3231 0000-Johnston Comm School District
CSIP-Assurances

1. The LEA/agency will ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

2. The LEA/agency will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

3. The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

4. The control and administration of funds received for programs shall be a public entity, including property acquired with the funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

5. Funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

6. Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

7. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 112,0A, and part I. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

8. 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   ⦿ Yes ◯ No

9. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

10. The LEA/agency will employ teachers proficient in English, including written and oral communication skills. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

11. Assurances - The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110   ⦿ Yes ◯ No

12. The LEA/agency has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110

    ◉ Yes   ○
    No

13. The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110

    ◉ Yes   ○
    No

14. The LEA/agency will provide technical assistance and support to school wide programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110

    ◉ Yes   ○
    No

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

    ◉ Yes   ○
    No

16. The LEA/agency will fulfill such agency's school improvement responsibilities.

    ◉ Yes   ○
    No

17. 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

    ◉ Yes   ○
    No

18. The LEA/agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110

    ◉ Yes   ○
    No

19. The LEA/agency, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. Head Start Act, 42 USC 9831

    ◉ Yes   ○
    No

20. The LEA/agency will use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110

    ◉ Yes   ○
    No

21. Mentoring and Induction: A mentor training process that facilitates the mentor's ability to provide guidance and support to new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(5)

    ◉ Yes   ○
    No

22. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and for beginning teachers that includes released time for mentors and beginning teachers to plan. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(1)

    ◉ Yes   ○
    No

23. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(2)

    ◉ Yes   ○
    No

24. 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-

    ◉ Yes   ○
    No

IAC 83.3(2)(d)(1)(3)

25. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to provide feedback. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(4)

Yes ◉ No ○

26. Mentoring and Induction: A supportive organizational structure for beginning teachers which shall include a selection process of who will be in the mentoring/beginning teacher partnership. Teacher Quality Program 281-IAC 83.3(2)(d)(2)

Yes ◉ No ○

27. The district uses the TELPA to screen and identify English Language Learners within the first 30 days of a student being enrolled in the district.

Yes ◉ No ○

28. In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ◉ No ○

29. In the planning and carrying out such programs and projects, there has been and will be, adequate provision for addressing the unmet education needs of preschool migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ◉ No ○

30. Migrant Education programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, school, and local educational agencies under Title. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ◉ No ○

31. To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ◉ No ○

32. To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ◉ No ○

33. To the extent feasible, such programs and projects will provide for family literacy programs.

Yes ◉ No ○

34. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ◉ No ○

35. To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 - IAC 12.2 (256)

Yes ◉ No ○

36. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.

Yes ◉ No ○

37. The LEA has a staff utilization plan for at-risk allowable growth. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(4)

● Yes ○ No

38. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)

● Yes ○ No

39. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)

● Yes ○ No

40. The LEA/agency has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, in developing Title III programs and activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110

● Yes ○ No

41. The LEA/agency will work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110

● Yes ○ No

42. The LEA/agency will comply with Title I requirements regarding the qualifications of teachers and paraprofessionals and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110

● Yes ○ No

43. The LEA/agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and inform waivers under the Education Flexibility Partnership Act of 1999. No Child Left Behind Act of 2001, Pub. L. No. 107-110

● Yes ○ No

44. The LEA/agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring. No Child Left Behind Act of 2001, Pub. L. No. 107-110

● Yes ○ No

45. The LEA/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110

● Yes ○ No

46. 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

● Yes ○ No

47. The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students.

● Yes ○ No

48. The LEA/agency and the delinquent facility will work to ensure that educational programs provided are related to assisting students that meet high educational standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110

● Yes ○ No

49. Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the

● Yes ○

further involvement of such children in delinquent activities.　No

50. Coordinate services and programs with other services and programs provided to delinquent youth (e.g., WIA & LEA activities under the Juvenile Justice and Delinquency Prevention Act of 1974; local businesses). No Child Left Behind Act of 2001, Pub. L. No. 107-110

⦿ Yes 　◯
No

51. The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110

⦿ Yes 　◯
No

52. Funds generated by a school district under Iowa Code 257.46 shall be utilized exclusively for a school district's gifted and talented program. Iowa Code section 257.46

⦿ Yes 　◯
No

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

⦿ Yes 　◯
No

54. Resources have been targeted on schools that have the lowest proportion of highly qualified teachers; have the largest class size; or, are identified for school improvement under the provisions of Title I, Part A. No Child Left Behind Act of 2001.

⦿ Yes 　◯
No

55. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a)

⦿ Yes 　◯
No

56. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b)

⦿ Yes 　◯
No

57. Mentoring and Induction: A mentor training process that addresses mentor needs and reflects a clear understanding of the role of the mentor. Teacher Quality Program 281-IAC 83.3(2)(c)(2)

⦿ Yes 　◯
No

58. 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.

⦿ Yes 　◯
No

59. Mentoring and Induction: A mentor training process that results in the mentor's understanding of the personal and professional needs of new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(3)

⦿ Yes 　◯
No

60. Mentoring and Induction: A mentor training process that provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards. Teacher Quality Program 281-IAC 83.3(2)(c)(4)

⦿ Yes 　◯
No

61. All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications. No Child Left Behind Act of 2001, Pub. L. No. 107-110

⦿ Yes 　◯
No

62. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.

Yes ●   No ○

63. The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code.

Yes ●   No ○

64. The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each area or schools in accordance with Section 1113.

Yes ●   No ○

65. The LEA shall provide students enrolled in a school identified under Section 1116(c) the option to transfer to another public school with the LEA, including a public school charter that has not been identified under Section 1116 (c).

Yes ●   No ○

66. The local education agency (LEA) informs eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ●   No ○

67. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f)

Yes ●   No ○

68. 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)

Yes ●   No ○

69. Mentoring and Induction: The school district has a process for how information about the district's Beginning Teacher Induction and Mentoring program will be provided to interested stakeholders. Teacher Quality Program 281-IAC 83.3(e)(3)

Yes ●   No ○

70. The LEA/agency and the delinquent facility ensure that funded educational programs are coordinated with the student's home school. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ●   No ○

71. The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ●   No ○

72. The LEA/agency and delinquent facility, where feasible, will provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes ●   No ○

73. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs.

Yes ●   No ○

74. To the extent feasible, such programs and projects will provide for programs to facilitate the transition of secondary school students to post-secondary education or employment.

Yes ●   No ○

No

75. The State will assist the Secretary in determining the number of migratory children in the State. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

76. Each LEA/agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

77. The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

78. The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

79. The LEA/agency has developed programs and activities for limited English proficient students and immigrant children and youth. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

80. The LEA/agency offers high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

81. 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 ⦿ Yes ○

No

82. The LEA/agency will promote parental and community participation in programs for limited English proficient students. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

83. The LEA/agency will use Title III funds to meet all annual measurable achievement objectives for limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

84. The LEA/agency assures that language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the programs develop English proficiency. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

85. The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

86. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ⦿ Yes ○

No

87. A needs assessment has been conducted and is available for review that a) Involved teachers in its development b) Considered the means teachers require to learn content knowledge and teaching skills that will provide students the opportunity to meet challenging academic achievement standards, c) Considered the means principals require to learn the instructional leadership skills that will provide students the opportunity to meet challenging academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110

    ⦿ Yes ◯ No

88. Activities have been identified and a description is available for review that - Denotes the involvement of teachers, principals, paraprofessionals, other relevant school personnel and parents collaboration in planning; Aligns professional development activities with curricula and programs that link with academic content standards, academic achievement standards, and assessments the results of which correlate with ITBS/ITED; Demonstrates the selection was based on review of scientifically based research and why the activities are expected to improve student achievement; Explains how a substantial, measurable, and positive impact will be made on student academic achievement and, where applicable, will reduce the achievement gap that separates low-income and minority students from others. No Child Left Behind Act of 2001, Pub. L. No. 107-110

    ⦿ Yes ◯ No

89. A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110

    ⦿ Yes ◯ No

90. If Title V funds are expended for any of the areas designated as appropriate for use, the LEA/agency assures that the funds are used to enhance student achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110

    ⦿ Yes ◯ No

91. No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children.

    ⦿ Yes ◯ No

92. As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524

    ⦿ Yes ◯ No

93. Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation.

    ⦿ Yes ◯ No

94. Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6].

    ⦿ Yes ◯ No

CSIP

Vision, Mission, Goals

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

⦿ Yes ◯ No

  1. What are the district's goals related to K-3 reading or mathematics?

The K-3 student achievement goals are the same as the district goals for reading and math and are designed to reduce the number of non-proficient students, with improvement targets for improvement in the low SES proficiency targets at the elementary level and math targets focused on student proficiency in math by the 6th-8th grade level. The K-3 focus is on the development of foundational skill proficiency to attain district goals.

Reading Goals: (based on the Iowa Assessments and AYP proficiency data reports)

Goal 1: Students will demonstrate increasing higher levels of proficiency in reading comprehension on the Iowa Assessments.

Long range goal: to reduce the number of non-proficient low SES students in the grade span of 3rd - 5th grade by 10% annually from 22.84% non-proficient in 2012-2013 to 16.65 % non-proficient in 2015-2016.

Math Goals: (based on the Iowa Assessments and AYP proficiency data reports)

Goal 2: Students will demonstrate increasing higher levels of proficiency in math on the Iowa Assessments.

Long range goal: to reduce the number of non-proficient low SES students in the grade span of 6th - 8th grade by 10% annually from 20.81% non-proficient in 2012-2013 to 15.17 % non-proficient in 2015-2016.

