3(2)(b)
Verified	Mentoring and Induction: A mentor training process that addresses mentor needs and reflects a clear understanding of the role of the mentor. Teacher Quality Program 281—IAC 83.3(2)(c)(2)
Verified	That, in the expenditures for professional development the requirements of private school children and teacher participation have been adhered to. The specific stipulations in No Child Left Behind include

	equitable services and benefits that are, in the aggregate, no less than the services and benefits provided through the same funding sources in 2001- 2002; private school official consultation during the design and development of services; written justification by public school officials when private school officials disagree with the professional development design. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Mentoring and Induction: A mentor training process that results in the mentor's understanding of the personal and professional needs of new teachers. Teacher Quality Program 281—IAC 83.3(2)(c)(3)
Verified	Mentoring and Induction: A mentor training process that provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards. Teacher Quality Program 281—IAC 83.3(2)(c)(4)
Verified	Mentoring and Induction: A mentor training process that facilitates the mentor's ability to provide guidance and support to new teachers. Teacher Quality Program 281—IAC 83.3(2)(c)(5)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and for beginning teachers that includes released time for mentors and beginning teachers to plan. Teacher Quality Program 281—IAC 83.3(2)(d)(1)(1)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281—IAC 83.3(2)(d)(1)(2)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to observe teaching. Teacher Quality Program 281—IAC 83.3(2)(d)(1)(3)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to provide feedback. Teacher Quality Program 281—IAC 83.3(2)(d)(1)(4)
Verified	Mentoring and Induction: A supportive organizational structure for beginning teachers which shall include a selection process of who will be in the mentoring/beginning teacher partnership. Teacher Quality Program 281—IAC 83.3(2)(d)(2)
Verified	Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281—IAC 83.3(2)(f)
Verified	Mentoring and Induction: A plan that reflects the needs of the beginning teacher employed by the district. Teacher Quality Program 281—IAC 83.3(2)(g)
Verified	Mentoring and Induction: The school district has a process for how information about the district's Beginning Teacher Induction and Mentoring program will be provided to interested stakeholders. Teacher Quality Program 281—IAC 83.3(e)(3)
Verified	The LEA/agency and the delinquent facility ensure that funded educational programs are coordinated with the student's home school. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency and delinquent facility, where feasible, will provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Verified	The LEA/agency and the delinquent facility will work to ensure that educational programs provided are related to assisting students that meet high educational standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Coordinate services and programs with other services and programs provided to delinquent youth (e.g., WIA & LEA activities under the Juvenile Justice and Delinquency Prevention Act of 1974; local businesses). No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA has had meaningful and timely consultation in the development of its application with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals). The LEA has consulted on an ongoing basis with the aforementioned individuals and groups to obtain advice on how to coordinate their Title IV, Part A activities with other related strategies, programs, and activities being conducted in the community. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA assures that the activities or programs funded under Safe & Drug Free Schools comply with the principles of effectiveness and foster a safe and drug-free learning environment that supports academic achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA has implemented a weapons-free school policy consistent with Iowa law. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The drug and violence prevention activities supported by Safe and Drug-Free Schools funds convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The application and any waiver request related to Safe and Drug-Free Schools funds will be available for public review. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA or schools to be served with Safe and Drug-Free Schools funds have a plan for keeping schools safe that includes the following: 1) school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students; 2) security procedures at school and on the way to and from school; 3) prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; 4) a crisis management plan for responding to violent or traumatic incidents on school grounds; and a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that – a) allows a teacher to communicate effectively with all students in the class; b) allows the students in the class to learn; c) has consequences that are fair and developmentally appropriate; d) considers the student and the circum
Verified	The district will provide a description of the mechanisms used to provide effective notices to the community of an intention to submit an application for Safe and Drug-Free Schools funds. Title IV Section 4114 NCLB
Verified	The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Funds generated by a school district under Iowa Code 257.46 shall be utilized exclusively for a school district's gifted and talented program. Iowa Code section 257.46
Verified	Any unused funds of the gifted and talented program at the end of the budget year will be carried over to the subsequent budget year to the gifted and talented program. Iowa Code section 257.46
Verified	The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub.