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

⦿ Yes ◯ No

  1. What are the district's class size goals for each grade K through 3?

The early intervention student achievement goals are the same as the district goals for reading and math and are designed to reduce the number of non-proficient students, with improvement targets for improvement in the low SES proficiency targets at the elementary level and math targets focused on student proficiency in math by the 6th-8th grade level. The K-3 focus is on the development of foundational skill proficiency to attain district goals.

Reading Goals: (based on the Iowa Assessments and AYP proficiency data reports)

Goal 1: Students will demonstrate increasing higher levels of proficiency in reading comprehension on the Iowa Assessments.

Long range goal: to reduce the number of non-proficient low SES students in the grade span of 3rd - 5th grade by 10% annually from 22.84% non-proficient in 2012-2013 to 16.65 % non-proficient in 2015-2016.

Math Goals: (based on the Iowa Assessments and AYP proficiency data reports)

Goal 2: Students will demonstrate increasing higher levels of proficiency in math on the Iowa Assessments.

Long range goal: to reduce the number of non-proficient low SES students in the grade span of 6th - 8th grade by 10% annually from 20.81% non-proficient in 2012-2013 to 15.17 % non-proficient in 2015-2016.

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

All action plans include student needs to be addressed, district and building goal alignment of professional development plans, strategies to be implemented, and implementation monitoring plans, professional development plans and assessment plans. An enhancement to the building action planning process included a comprehensive review of student learning targets. Specific K-3 activities include:

Reading

- Collaborative in classroom professional development through Instructional Coaches, Lead Teachers and Model teachers have been provided to all teachers.
- District Literacy Standards and Benchmarks are aligned with the Iowa Core.
- Increased intervention time for students who are not proficient in reading
- District staff completed grade level sub-skills under each benchmark to clarify for every K-12 teacher what they should be teaching in order to achieve each benchmark.
- All teachers are provided with Literacy PD, which includes learning opportunities in assessment, curriculum and instruction.
- All K-5 teachers implement guided reading and other small group support.
- All K-5 teachers administer the benchmark assessment to students in order to determine instructional levels.
- All K-5 teachers identify all non-proficient students and monitor the progress of those students.
- Reading Recovery is utilized in every elementary building in 1st grade.
- Reading Support is provided in each elementary building.
- Grade level assessments continue to be aligned and revised to ensure quality.

Math

- Collaborative in classroom professional development through Instructional Coaches, Lead Teachers and Model teachers has been provided to all teachers.
- Work was completed to align Johnston Math Standards and Benchmarks to align with the Common Core and resulted in the implementation of Math resources K-12.
- Grade level sub-skills have been written under each benchmark to clarify for every K-5 teacher what they should be teaching in order to achieve benchmark listed – this aligns with our standards-based report card. Revisions were implemented during the 2012-2013 school year with the implementation of Every Day Math curriculum at the elementary level). On going professional develop was provided during the 2013-2014 and 2014 - 2015 school year. EDM end of unit data and beginning of the year, mid-year and end of year assessments was used to assess the student learning needs.

- Use of performance-based assessments is incorporated into the curriculum, including formative and summative assessments.
- Implemented updated mathematics support software in grades K-8.
- Professional development is provided to effectively use math instructional materials and resources.
- Continued focus on Classroom Instruction that Works! Marzano and Fischer and Frey's Gradual Release Model
- K-5 students use Every Day Math instructional resources and materials to spiral skill development.

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

The Johnston Community School District uses in PreK-1 the Phonological Awareness Profile, K-3 reading benchmarking and fluency data and in first grade the Marie Clay Reading Observation Survey. In addition, the District implemented FAST Assessments during the 2014 - 2015 school year.

In grade three while not solely diagnostic the District uses the Measures of Academic Progress (MAP) to monitor student learning in Reading. The Measures of Academic Progress provides data about student's reading skills is goal sub areas of reading. The MAP tests are aligned with the Common Core and Iowa's CORE learning expectations.

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

Reading Goals: (based on the Iowa Assessments and AYP proficiency data reports)

Goal 1: Students will demonstrate increasing higher levels of proficiency in reading comprehension on the Iowa Assessments.

Long range goal: to reduce the number of nonproficient low SES students in the grade span of 3rd - 5th grade by 10% annually from 22.84% nonproficient in 2012-2013 to 16.65 % nonproficient in 2015-2016.

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

Actions to support Reading Goals

Each building has developed an action plan for each of the district goals. These action plans call for all Professional Learning Communities of teachers to analyze students reading needs in their content area. The action plans are based on student needs and include information needed to implement the action including resources required, professional development providers and evidence of implementation. Action plans include a professional development plan that aligns with student needs and the district goals.

Reading

- Collaborative in classroom professional development through Instructional Coaches, Lead Teachers and Model teachers have been provided to all teachers.
- The implementation of the Gradual Release Model of Instruction is focusing all teachers on the importance of building student capacity for learning. This instructional model is providing common vocabulary and instructional practice to promote student learning.
- The elementary received professional development to support in the development of common instructional units and common formative and

summative assessments.
- Elementary teachers will continue with this professional development model, and will collaborate on a regular basis regarding curriculum, instruction, assessment and professional development topics.
- The Reading Support program will continue to provide supplemental support services.
- The Literacy Leaders in each elementary building will use 30-45 minutes of their day to model guided reading lessons, data analysis, and planning with classroom teachers. They will also provide coaching time to help classroom teachers strengthen implementation
- A professional development opportunity was given to teachers who provided literacy support. This professional development supported research-based instructional strategies, use of assessments, quality data analysis, and the use of assessment data to best inform instruction
- Reading Support is provided at the middle school level to support struggling readers.
- The High School has worked to align professional development and follow the IPDM by requiring professional development to be content focused
- All secondary buildings plans call for the strengthening of the core-reading program.
- Professional development continues to be provided to secondary teachers in "how" to teach reading. Standards/Benchmarks have been revised with the writing of grade level sub-skills.

Formative assessments are used on a more frequent basis and teachers with teachers collaborating during PLC time to create common assessments, understand how to use the data, and how to change instruction.

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

Math Goals: (based on the Iowa Assessments and AYP proficiency data reports)

Goal 2: Students will demonstrate increasing higher levels of proficiency in math on the Iowa Assessments.

Long range goal: to reduce the number of nonproficient low SES students in the grade span of 6th - 8th grade by 10% annually from 20.81% nonproficient in 2012-2013 to 15.17 % nonproficient in 2015-2016. This long range goal has been modified for 2014- 2015 as it was met in the 2013 -2014 school year. The new long range goal is to reduce the percentage of nonproficient low SES student annually by 10% to reach the goal fo 12% by 2015-2016.

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

Actions to support Math Goals

Each building has developed an action plan for each of the district goals. These action plans call for all Professional Learning Communities of teachers to analyze student needs in their content area. The Math action plans are based on student needs and include information needed to implement the action including resources required, professional development providers and evidence of implementation. Action plans include a professional development plan that aligns with student needs and the district goals.

Math

- Collaborative in classroom professional development through Instructional Coaches, Lead Teachers and Model teachers have been provided to all teachers.
- District staff completed a comprehensive review and alignment of the Math Curriculum to align with the Common Core.
- The integration of technology into Math instructional was increased with the in fusion of iPads not only in a high school 1:1 program but also in classroom lab settings across the district.
- New instructional materials enhanced the distributive spiral practice of instruction.
- Math teachers from grades 6-12 have been active participants in E2T2 – Enhancing Education Through Technology. This project addressed the quantitative and technological abilities of all middle and high school students. E2T2 focuses on improving the quality of mathematics instruction by proving participating teachers with standards-referenced, research-based instructional strategies supported by technology. This professional development has allowed teachers to research and develop curriculum using meaningful distributive practice and problem-based instruction strategies.
- District staff participated in multiple days of professional development to implement the new math curriculum and materials.
- This professional development included assisting all teachers in gaining an understanding of the Common Core expectations.
- Specific course professional development was provided to teachers on the used of technology devices in Math classes.
- Math staff will study and analyze the formative and summative assessment to select district wide assessments to ensure all students are growing in math reasoning, problem solving and mathematical skills.

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

Science Goals: based on the Iowa Assessments data reports

Goal 2: Students will demonstrate increasing higher levels of proficiency in science on the Iowa Assessments.

Long range goal: to reduce the number of nonproficient low SES students in the grade span of 6th - 8th grade by 10% annually from 35.78% nonproficient in 2012-2013 to 26.08 % nonproficient in 2015-2016.

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

Actions to support Science Goals

Each building has developed an action plan for each of the district goals. These action plans call for all Professional Learning Communities of teachers to analyze student needs in their content area. The action plans are based on student needs and include information needed to implement the action including resources required, professional development providers and evidence of implementation. Action plans include a professional development plan that aligns with student needs and the district goals.

Science

- Collaborative in classroom professional development through Instructional Coaches, Lead Teachers and Model teachers
- The implementation of the Gradual Release Model of Instruction is focusing all teachers on the importance of building student capacity for learning. This instructional model is providing common vocabulary and instructional practice to promote student learning.
- The comprehensive review and revision of the Science curriculum aligning instruction to the CORE is providing a hands-on constructivist science

approach.
- Teachers implement reading comprehension research and strategies through non-fiction read alouds in Science instruction
- The continued review and alignment science benchmarks with courses and assessments ensure linkages between instruction and assessment.
- A continued focus on Classroom Instruction that Works! by Marzano provides students with common learning experiences.
- Elementary staff review four reporting areas of science on Iowa Assessments – Scientific Inquiry, Life Science, Earth and Space Science and Physical Science – and identify existing gaps in curriculum based on use of FOSS (Full Option Science Systems) kits as well as integrated Science readers.
- Science professional development and implementation of Academic Vocabulary.
- Science professional development and implementation of Science Journaling/Notebook.

Collaborative Relationships

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

Identified Needs

Reading
• Increase the reading performance of sub-group populations: ELL, Low SES, IEP, African-American, and Hispanic.
• Increase all students' performance in 6 Traits of Writing. (Research from T. Shannahan, I. Fountas, G. Pinell,R. Allington, N. Duke, R.Routman, D. Fisher, L. Reif, etc. supports a strong connection between reading andwriting performance. Stronger readers tend to be stronger writers.
• Improve student reading performance specifically for grades 6 -11.
• Increase the percent of students in each proficiency level for reading, moving students up the six levels of proficiency on the Iowa Assessments.

Math
• Increase the percent of all students proficient in Math with special emphasis on sub-group populations: ELL, Low SES, IEP, African-American, and Hispanic.
• Improve the mathematical computation abilities of all K-12 students.
• Increase the percent of students in each proficiency level for mathematics, moving students up the six levels of proficiency on the Iowa Assessments.

Science
• Increase the percent of all students proficient in Science with special emphasis on ELL, Low SES, IEP, African-American, and Hispanic.
• Increase the percent of student in each proficiency level for science, moving students up the six levels of proficiency on the Iowa Assessments.

Drug Free/Safe Schools
• To continue to decrease overall substance use and see positive changes in indicators that relate to substance use including students perception of harm and the age of onset for substance use.

• Increase the number of students who feel they have an adult at school that cares about them.
• Increase the percentage of students who feel a teacher/adult always or often intervenes to stop bullying.
• Increase the percent of students who feel safe at school.
• Decrease the number of students who report attempting suicide.
• Reduce the percent of students receiving discipline referrals K-12.

Community Input

Input is sought in numerous methods. Community study groups are developed as needed for special study topics, a Strategic planning process has been used to host a community forum in the discussion and development of an educational strategic plan, and parent and student needs assessments survey are used to seek input on topics ranging from curriculum area revisions, program needs, facility needs, school day and school calendar issues to name several recent surveys. The Strategic Planning process included the previously mention community forum, a community reach out to five individuals process, an online survey to provide all stakeholders with the opportunity to provide feedback and multiple Board of Education work session to review community input on the development of the District Strategic Plan. Over 120 individuals were included in the community forum with each one of those individuals completing a reach out to five individuals to engage 600 community members. Additionally, over 600 individuals completed the online survey on the Strategic Plan focus areas.

During the 2014 – 2015 school year new Superintendent Dr. Corey Lunn updated community input as part of the refocus on student learning needs through a needs assessment process, which included focus group input and detailed student, staff, parent and community surveys. Literally, thousands of data points were gathered and analyzed. This led to the refinement of the Strategic Plan into a new Foundation For Excellence Plan. This plan outlines the District improvement goals through the 2019 - 2020 school year.

Study/Stakeholder Groups

District and building information reviewed by Instructional Leadership Teams is shared with various stakeholder groups, including the Johnston School Board, School Improvement Advisory Committee, elementary PTO's and parent advisory committees. These groups provide feedback about student and district needs.

The district frequently establishes ad hoc stakeholder groups to study and resolve issues of interest to the community. In past years the district has established committees to recommend realignment of the secondary schools, secondary building transition, secondary elective study, high school facility and program study, elementary attendance boundaries and design teams for all new building projects. The district annually appoints a School Improvement Advisory Committee (SIAC) to recommend goals and monitor the district's Comprehensive School Improvement Plan. SIAC has reviewed draft plans of the Strategic Plan and the newly refocused Foundation For Excellence Plan being developed with broad community input and made recommendations to the Board of Education in regard to the District Strategic Plan in May 2012. The Strategic plan was adopted in July 2013. Input was used in September of 2014 for updates and revision to the Strategic Action Steps and then again Winter of 2015 to implement the Foundation For Excellence For Excellence Plan for 2015 -2016.

Parent and Student Surveys

Surveys are completed as part of the needs assessment in all curriculum study and adoption reviews. In recent years parents and students have been given the opportunity to provide in put in Math, Science, English Language Arts, Business, Music, World Languages and other content areas. Additional surveys have been completed about half day kindergarten, transportation services, school-day and school calendar issues. During the 2014 - 2015 school year surveys were

completed on student learning needs, school improvement needs, needs for innovation and specific focus survey on Talented and Gifted programs and supports.

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

District Learning Goals

Students graduating from Johnston will:
1) Possess content knowledge and skills defined by district benchmarks.
2) Communicate effectively in a variety of ways
3) Be a Collaborative Worker
4) Possess and use Thinking and Reasoning Skills including problem solving and habits of mind.
5) Be a positive contributor to society (Character Education)

Reading Goals: (based on the Iowa Assessments and AYP proficiency data reports)

Goal 1: Students will demonstrate increasing higher levels of proficiency in reading comprehension on the Iowa Assessments.

Long range goal: to reduce the number of non-proficient low SES students in the grade span of 3rd - 5th grade by 10% annually from 22.84% non-proficient in 2012-2013 to 16.65 % non-proficient in 2015-2016.

Math Goals: (based on the Iowa Assessments and AYP proficiency data reports)

Goal 2: Students will demonstrate increasing higher levels of proficiency in math on the Iowa Assessments.

Long range goal: to reduce the number of non-proficient low SES students in the grade span of 6th - 8th grade by10% annually from 20.81% non-proficient in 2012-2013 to 15.17 % non-proficient in 2015-2016.

Science Goals: based on the Iowa Assessments data reports

Goal 2: Students will demonstrate increasing higher levels of proficiency in science on the Iowa Assessments.

Long range goal: to reduce the number of non-proficient low SES students in the grade span of 6th - 8th grade by 10% annually from 35.78% non-proficient in 2012-2013 to 26.08 % non-proficient in 2015-2016.

Community Input

As discussed in an above item the District seeks input through numerous community advisory committees, the School Improvement Advisory Committee and a community Strategic Planning process begun in fall of 2011, which was updated during 2014-2015. This Strategic Planning process included a 6 hour

community meeting with 120 individuals process district needs and recommending improvement areas. Each of these 120 people were asked after the 6 hour meeting to share the results of the meeting recommendations with 5 other individuals seeking their direct input on district and student learning needs. The responses and feedback from those 600 conversations were reviewed and used to create a community wide on line survey to seek even broader input.

The Board of Education working with a Strategic Plan Leadership team utilized this broad input in developing a draft Strategic Plan. The School Improvement Advisory Committee reviewed the draft and provided the Board of Education their recommendations in May/June of 2012. The Strategic Plan was revised and finalized during the 2013 - 2014 school year. In addition updates and revision occurred during the upcoming 2014 -2015 school year as planning was completed for the 2015 -2016 school year and beyond.

During the 2014 - 2015 school year Superintendent Dr. Lunn lead a broad community input process, which resulted in the revision of the Strategic Action Plan into the Foundation For Excellence Plan. Input was gathered via focus group meetings, surveys and informational gathering meetings. Input was gathered from parents, community members, students and staff. Thousand of data points were reviewed and analyzed to develop action planning to address student-learning needs. This plan outlines the District improvement goals through the 2019 - 2020 school year.

Learning Environment

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

All academic goals are based on all students becoming proficient in academic areas. To ensure all students become proficient regardless of gender or ethnic origin all instructional materials resources and instructional practices are monitored to ensure multicultural and gender fair curriculum are implemented. As part of the Curriculum Review Plan all resources and materials are reviewed for multi-cultural and gender fairness.

The 2014-2015 Foundation For Excellence Plan calls for the development and implementation of professional learning for all staff on diversity topics. A Diversity Committee will be developed during the 2015-2016 school year to guide diversity planning. In addition the district has a specific goal to ensure students feel safe and are connected to school.

Goal 4: Students will feel safe and connected to school, the percentage of students who feel that staff have intervened in a bullying situation will increase as measured by responses to the Iowa Youth Survey and the percentage of discipline referrals will decrease based on building office referral data.

Curriculum and Instruction

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

The Johnston Community School District has developed a detailed Continuous Improvement Curriculum Review and Alignment Process to ensure all curriculum work is aligned with the Iowa Core. This plan is included below. In the area of Literacy a K-12 Literacy committee completed more than 12 days of work "off cycle" to ensure that the curriculum standards were aligned to the Iowa Core. During the 2013 - 2014 school year ELA instructional units were developed to ensure literacy standards were being implemented. Plans called for the continued refined of all ELL instructional units during the 2014 - 2015 school year. This refinement will include the development and implementation of common formative and summative assessment to measure student learning. The data from these common assessments is used during Professional

Learning Community (PLC) times to determine needed instructional supports students.

Overview:

This Supplemental Details Plan to the Iowa Core Plan is designed to provide specific details to the Curriculum Instruction and Assessment review and alignment process. The intent is to provide a historic background to curriculum work in Johnston and to provide a guide for future work and curriculum revisions.

Outcome 4 of the Iowa Core Plan defined as:

Outcome 4: District/School leaders and other educators monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.