	L. No. 107-110
Verified	The LEA/agency will employ teachers proficient in English, including written and oral communication skills. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 – IAC 12,.2
Verified	Subpart 4 of the Educational Technology legislation incorporates into the ESEA the requirements of the Children's Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the Educational Technology program, LEAs must submit a CIPA certification form to the SEA. The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The CIPA requirements in the ESEA do not apply to schools that receive e-rate discounts. (These schools are governed by other CIPA provisions and must submit their CIPA certification to the Federal Communications Commission.) Title II, Part D, Enhancing Education Through Technology
Verified	Each Educational Technology recipient must use at least 25 percent of its funds to provide ongoing, sustained, and intensive, high-quality professional development. (This requirement applies to both formula and competitive grant funds.) The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. However, the professional development requirement does not apply if the Educational Technology recipient demonstrates, to the satisfaction of its SEA, that it already provides, to all teachers in core academic subjects such professional development, which is based on a review of relevant research. Title II, Part D, Enhancing Education Through Technology
Verified	The Educational Technology application contains a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards. Title II, Part D, Enhancing Education Through Technology
Verified	The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.
Verified	The LEA has a staff utilization plan for at-risk allowable growth. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(4)
Verified	Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)
Verified	The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)

Verified	The LEA/agency has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, in developing Title III programs and activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency has developed programs and activities for limited English proficient students and immigrant children and youth. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency offers high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will hold elementary and secondary buildings receiving Title III funds accountable for A) meeting annual measurable achievement objectives for limited English proficient students, B) making adequate yearly progress for limited English proficient students, and C) annually measuring the English proficiency of limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will promote parental and community participation in programs for limited English proficient students. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will use Title III funds to meet all annual measurable achievement objectives for limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency assures that language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the programs develop English proficiency. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency assures that the services provided in its comprehensive plan for drug and violence prevention will be targeted to schools and students with the greatest need. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency assures that ongoing consultation and input from parents on the development and administration of the drug or violence prevention program or activity was obtained. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	If Title V funds are expended for any of the areas designated as appropriate for use, the LEA/agency assures that the funds are used to enhance student achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children.
Verified	As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524
Verified	The LEA assures the Iowa Department of Education that the LEA conducted a needs assessment and based all relevant elements in this application upon the needs assessment as required by the various entitlement programs represented within. [Section 212,2(b)] [Section 5133(b)] [Section 1111(b)(3)]
Verified	The LEA assures that federal funds will be used to supplement, and not supplant, programs that are state or locally funded or funded by other federal programs.[Section 1706]
Verified	The LEA assures that representatives of eligible private schools within the LEA have engaged in meaningful consultation with the district in the development of this application and in determining the allocation of funds that support services to eligible private school students. The applicant agency will maintain records, which

	document private involvement and impact of programs at private sites. All private schools have been given an invitation to participate in programs for which they are eligible. [Section 212,2 (11)] [Section 5142] [Section 5133 (5)] [Section112,0]
Verified	The LEA assures that all stakeholders, including parents, have been consulted with, and were involved in, the planning, design, and review of this application and that those parents listed as members of the Consolidated Planning Committee have actively participated in the application development and review process. [Section 212,2(2)] [Section 3116(c)(5)]
Verified	The LEA assures that services, materials, and equipment provided to private school students will be secular, neutral, and non-ideological in nature. [Section 9501 (2)]
Verified	The LEA assures that materials and equipment provided to public and private schools will be labeled according to the funding entitlement.
Verified	The LEA assures that it will account for the need for equitable access to, and equitable participation by both public and private, in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age (General Education Provisions Act, Section 427).
Verified	The LEA assures that it will disaggregate data by sex, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
Verified	An Area or a local education agency (LEA) that applies for and receives E2T2 funds must provide assurance that its project contains all the content and professional development elements as laid out in the NCLB Title II part D. It must also assure that children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program on an equitable basis. To accomplish this, an AEA or LEA seeking E2T2 monies must engage in a timely and meaningful manner consultation with appropriate private school officials during the design and development of a E2T2 project. The consultation should address how the needs of the private school children would be identified, the services that would be offered, how and where those services would be provided, and service assessment. The consultation should also address the opportunities of private school teachers and other educational personnel to participate in professional development activities. The LEA assure
Verified	Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation. Mentoring and Induction Beginning Administrators Program HF 2792, 256.7 [Subsection 21] — 2007 IAC 284A,.2
Verified	Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6].
Verified	Certification of Compliance with NCLB Religious Expression: The District has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary or secondary schools pursuant to guidance of the Secretary of the United States Department of Education with respect to No Child Left Behind Act of 2001, Pub. L. No. 107-110, [Section 7904]
Verified	The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following: * The provision of specially designed instruction and related activities through: - cooperative efforts of special education teachers and general education teachers in the general education classroom; and/or - on a limited basis by a special education teacher; and/or