>   *If district/school leaders (administrators, teachers, and the school board) and other*
>
>   *educators monitor and increase the degree of alignment between the intended,*
>
>   *enacted, and assessed curriculum, **then** the quality of instruction will improve and*
>
>   *student learning and performance will increase.*

Outcome 4 aligns with Iowa School Leadership Standard 2 and Iowa Teaching Standards 2 and 3.

Specific work actions toward Outcome 4 will be recorded in Johnston's Iowa Core Plan. The following details provide the process outline for this work.

Alignment and Development - Standards, Benchmarks and Essential Learnings

- Crosswalk our current curricular expectation with the Common Core determine what needs to be revised
- Analyze curricular standards alignment with current assessments to determine the match for evaluation of student learning
- Develop key learning Standards and Benchmarks and essential questions
- Develop key learning expectations and focus
- Begin development of common performance tasks and assessments

   (This will be fully developed during implementation phase)

Research

- Conduct parent and student surveys to seek input on current perceptions of strengths, needs and areas of concern
- Review relevant educational research related to content area – Investigate "Best Practices"
- Review and select instructional materials to pilot, determine "fit" (See appendix for example)
- Pilot materials in selected classrooms completing evaluation rubric (See appendix)
- Select "best" instructional resources
- Determine professional development needs and linkage to Iowa Core Outcome 5:

  CIA- Professional Development

- Determine linkage to the Johnston Instructional Model for Learning and to Iowa Core Outcome 6: CIA –Instruction

Implementation

- Curriculum committee leaders and representatives present revised Standards, Benchmarks and Learning expectations to the Board of Education for discussion and approval
- Curriculum committee leaders and representatives present recommended materials and instructional resources for discussion and approval
- Develop a purchase and implementation plan to ensure all materials are ordered and delivered to appropriate staff
- Implement the previously planned Iowa Core Outcome 5 CIA- Professional Development to enhance teachers' implementation of the changes and new adoption

Evaluation

- Review and study implementation data including teacher feedback, student achievement and student perception feedback
- Review the implementation of common assessments for quality, reliability and validity

Curriculum Adoption Cycle

Each content area will include in the curriculum review process the selection of appropriate resources. Since this process represents a significant financial commitment, the adoption of instructional materials will be on a rotating basis. The Executive Director for Academic Services will establish a budget each year for adoption. All adoptions will be in accordance with the Board Policy 602.17 Curriculum Development, Implementation and Evaluation.

The adoption process is the alignment of core content curriculum with the resources required to teach the content. All adoptions will be conducted through a PreK-12 process with PreK-5, 6-7, 8-9 and 10-12 levels each reviewing resources. The final adoption will be the resources that are the best match with the common core curriculum. The administrator in charge of the PreK-12 content area will be responsible for the selection process and the final recommendation to the Executive Director of Academic Services. Flexibility to revise individual course materials and course offerings off the normal review cycle will be reviewed on a case-by-case basis.

Adoption and Implementation Schedule:

Study Year	Subject	Implementation Year
2002-2003	Math	2003-2004 Secondary 2004-2005 K-6
2004-2005	Social Studies	2005-2006
2005-2006	Family Consumer Science, Industrial Technology, PE and Health	2006-2007
2006-2007	Business, World Languages, Guidance	2007-2008
2007-2008	Art, Music	2008-2009
2008-2009	Language Arts	2009-2010
		BUDGET FREEZE
2009-2010 & 2010-11	Science	2011-2012
2011-2012	Math	2012-2013
2012-2013 & 2013-14	Social Studies	2014-2015
2013-2014	Family Consumer Science, PE and Health	2014-2015
2014-2015	Industrial Technology, Business, World Languages ,Guidance	2015-2016
2015-2016	Art, Music	2016-2017
2016-2017	Language Arts	2017-2018
2017-2018	Science	2018-2019

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

The Johnston Community School District has developed and detailed Continuous Improvement Curriculum Review and Alignment Process to ensure all curriculum work is aligned with the Iowa Core. See cell 1346 above for details of this plan.

In the area of Math staff implemented new instructional resource during the 2013 -2014 school year. This implementation year included multiple hours of professional development to provide instruction with the new instructional materials will activities directly aligned to the CORE. In addition to new instructional resources new assessments aligned to the CORE were implemented to monitor student learning on the CORE standards. Expansion and enhancement of Math common assessments and ongoing student monitoring of learning took place during the 2014-2015 school year. Grade level and course level teachers implemented common formative and summative assessments, which were directly aligned to the Iowa Core Standards. These assessments provided teachers with data on student learning and mastery of required Iowa Core content as outlined by the Core Standards.

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

The Johnston Community School District has developed and detailed Continuous Improvement Curriculum Review and Alignment Process to ensure all curriculum work is aligned with the Iowa Core. See cell 1346 above for details of this plan. During the 2010-2011 school year the K-12 Science staff completed a comprehensive review and alignment to the Iowa CORE. In the 2011-2012 school year staff implemented course enhancements, new courses and new instructional materials. In the subsequent years staff have worked to develop common assessments aligned to the CORE standards to monitor student learning. During this same time staff have begun to study the proposed Next Generation Science standards to ensure they are prepared in the event Iowa adopts those new standards as the Iowa CORE standards.

During the 2014 - 2015 school year grade level and course level teachers refined the implementation of common formative and summative assessments, which were directly aligned to the Iowa Core Standards. These assessments provided teachers with data on student learning and mastery of required Iowa Core content as outlined by the Core Standards.

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

The Johnston Community School District has developed and detailed Continuous Improvement Curriculum Review and Alignment Process to ensure all curriculum work is aligned with the Iowa Core. During the 2012-2013 school year and the 2013-2014 school year K -12 Social Studies staff worked directly with the review and alignment of Iowa CORE standards.

Study timelines resulted in a report to the Board and the Community in May 2014 of the results and recommendations of the review process. These recommendations included course modifications, additional courses, primary and supplemental instructional resources for purchase and implementation and revision to the Social Studies curriculum to align with the Iowa Core Standards. This alignment to the Core Standards has lead to the inclusion of a newly required Economics course at the 12th grade level to be implemented during the 2015 - 2016 and the revision of a year long 12th grade Government course to a semester course.

We have again, included the "oncycle" curriculum process from the CORE Plan below.

Alignment and Development - Standards, Benchmarks and Essential Learnings

- Crosswalk our current curricular expectation with the Common Core determine what needs to be revised
- Analyze curricular standards alignment with current assessments to determine the match for evaluation of student learning
- Develop key learning Standards and Benchmarks and essential questions
- Develop key learning expectations and focus
- Begin development of common performance tasks and assessments

  (This will be fully developed during implementation phase)

Research

- Conduct parent and student surveys to seek input on current perceptions of strengths, needs and areas of concern

- Review relevant educational research related to content area – Investigate "Best Practices"
- Review and select instructional materials to pilot, determine "fit" (See appendix for example)
- Pilot materials in selected classrooms completing evaluation rubric (See appendix)
- Select "best" instructional resources
- Determine professional development needs and linkage to Iowa Core Outcome 5:

    CIA- Professional Development

- Determine linkage to the Johnston Instructional Model for Learning and to Iowa Core Outcome 6: CIA –Instruction

Implementation

- Curriculum committee leaders and representatives present revised Standards, Benchmarks and Learning expectations to the Board of Education for discussion and approval
- Curriculum committee leaders and representatives present recommended materials and instructional resources for discussion and approval
- Develop a purchase and implementation plan to ensure all materials are ordered and delivered to appropriate staff
- Implement the previously planned Iowa Core Outcome 5 CIA- Professional Development to enhance teachers' implementation of the changes and new adoption

Evaluation

- Review and study implementation data including teacher feedback, student achievement and student perception feedback
- Review the implementation of common assessments for quality, reliability and validity

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

During the ongoing curriculum review process staff work to integrate the 21st Century skills throughout the curriculum in all course areas. This alignment process includes staff incorporating 21st Century skills to enhance content learning. In addition, at the secondary level some course and advisory actives are directly planed to address student learning in employability skills, financial literacy, health literacy, technology literacy and civic literacy.

During the review process staff within the specific grade bands and subject areas incorporate these skills in a thoughtful manner to enhance student learning in all subject areas but may focus some 21st Century Skill in a specific content to ensure comprehensive instruction. For example the Civic literacy skill are primarily incorporated into Social Studies instruction but may also be incorporated in English Language Arts through the reading of specific topic focused non-fiction reading selections.   Health literacy is primarily focused in Health, Physical Education and Science courses while technology literacy is integrated in all courses and contents.

To further emphasize the important of 21st Century skill the Board of Educations as these skills as one of the four primary focuses of the District Strategic Improvement Plan. That goal, objectives and measureable action steps are as follows.

Strategic Plan Focus Area #2: College and Career Readiness in the 21st Century: Students will be provided with experiences and opportunities to enable them to be successful in college and/or their chosen path.

Objective 1: Preparing students for entry into **college and the work force**

Strategy 1: Implementing strategies that develop skills needed to succeed in college and career

Action Steps:

   a. Create an advisory board with business partners to guide the development of technical skills needed for the workforce & 21st Century Skills for all graduates.
   b. Study and implement data collection tools – including 21st century/modern learning skills - to enhance staff's understanding of how to increase student engagement.
   c.   Embed 21st Century Skills into district professional development & curriculum to model and ensure experiences/ opportunities for students to be successful in chosen path.