	- consultation with a general education teacher. * The provision of accommodations and modifications to the general education environment and program, including settings and programs for eligible individuals aged 3 through 5 * The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligib
Verified	The district assures that, by July 1, 2009, and every CSIP revision cycle thereafter, it will have taken the following actions concerning the District Developed Service Delivery Plan: * Approval by the school board of the development of a plan for organizing and providing special education services. * Development of the delivery system by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative will be selected by the AEA Special Education Director. * Verification by the AEA Special Education Director will verify that the delivery system is in compliance with the Iowa Administrative Rules of Special Education prior to the school board adoption. * Plan was available for public comment for 30 days prior to adoption. * Approval by the school board of the plan prior to implementation. IAC 281-41.408(2)c
Verified	The District Developed Service Delivery Plan will be described in writing and will include the following components by July 1, 2009, and every CSIP revision cycle thereafter: * A description of how services will be organized and provided to eligible individuals, consistent with the requirements of the Iowa Administrative Rules of Special Education and the provisions described in 41.408(2)a * A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented. * A description of the procedures a special education teacher can use to resolve caseload concerns. The procedures will provide timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures will also identify the person or persons who are responsible for reviewing a concern and making a decision, including any corrective actions. * A description of the process that will be used to e

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Other Requirements	
Verified	**Content standards for reading** for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)
	Reading 1. Demonstrate competence in the general skills and strategies of the reading process 2. Comprehends material from a variety of informational and non-print sources and evaluates its use 3. Read, comprehend and respond to a wide range of literature to build an understanding of the many dimensions of the human experience 4. Demonstrate competence in the writing process, using standard English 5. Use standard English in a grammatical, well-organized and coherent manner, incorporating grade-appropriate vocabulary 6. Speak effectively for a variety of purposes and audiences 7. Listen attentively and critically and respond appropriately 8. Uses skills and strategies to conduct research and interpret information from a wide variety of technological and informational resources 9. Assess personal attributes and set realistic career goals using communication skills
Verified	**Content standards for mathematics** for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)
	Math 1. Understand the general nature and use of mathematics 2. Accurately demonstrate computational skills (with and without technology) 3. Formulate various approaches and strategies to problem solving 4.