Strategic Plan Focus Area #1: Curriculum - Instruction - Assessment

Objective 2: Build and carry out a sustainable plan for **technology** resources that enables learning goals and is responsive to student and school needs

Strategy 1: Expand the appropriate use of technology to support teaching and learning

Action Steps:

   a. Implement the National Education Technology standards for teachers and students to facilitate student learning and creativity
   b. Evaluate and share the needs and impact of the new common core state standards on technology integration as part of the scheduled curriculum review process.
   c. Evaluate the implementation of the JHS 1:1 iPad initiative to determine effectiveness in enhancing and differentiating student learning and make recommendation for extension of 1:1 program to other grade levels and schools.
   d. Provide professional development for staff on current and emerging technology integration and implementation in K-12 classrooms. Utilize ILT PD

During the 2014-2015 school year Dr. Corey Lunn, Superintendent completed an extensive needs assessment, which include student, parents, staff and community members. A result of this needs assessment led to the development of a Foundation For Excellence Plan which incorporates 21st Century Skills into the plan for the 2015 -2016 school year and beyond.

Learning Environment

19. Does your district offer any online courses?

   ⚪ Yes 🔘 No

Professional Development

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

The Johnston school district recognizes that our student subgroups are underperforming the rest of the students. To address this discrepancy, we are providing professional learning that will support teachers in the development of their instructional practices. We know from extensive research that it is the quality of the teacher and his/her instruction that has the most impact on student learning. Therefore, our focus for district professional development revolves around Fisher & Frey's Gradual Release Instructional Model (GRI Model).

In addition through the implementation of instructional coaches, lead teachers and model teachers job embedded professional development took place in the classrooms. These coaches, leads and models provided support in classrooms on high yield strategies and best practices. They work directly with teacher teams in the use of instructional learning data to plan for classroom instruction directly linked to student learning needs.

The long-range student learning goals summarize that it is our focus to improve the academic performance of all students in reading, math and science. To effectively accomplish this task, teachers have aligned their instructional units to the Iowa Core Standards to ensure rigor and relevance, and will implement the GRI Model to ensure quality instruction is occurring in each classroom for each student. This model will adequately meet the needs of diverse learners, as part of the model specifically addresses the needs of differentiation. Iowa Core's Effective Characteristics of Instruction are embedded in this model as it also addresses structuring teaching and learning so that students are actively engaged and students are learning to a level where they can apply the skills/strategies learned. Throughout this process, teachers are using multiple formative assessments to determine if students have achieved (or are achieving) the learning target they defined. The final outcome of this intentional focus will be improved student learning.

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

Glickman, Marzano, Pickering, Norford and Paynter talk at length about the importance of quality instruction and how that is one of the biggest determining factors to the success of students. The significance of focused and rigorous instruction, as well as using data to inform and direct instruction, is shared in the research by Schmoker and Chard. Tomplinson and Kinsella discuss the importance of differentiation within the classroom. The Gradual Release Instructional Model (GRI Model) comprehensively incorporates all of the components of the research mentioned above. The GRI model utilizes and embraces differentiation through the guided instruction component, as teachers scaffold instruction and provide questioning, prompting and cueing to promote cognitive ownership. Throughout the focus lesson part of the GRI Model the teacher creates a daily learning target with a content and language focus. The language focus supports the use of formative assessment so the teacher knows if the student is meeting the learning target established. Iowa Core expects that classrooms are student centered. During productive group work, students are collaboratively working with individual accountability. This model is clearly founded on multiple pieces of research.

We also know from Joyce and Showers research that we need theory, demonstration, practice, reflection and coaching to happen within the process of professional learning. We have designed the professional learning to encompass all of these components, as indicated in our PD Cycle Plan.

Finally, instructional coaches, lead teachers and model teachers received researched base professional development from the Department of Educationa and the AEA to enhance coaching, facilitation and teaching skills to model for career teachers. Professional Development was provided through required 10 days of Professional Development for Instructional Coaches and 5 days for all Lead and Model Teachers. Professional Development included KU Coaching Model Training, Steve Barkley Professional Development, AEA Cognitive Coaching Training, and self guided book studies on adult learning and student learning. In addition the teacher leaders did work in PLCs for professional learning.

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

The district PD plan is laid out in a cycle format so that all educators participate in a workshop/workplace model. Job embedded professional learning is valued. During the 2014 -2015 school year this job embedded professional learning was expanded significantly through the use of instructional coaches, lead teachers and model teachers. District learning time is provided for teachers to learn theory, see modeling of the content we expect, and have some time for practice. Additional time is provided during our designated PD days, but also for professional learning communities, so educators can collaborate, plan, practice, reflect and coach one another in the development and implementation of new learning. Professional readings and video anchors are provided as an electronic resource to promote teacher learning. To ensure that the professional development is successful, we review student achievement data throughout the entire PD process and collect teacher implementation data. Building and district administrators conduct learning walks to document the implementation of specific targets. These data help inform us of the next steps for PD, but also gives us a picture of our successes that we can celebrate with staff.

While the district focus is on instruction, we wrap the curriculum and assessment pieces around the learning of quality instruction. During the planning, practicing and application components of the professional learning, teachers use the Iowa Core content standards and the aligned assessments in their learning process. How to utilize the curriculum and assessment pieces within their learning of the GRI Model is demonstrated and modeled for them.

During curriculum reviews, targeted professional learning is provided so there is clearly articulated alignment between the content standards, assessments and instruction. While the district focus is on the instructional model, the Iowa Core standards are rigorously reviewed and teachers are led through a process to determine how they can align their instruction and daily learning targets to the core content standards and expectations. One example is the math review. While our district focus is on the instructional model, the teachers experiencing the new math curriculum will learn how to use the instructional model within the context of their new math materials and assessments.

New teachers are provided with three days of professional learning before school begins. The structure of their professional learning is aligned to the district structure. The mentors/mentees work during those three days, and then throughout the year in a workshop/workplace model. Time if provided for them to participate in new learning activities, but time is also provided for them to plan, practice, observe and reflect on the implementation of new learning.

Through the Teacher Leader Program the district hired a .5 Mentoring Facilitator. The teacher leader for mentoring was given the opportunity to redesign Johnston Community School District's mentoring program. These revisions to provide enhanced mentoring were the direct result of teacher input via surveys and interviews. Modification included more direct interaction with teacher leader/mentors focused on enhanced student learning. The new teachers meet 6 times outside of the normal school day during the school year with a focus on each of the eight teaching standards, for formal induction into the teaching professional. These sessions were led by not only the Mentor Facilitator leader, but also teacher leaders from each of the buildings. We were able to tailor mentoring to meet the needs of individual teachers. New teachers received support from multiple teacher leaders based on the individual new teacher needs. This support was job embedded as teacher leaders worked directly with new teachers in their classrooms. Also, new teachers observed in teacher leader classroom to gain insights from veteran teachers.

For select new teachers Instructional Coaches were assigned to provide consistent on going weekly support.

At the completion of this first year of implementation planned modification to further enhance the mentoring program will be incorporated for the 2015 – 2016 school year.

There were 21 new teachers who attended a total of 40 hours of professional learning support sessions designed to expose them to content related to the Iowa Teaching Standards as well as Johnston Community School District initiatives. In addition, these teachers each met individually with their mentor one hour each week to plan, implement, and reflect upon the application of this content. These weekly conversations also centered around the collection of artifacts that supported each of the eight Iowa Teaching Standards.

By the end of the 2014-15 school year, all 21 mentors had logged a minimum of 30 hours with their new teacher, while 15 out of 21 logged as many as 36 hours. All 21 new teachers completed and turned in a portfolio containing an artifact and reflection for each of the 8 Iowa Teaching Standards, and 16/21 completed an action plan for the 2015-16 school year.

We will measure student progress in all of our content, making adjustments in our professional learning plan accordingly. Our goal is to improve the academic progress of all students and if we are not achieving that target along the way, we will adjust the professional learning plan or emphasis to accommodate those needs.

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

During the 2014-2015 school year the district implemented the Teacher Leadership and Compensation Model of teacher leaders to guide professional development, which is directly linked to the Iowa Teaching Standards. The district hired 11.5 Instructional Coaches, 33 Lead Teachers and 43 Model Teachers. During the course of the school year we were approved for and hired a .5 Mentoring Teacher Leader. In addition for the 2015-2016 school year we have been granted a modification to our plan to include a fulltime Teacher Leader Facilitator. This fulltime teacher will work directly in the recruitment, training and use of all Instructional Coaches, Lead Teachers and Model Teachers. This position will work collaboratively with the Teaching and Learning Team in providing professional learning supports to teacher leaders and career teachers.

During our district professional learning opportunities, we utilize the Iowa Teaching Standards during our curriculum review process, as well as our GRI Model learning times. We support teachers in aligning their daily learning targets (purpose statements) to the Iowa Core Standards. As teachers work in their professional learning communities, they continue these conversations of alignment and how their instruction aligns with the Iowa Core Teaching Standards, Characteristics of Effective Instruction, 21st Century Skills and the content Literacy Standards.

Finally, the individual professional development growth plans of teachers focus on the Iowa Teaching Standards and Criteria as teachers have reflective goal conversations focused on effective instructional practices and improvement of student achievement.

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

During district PD days, all teachers are required to attend. Building PD is expected to align to district PD, and is documented through their building PD action plan. Because we will be conducting learning walks, there will be data available to see how often teachers are implementing the new learning. We will also review student data to monitor the impact of teacher learning on student performance, especially our sub-group populations. Finally, Building Leadership Teams review, discuss and analyze professional development being implemented with all teachers in their building.

As noted in other responses the district has added 11.5 Instructional Coaches, 33 Lead Teachers and 43 Model Teachers. These teacher leaders work directly with all teachers. Teacher leaders logged involvement in classrooms modeling teaching, working with PLCs to promote student learning. These logs were comprehensive in nature and included monthly data on modeling and classroom visit. For example data was collect on by all lead teachers on the following categories with district summary data following. The number of times I worked with a team of teachers/PLC was: 877, The number of times I worked with an individual teacher was: 2082, The number of hours I spent planning professional learning was: 1384, The number of times I facilitated professional learning was: 528, The number of hours I was engaged in required building or district meetings related to teacher leadership (outside of contract time) was: 284, The number of hours I was engaged in required building or district professional learning related to teacher leadership (outside of contract time) was: 321.

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

The District utilizes our teacher leaders to facilitate district professional development. As mentioned previously, this includes 11.5 Instructional Coaches, 33 Lead Teachers and 43 Model Teachers In addition we utilize AEA professional development trainers in providing professional development in the use of performance assessments, effective instruction and analyzing and using assessment data to make instructional decisions. Finally, district administrators provide professional learning to staff.

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

Professional Development is guided by the Technology Strategic Plan. The Professional development section of the plan is provided below with specific professional development details for the 2014- 2015 school year following.

Technology Strategic Plan

Categories and Goals

Twenty staff members of the JCSD used a consensus process to identify categories and specific goals for each category. The results of these efforts are as follows:

1. Professional Development

1.1 Provide on-going differentiated instruction to staff with varying levels of expertise.

   a. Design assessment tools to measure staff proficiency.

1.2 Provide training to teach staff how to effectively utilize technology to:

    a. Communicate with students, staff, parents, and community.

    b. Analyze data to inform instruction.

    c. Integrate technology tools and activities into content areas.

1.3 Provide time for:

    a. PLC discussion for technology implementation among grade levels.

    b. Technology PD in building and district PD schedules using the IA Professional Development

    Model (training, practice, reflection, and follow-up)

    c. Creation of common lessons integrating technology for all grade levels

1.4 Utilize team of teacher leaders to train staff

Goal 1: Professional Development (all professional development follows the Iowa Professional Development Model IPDM, which incorporates the analysis of student achievement data, providing teachers with theory, demonstration, practice, reflection and collaboration through PLC work).

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During the 2014 - 2015 school year professional development related to the integration and effective use of technolgy focused on the following topics by employee group.

Elementary

- Online blogging (grade 5), integrating writing using technology-based tools
- Green Screen integrated projects
- Copyright free searching session
- Communication tools: Campus messenger, Twitter 101
- Student projects (current and emerging technologies: green screen, video, Apps, movies, …)
- YouTube EDU integration
- iPad Apps: creativity, collaboration, content-focused, formative assessment

- Learning Computer Programming/Coding – workshops, curriculum lessons, resources

Secondary

- Monthly professional learning sessions in each school
- Topics: online content tools, course online tool (Moodle), Green Screen integrated projects, 'Working with Images'; copyright free searching, online publishing activities
- Communication tools: Campus messenger, JDragonmail Domain, Twitter 101,
- Student projects (current and emerging technologies: green screen, video, Apps, movies, …)
- YouTube EDU integration
- iPad Apps: creativity, collaboration, content-focused, formative assessment
- Google APP Domain – update, support, training and Google + addition

Principals/Administrators

- Twitter 101 – professional learning sessions
- Formative Assessment Apps
- Google APP Domain – update, support, training and Google + addition

Teacher Librarians, in addition to the opportunities listed above:

- Information Literacy Standards and Lessons to the CCSS, integrating technology skills
- Maker Space tools – webinar with other school districts
- Digital Citizenship Curriculum topics, lessons, resources
- Learning Computer Programming/Coding – workshops, curriculum lessons, resources

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Monitoring and Accountability

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

Special Education Program Goal

The goal of the Johnston special education program is to have 70% of special education students in grades 3-5, 6-8,and 11 meeting the state special education trajectory for proficiency. Special Education students work towards the building and district goals with their IEP goals tied to the District standards and benchmarks. Individual student progress is monitored and reviewed annually by the student, parents, teachers, AEA support staff, and administration with status reports on Special Education shared to the Johnston Board of Education

Special Education Programs and Services Evaluation and Goal Attainment

Evaluation will include the following:

• Percentage of all students with Individual Education Programs (IEP's) who meet their IEP goals.
• Percentage of students that meet the state Special Education trajectory for proficiency on the Iowa assessment.
• Percent of Special education students meeting District target expectations on the Measures of Academic Progress Assessment (MAP) and District Performance Assessments.

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

1. In 2010 the Johnston School district worked with Drake University to offer reading endorsement classes to K-7 grade special education teachers. The district felt it important that all teachers be highly qualified to work with the most struggling readers. Professional development was offered to middle school general education and special education that focused on word work, fluency, comprehension, and writing strategies.

Teachers meet monthly with the Director of Special Education, AEA building team, and building administrators to discuss student needs. Teachers also meet monthly in professional learning communities to look at student data and curriculum needs. AEA team members meet with teachers monthly to look at progress monitoring data and make instructional decisions.

Teachers monitor student progress weekly by using reading, writing and math probes. At the elementary level, benchmarking is done 3 times a year and running records are done weekly. At the middle school, students are given the BRI to help assess reading needs. Non-proficient students have the opportunity to enroll in a math or reading course above the regular curriculum at the middle school and high school.

Special education teachers co-teach in the general education classrooms as well as provide small group direct instruction in areas of need.

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

At-Risk Program Evaluation Data Analysis

Multiple data sets are reviewed to monitor at-risk program impacts on student learning. Below is a listing of the data, which is analyzed.
• 1999, 2002, 2005, 2008, 2010, 2012 and 2014 Iowa Youth Survey trend data
• Office referral data
• Attendance data
• Analysis of D's and F's given
• Data on students attending at-risk consortium classes and /or Metrowest Alternative School placement.
• Student demographic data to analyze student success data by subgroups
• Data on dropouts and graduates
• Data on homeless students
• Analysis of students who are credit deficient in grades 9-12.

Beginning in the 2014 - 2015 school year the District has implemented an extract program from Infinite Campus student management system to monitor at risk students on a real time basis. This template provides building administration, at risk staff and school guidance counselors with student specific data on; attendance, grades, behavioral referrals, missing assignments, test scores, and numerous other risk indicators. Staff can immediately analyze the status of students on a daily basis.

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

Dropout Evaluation Data Analysis

All dropouts are monitored and contacted by staff to promote re-enrollment. Dropout data is analyzed by subgroup data as well as individual case-by-case review by the High School Building Referral Team. This multi-disciplinary team meets weekly to review individual student cases to analyze student needs and to address those needs in an on going manner.

Multiple data sets are reviewed to monitor at-risk program impacts on student learning. Below is a listing of the data, which is analyzed.

• 1999, 2002, 2005, 2008, 2010, 2012 and 2014 Iowa Youth Survey trend data
• Office referral data
• Attendance data
• Analysis of D's and F's given
• Data on students attending at-risk consortium classes and /or Metrowest Alternative School placement.
• Student demographic data
• Data on dropouts and graduates
• Data on homeless students
• Analysis of students who are credit deficient in grades 9-12

*Data on student proficiency rates on the Iowa Assessments in Grades 2-11

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

Gifted and Talented Program

During the 2014 -2015 school year a comprehensive Talented and Gifted needs assessment was completed. Parent, student and staff were surveyed to gather data about services and supports. In addition, focus group forums were held with students and parents to gather direct input. The parent focus group was facilitated by consultants from Heartland AEA to ensure parents were comfortable in sharing without Johnston staff hearing their concerns and comments. The data from the focus groups and the hundreds of surveys was analyzed by Talented and Gifted staff and administration. Summary data and improvement recommendations for Talented and Gifted program improvements were shared with the Board of Education Spring 2015. Revisions to the Talented and Gifted program will begin to be implemented in the 2015-2016 school year .

Annually, a survey is given to each ELP student, parent, and classroom teacher of strength area and PEP students. This survey provides insight to program effectiveness from the student, parent and teacher perspective. The Gifted and Talent coordinator work closely with AEA assessment staff to organize and

analyze this data. The data is provided to building and district administrative staff as well as to Gifted and Talented teachers.

Student achievement data is reviewed based on identified students' performance on the district MAP and Iowa Assessment tests. For some students, the Cognitive Abilities test is also used.

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

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

⦿ Yes ◯ No

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

Professional learning that supports our EL population is typically integrated within our district and building professional development sessions. However, during curriculum reviews, teachers receive professional learning on how to use appropriate resources to accommodate the learning needs of the ELs. Teachers also learn ways in which the assessments support the needs of our ELs through the use of a language development learning continuum. Because Iowa requires all districts to administer the Iowa English Language Development Assessment (I-ELDA), teachers are provided with professional learning time during the work-day to learn how to use these data to inform their instruction.

The district professional development focus is on the Gradual Release Instructional Model. This initiative provides teachers with experiences in how to provide instruction that will meet the needs of our diverse learners, including our ELs. Within the learning of this model, we talk about how to use formative assessments to know how our ELs are progressing throughout instructional time.

As buildings identify the learning needs of the teachers, speakers are brought in to share information on various subjects: cultural awareness, supporting organizations, how to connect to the families, etc. This type of PD provides small bites of information they can immediately take back to the classroom and use.