	Understand and apply concepts of measurement 5. Understand and apply concepts of data analysis and probability 6. Understand and apply concepts of algebra 7. Understand and apply concepts of geometry
Verified	**Content standards for science** for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)
	Science 1. Demonstrate an understanding of the facts, concepts, principles, theories and models in physical science, earth and space science, life science and health science 2. Understand and use Science and Health information to make decisions on a personal, societal and global level 3. Demonstrate an understanding that scientific inquiry can be used to make informed judgments in the area of science 4. Demonstrate an understanding that science is an evolving discipline based on the historical and contemporary contributions of diverse individuals and groups 5. Demonstrate an understanding that career opportunities involve the use of science and knowledge gained through scientific inquiry 6. Demonstrate an understanding of the connections between science, technology and the natural world
Verified	**At-Risk Allowable Growth:** Activities and cooperative arrangements with other service agencies and service groups and strategies for parental involvement to meet the needs of at-risk students.Iowa Code subsection 257.38(11)
	Upper Des Moines Head Start - SLCSD has cooperatively established, with Upper Des Moines Head Start, eight early childhood education classrooms primarily for at-risk students. These classrooms serve over 125 3-4-5 year old students who meet the definition of at-risk. Together, SLCSD and Head Start share in the costs of staff, facilities and supplies. [] League of Schools – The Storm Lake Community School District has taken the leadership role in establishing a cooperative agreement with six additional area school districts and Iowa Central Community College to offer classes for regular education students and for at-risk students. The classes offered for at-risk students are at the Alternative High School. This facility is in the district but at a site apart from the regular high school setting. Department of Juvenile Justice - The Storm Lake Community School District has partnered with juvenile justice to provide for an individual who works with adjudicated youth to reconnect them with a career path that will help them be successful in the school setting. Empowerment Area – Established by the state legislature, the empowerment area of Buena Vista, Sac and Crawford counties provides an opportunity for communities, school districts and other service providers such as DHS, County Health, juvenile justice to work together for the care of all children, ages 0-21. Through this joint effort, the Family STEPS program has been established for expectant mothers and their newborn children. Parenting skills along with health/nutrition information is passed along to all mothers and families with newborn children.
Verified	**Technology:** A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources. Title II, Part D, Section 2414(b)(8)
	As per the approved Northwest Iowa E2T2 Consortium proposal, our district is investigating utilization of videoconferencing to support the professional development of our middle school. []()
Verified	**Technology:** A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology. Title II, Part D, Section 2414(b)(12)
	In order to ensure the effective use of technology to promote parental involvement and increase communication with parents, our district will be analyzing our technology standards and benchmarks to determine how we will instruct, integrate and assess technology literacy as mandated by the NCLB legislation. Once completed, we will share this information with parents at parent-teacher conferences, at SIAC meetings and electronically (School Website) in order to inform them of the expectations we have for our students regarding technology literacy. These materials will be made available both to students and parents. One such resource currently available on the web is Atomic Learning, an AEA Online database of technology training materials, EBSCO, AP Photo and ClipArt.com. The district has implemented our parent access module to our JMC student management system, allowing web access to lesson plans, daily

	attendance, assignments, grade books and lunch transactions. Finally, we will also make our monthly newsletter available via the web. In an effort to encourage parents to support the technology literacy of their children, we will also seek out opportunities to collaborate with our community resources to provide technology training opportunities for those parents who desire additional technology training.
Verified	**Technology:** A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school. Title II, Part D, Section 2414(b)(9)
	In order to ensure the effective use of technology to promote parental involvement and increase communication with parents, our district will be analyzing our technology standards and benchmarks to determine how we will instruct, integrate and assess technology literacy as mandated by the NCLB legislation. Once completed, we will share this information with parents at parent-teacher conferences, at SIAC meetings and electronically (School Website) in order to inform them of the expectations we have for our students regarding technology literacy. These materials will be made available both to students and parents. One such resource currently available on the web is Atomic Learning, an AEA Online database of technology training materials, EBSCO, AP Photo and ClipArt.com. The district will implement our parent access module to our JMC student management system, allowing web access to lesson plans, daily attendance, assignments, grade books and lunch transactions. Finally, we will also make our monthly newsletter available via the web. In an effort to encourage parents to support the technology literacy of their children, we will also seek out opportunities to collaborate with our community resources to provide technology training opportunities for those parents who desire additional technology training.
Verified	**Technology:** A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology. Title II, Part D, Section 2414(b)(10)
	When appropriate, our district will work with adult literacy service providers to maximize the use of technology. We will work in collaboration with our local community resources and the Iowa Central Community College and other institutes of higher education to ensure the use of technology as a tool to support adult literacy. We will also investigate feasabililiy of using Rosetta Stone technology to facilitate adult acquisition of English language

District Information

Authorized Agency	**Storm Lake Comm School District** **419 Lake Ave** **Storm Lake, Iowa 50588-0638** AEA: **AEA 8 Prairie Lakes** (district filed under aea control code 9205)
CSIP Coordinator	Name: **Lori A. Porsch** Title: **Curriculum/Sp. Ed. Director** Telephone: **712 - 732 - 8060** Extension: **1106** FAX: 712 - 732 - 8063 Email: lporsch@slcsd.org
Year Site Visit Scheduled	2005
Certified Dates	District: 9/15/2009 12:31:09 PM Readers: 10/28/2009 4:45:29 PM State: 10/28/2009 4:45:39 PM

Annual Comprehensive School Improvement Plan (CSIP)
Current Date and Time: 12/8/2009 12:28:56 PM
(REFRESHING WEB PAGE UPDATES DATE AND TIME)