Staff is trained in how to provide accommodations to support language learners. In addition, ESL staff, administrative staff and general education staff are encouraged to attend AEA and state professional development session specifically targeted to the instruction of English Language Learners.

Suggested guidelines for coordination of curriculum and meeting Limited English Proficient students is provided below and comes the Appendix of the Johnston Community School District's English as a Second Language Handbook.

Coordination of Curriculum

Classroom and ESL teachers must collaborate and coordinate curriculum for all ELLs. This includes:

- Intentional and periodic communication and collaboration between ESL and classroom teachers.
- Collectively determine appropriate academic materials.
- Provide support in differentiation.
- Share strategies and adoption of materials.
- Sharing of materials.
- General education teachers provide curriculum materials and assessments to ELL ahead of time for proactive measures.
- Provide opportunities for pre and/or re-teach.
- Support motivation and engagement issues.
- Use and communicate student progress reports, achievement documentation and performance assessments to indicate student progress.

Staff is provided professional development and assistance in providing appropriate accommodations to students.

Suggested Accommodations for English as a Second Language Students

Pacing

• Extend time requirements

• Advance communication with ESL teacher for difficult assignments and projects

Environment

• Seating near the center of the room

Presentation of Subject Matter

• Emphasize critical information

• Pre-teach vocabulary-share vocabulary lists with the ESL teacher

• Make and use vocabulary files

• Reduce the reading level of assignment

• Use complementary text at the appropriate reading level

• Have the text read to the student by a peer tutor or the ESL teacher

Materials

• Allow student to use a bilingual dictionary

• Use supplementary text and materials when needed

Directions

• Give directions in small distinct steps

• Restate directions in simplified language

• Use written directions

• Have directions restated by a peer

• Use visual cues and demonstrations when possible

Self-Management

• Visual daily schedule

• Visual reminder of ESL time

• Help with use of assignment book

• Request ESL reinforcement

• Check often for understanding

Assignments

• Shorten assignments

• Lower difficulty level

• Provide the ESL teacher a written copy of the assignment

• Give students alternative or modified assignments when the demands of the class conflict with the students linguistic abilities

• Allow peer assistance when completing assignments in class

Testing Adaptations

• Read the test to the student

• Allow the student to take or re-take the test with the ESL teacher

• Modify the questions

• Modify the amount of information and vocabulary the student is required to master

• Extend time frame for test taking

Social Interaction Supports

• Use peer advocacy

• Use peer tutoring

• Structure activities to create opportunities for social interaction

• Use cooperative learning groups

Parent Communication

• Use a first language report card provided by the ESL teacher

• Use a translator for conferences

• Ask ESL teacher for translated field trip forms etc.

Beginning in 2015 as outlined by JCSD Lau Plan Professional learning Opportunities:

I.   **Ongoing, Embedded EL Professional Learning for Staff Who Support ELs**

All Johnston ESL staff will be supported with ongoing professional learning (PL) through the periodic use of district early outs. All ESL teachers will be participating members of a large PLC group as well as small advisory group differentiated by building and department to discuss and provide learning opportunities on how to meet the linguistic needs of our ELs. In addition, as we engage in district professional learning times, ESL teachers will provide break out sessions addressing the linguistic and content needs of our ELs for all Johnston staff.

Topics of PL will be determined by current student data trends and staff needs assessments. A collaborative effort between the ESL coordinator and teachers will be utilized to set a year-long calendar PL schedule.

Current PL opportunities include:

- Review/update the Lau Plan and appendix documents
- Revisit and streamline the enrollment procedures
- Investigate program needs and ideas
- ICLC
- Our Kids Conference
-

In addition, the DE will soon release PD modules on the new English Language Proficiency Standards (ELP), which will be required ESL PD.

- Six training ELP Standards Training Modules are currently being developed with the following anticipated release timeline:
  - September 17: Module 1
  - October: Module 2
  - November: Module 3
  - December: Module 4
  - January-Module 5
  - February – Module 6

English language proficiency standards, are available at: http://www.elpa21.org/standards-initiatives/elp-standards

Professional learning Opportunities:

A. District and Building Administrators

1. Opportunity to annually attend all ESL conferences
   a. Our Kids Conference
   b. ICLC
   c. District PD – break out sessions around ESL needs are offered
   d. Heartland courses and workshops on supporting ELs
   e. In addition, the state is offering an Iowa ELL Leadership Academy that is open to any administrator, and required by at least one administrator in districts undergoing correction action. Johnston Schools will identify and support at least one administrator from our district. If our staff have questions regarding the Academy, they can contact Jobi Lawrence, Title III Consultant or Lori Porsch, program coordinator or emailed to: iowaleadersell@gmail.com

B. LIEP Staff
   a. Opportunity to annually attend all ESL conferences

   a. Our Kids Conference
   b. ICLC
   c. District PD – break out sessions around ESL needs are offered Content and Classroom Teachers
   d. Heartland courses and workshops on supporting ELs
   e. As soon as state releases information on professional learning opportunities on the ELP standards, Johnston LIEP staff will participate.

C. Content and Classroom Teachers
   a. Opportunity to annually attend all ESL conferences
   b. Our Kids Conference
   c. ICLC

2. District PD – break out sessions around ESL needs are offered

2. Heartland courses and workshops on supporting ELs
3. As soon as the state releases information on professional learning opportunities on the ELP standards, it will be determined which Johnston content and classroom teachers will participate.

D. Paraprofessionals
   1. The paraprofessionals in each building will be provided on-going professional learning opportunities through workshops, district PD break out sessions, and job embedded professional learning with our ESL teachers.

E. Building/District Staff (teacher leaders, counselors, etc.)
   1. ESL teachers attending and supporting PLCs
   2. ESL teachers support district and building Professional Learning (PL)
   3. Opportunity to annually attend all ESL conferences

     i. Our Kids Conference
     ii. ICLC
   4. District PD – break out sessions around ESL needs and new ELP standards have been and will continue to be offered
   5. Heartland courses and workshops on supporting ELs
   6. As soon as the state releases information on professional learning opportunities on the ELP standards, it will be determined which Johnston staff will participate.

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

Title III, English Language Learners

• Data is collected on all ESL students based on PA Profile, K- 3 FAST assessments, Benchmarking, ELDA, Iowa Assessments and the Measure of Academic Progress (MAP). The data is analyzed by the building staff and based on the student needs instruction is targeted at the deficit areas.

• ELDA assessments are given to all ELL students to identify the percent of ELL students who are proficient.

Beginning in 2015 as outlined by JCSD Lau Plan

  I. **Annual English Language Proficiency Assessment (ELPA21) Administration**

  A. Annual training for staff
    1. All ESL staff and any educator administering the ELPA21, will attend has the ELPA21 training coordinated by the Iowa Department of Education. This training will most likely occur through our AEA.
    2. All ESL teachers take the on-line TELPA training through the AEA each year and certificates of completion are stored in employee file.
  B. Dissemination of ELPA21 and other ESL data scores to stakeholders
    1. Each building will provide an overview of ELDA scores and significance to all staff and administrators at the beginning of the 2015-16 school year and after ELPA21 scores are received in the Spring.
  C. Appropriate training to interpret results for staff

  1. ESL staff attend and support PLCs and data teaming process
  2. ESL teachers will meet classroom teachers to discuss each student's level of English acquisition using ELPA21 data, the Language Acquisition Chart: Guidelines for Differentiating Instruction and Assessment and any other data or information needed.
  3. ESL instructional groupings will be determined based on the learning needs of the students being served.

D. Utilization of assessment results to guide instruction and programming
1. Staff will utilize the assessment data and language acquisition chart to inform their instructional practices in response to ELs needs.
2. ESL staff will utilize the assessment data to determine ELs ESL programming needs

District Information: Other assessments protocols:

- English Learners should be included in district-wide testing as directed by the Iowa Department of Education.
  - FAST, MAP, Iowa Assessment, Phonological Awareness Profile, F & P Benchmarking, Math and Science assessments should be given to every EL who has been in the United States **longer than 12 months**.
  - ELs who are in the country **less than 12 months** will participate in the math portion of the Iowa Assessment, the MAP math assessment fall and spring/MAP reading assessment in the spring only and the ELPA 21. Please see the following link for flexibility in testing of ELs who are newer to the district to ensure accuracy: https://www.educateiowa.gov/sites/files/ed/documents/Title%20I%20Flexibility%20for%20New%20English%20Language%20Learners.pdf
- All ELs will be tested annually using a state and NCLB approved test to measure their English language proficiency. Currently the ELPA21 is used.
- The Iowa Department of Education manual, Guidelines for the Inclusion of English Language Learners in K-12 Assessments, should be used as a reference to clarify questions regarding testing ELLs. When testing ELs, appropriate accommodations can be made. Iowa Assessment Administration manuals are good sources to help in making decisions about the types of accommodations that are appropriate for each student. Guidelines for the Inclusion of English Language Learners in K-12 Assessments also contain good suggestions for types of accommodations to use with ELs.

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

District Program Overview

The English as a Second Language Program (ESL) provides English Learners (EL) with an opportunity to acquire proficiency in listening, speaking, reading and writing English. The ESL Program promotes a positive learning environment in which each student's first language, culture and ethnic heritage is valued. The ESL teachers work with students whose first language is a language other than English and who qualify for ESL services through a testing and referral process. There are specific strategies, methodologies and curriculum used to help students acquire English *so that they can become successful in achieving the Iowa Common Core requirements and expectations, as well as the English Language Proficiency (ELP) Standards*.

The Johnston Community School District recognizes the following facts:

1. Language acquisition is an intellectual process; even the youngest learners do not simply "pick-up" a language.
2. Language acquisition takes time. It can take six to nine years for an English Language Learner to achieve the same level of academic proficiency as a native English speaker.
3. Effective education for English Language Learners calls for comprehensive provision of excellence in education based on the latest research,

standards, and known best practices in the area of English as a Second Language.

LAU PLAN OVERVIEW

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v. Nichols*, 1974). The Lau Plan must be collaboratively written by the K-12 team identified above and must include the following elements.

I.   Lau Plan Goals

A. To promote and provide a learning environment for English language development for

   all ELs.

B. To promote and provide a learning environment for academic achievement for all ELs.

C. To promote and support the inclusion of ELs with specific attention to multi-cultural

   backgrounds. (Activities designed to allow understanding and appreciation for other cultures.)

D. To promote and support the interaction of ELs and non-ELs to create a reciprocal culturally and linguistically diverse learning environment.

Beginning in 2015 as outlined by JCSD Lau Plan:

A. LIEP Goals

1. Each EL will make growth towards language acquisition on the state determined assessment, ELPA 21.
2. Each EL will make comprehensive progress towards proficiency on the state determined assessment, ELPA 21.
3. Each EL will make comprehensive progress towards proficiency in reading and math on the state determined assessment, Iowa Assessment.
4. Each K-2 EL will make comprehensive progress towards math proficiency on the Spring district Math assessment and the Spring FAST assessment.

   Actions we are committed to in order to achieve these goals

a.   To educate ELs to the same standard of excellence for academic content and achievement as all students are expected to meet in JCSD.
b. To teach English language comprehension through listening, speaking, reading, and writing skills with an emphasis on comprehension in both social and academic settings *with emphasis on academic rich language.*

c. To instill positive self-concepts and attitudes toward school in EL students.
d. To assist ELs *and their families* in functioning and understanding within their school *and* community.
e. To promote pride in ELs' cultural and linguistic backgrounds.
f. To communicate with families in their first language when needed.
g. To encourage parental involvement in their child's school and education.

B. Description of District LIEP Model

1. JCSD will utilize the Newcomer Model when
   a. Elementary Programming: K-5 students will be served at ESL program sites. This will allow for the best use of resources, allow for grouping of EL students with similar needs, provide additional time for instruction, and allow for a more interactive and engaging environment, while still providing access to the district's core curriculum.
      i. Pullout – The pullout model is typically used only for those students who are New Comers, non-proficient with English. Students still receive access to the core curriculum, but are pulled out for a portion of each day to receive language acquisition instruction. ESL teachers will provide instruction in language acquisition and monitor each student's growth to ensure progress is made.
   b. Secondary Programming: 6-12 students will be served at their building.
      i. Pullout – The pullout model is typically used only for those students who are New Comers, non-proficient with English. Students still receive access to the core curriculum, but are pulled out for a portion of each day to receive language acquisition instruction. ESL teachers will provide instruction in language acquisition and monitor each student's growth to ensure progress is made.
2. JCSD will utilize the English as a Second Language model when
   a. Elementary Programming: K-5 students will be served at ESL program sites. This will allow for the best use of resources, allow for grouping of EL students with similar needs, provide additional time for instruction, and allow for a more interactive and engaging environment, while still providing access to the district's core curriculum.
      i. Collaborative or Push-in - In the collaborative model the ESL teacher is pushed into the core classroom where he/she provides instruction to whole classes and small groups using methods that reflect best practice for ELs. Each EL will receive direct instruction from our ESL endorsed teachers during the push-in/collaborative time. Each building will develop and continually review an appropriate schedule so that each EL has appropriate minutes of direct instruction from the ESL teachers.
   b. Secondary Programming: 6-12 students will be served at their building.
      i. Collaborative or Push-in - In the collaborative model the ESL teacher is pushed into the core classroom where he/she provides instruction to whole classes and small groups using methods that reflect best practice for ELs. Each EL will receive direct instruction from our ESL endorsed teachers during the push-in/collaborative time. Each building will develop and continually review an appropriate schedule so that each EL has appropriate minutes of direct instruction from the ESL teachers.
3. JCSD will utilize Sheltered Instruction model when
   a. Secondary Programming: 6-12 students will be served at their building.
      i. Sheltered Instruction – Core classroom and ESL teachers collaborate to provide core content instruction, meeting the

language demands for the students in a differentiated format to ensure the academic success of ELs. Assignments and materials may be linguistically differentiated according to student needs based on data.

3. Annual parent notification and procedure for waiving services
    1. Notification of English language development program placement (version A in TransAct) initially and annually. This notification will take place no later than 30 calendar days after the beginning of the school year or within two weeks of the child being placed in a LIEP if a student enrolls after the beginning of the school year. The ESL teacher is responsible for notifying parents of this placement and a copy of the notification will be place in the student's cumulative file.

    a. The reason for placement in a program for English Language Learners.
    b. The students' level of language proficiency, the assessment used to determine proficiency, and their level of academic achievement.
    c. The method of instruction used in the child's educational program.
    d. How the program will meet the needs and build on the academic strengths of the child.
    e. How the program will go about teaching the child English and preparing him/her to meet academic standards for promotion and graduation.
    f. Exit requirements for the program.
    g. Information regarding parental rights

Process for waiving students from LIEP

If ELs and their parents choose to waive ESL services offered the following protocol will occur:

- Administration, ESL, classroom teachers and other pertinent individuals meet to discuss and problem solve to determine the educational needs of the EL. Parents are closely communicated with to discuss the outcomes in a language most easily understood.
- If the decision is made to waive services, a waiver form from TransAct will be completed and then signed by the parent.
- In the event of services being waived, the ESL teacher will:
    i. meet with the classroom teachers to ensure the educational needs of the child are being met
    ii. evaluate the child's progress via the ELPA21

D. ESL staff qualifications and responsibilities:
    o All JCSD ESL staff are highly qualified teachers with their ESL endorsement who can successfully deliver LIEP services.
    o All core content teachers are highly qualified to deliver the core content instruction to our ELs. The core content teachers will work in collaboration with the ESL teachers to ensure that the learning and language needs of all ELs are addressed and met.
    o The Johnston District will flag potential ELs through administering the Home Language Survey. The screening assessment used, will provide the ESL teachers with the data to determine if students qualify as an EL. The ESL teachers, using those two data points, will communicate EL status to appropriate school personnel.
    o The ESL staff will be responsible to oversee the language acquisition process of the ELs and provide formal language instruction in

speaking, listening, reading, and writing and comprehension of the English language in collaboration with the classroom teachers.

- o The ESL teachers will assist in determining if an EL is entitled to other or additional programs and services (i.e. Extended Learning Program, Special Education). The data points used to determine program eligibility for general education students applies with our ELs as well. In addition, the ESL teachers will work closely with their special program colleagues to ensure that all possible data are reviewed to ensure program accessibility. They will also ensure that ELs receive the information regarding all other clubs and student organizations in a language that they clearly understand.
- o ESL staff will work with classroom and content area teachers to provide appropriate accommodations, modifications, and differentiated instruction and assessment for ELs.
- o The ESL and core classroom teacher will work together to involve families in the educational process and the community.

E. The Associate Superintendent, Bruce Amendt, Director of Teaching, Learning and Innovation, Chris Bergman and ELA/ESL/Title I/SS Coordinator, Deb Cale, will oversee the ESL program and ensure that EL needs are being met.

F. JCSD is continually working to align our teaching and learning with the Iowa Common Core Standards. All ELs have access to the Iowa Common Core Standards within the district's core curriculum. The ESL teachers will collaborate at least monthly with core classroom teachers during PLC time and other collaborative efforts to optimally support ELs. In addition, we will integrate the English Language Proficiency (ELP) Standards.

The state of Iowa has adopted the English Language Proficiency Standards for 2015-16. They can be located at http://www.elpa21.org/elp-standards.

G. The ELs learning will be supported through our guaranteed and viable curriculum in each content/curricular area. Teachers have, and continue to work on, common units, achievement expectations and formative/summative assessments to monitor learning. Each building has a bank of supplemental resources that can be used to support the ELs.

- o Current Materials:
    - i. Treasures for Reading with Treasure Chest for ELs, Every Day Math, Longman Picture dictionaries, Pearson Science books, Letter ID and Sight Word materials.
    - ii. Our district is committed to obtaining common materials for our K-12 ESL Program. In order to accomplish this we will do the following actions during the 2015-16 school year:
        1. Review the ELP standards and determine key attributes we will look for as we investigate ESL materials.
        2. Determine the best practices for assessing and monitoring growth of language acquisition for our ELs.
        3. Review materials that will provide a scope and sequence and quality assessments so the ESL teachers can provide quality instruction and monitor learning for our ELs in language acquisition.
        4. Determine product for purchasing plan to begin in 2016-17.

District Selection Process for Curriculum

Alignment and Development – Standards and Benchmarks

- Crosswalk our current curricular expectations with the Common Core and/or National Standards to determine what needs to be revised
- Identify and align Standards and Benchmarks to grade level and/or course
- Identify priority Standards and/or Benchmarks
- Begin development of common performance tasks and assessments

Research

- Review relevant educational research related to content area – Investigate "Best Practices"
- Review and select instructional materials to pilot, determine "fit" (See appendix for example)
- Pilot materials in selected classrooms completing evaluation rubric (See appendix for example)
- Select "best" instructional resources
-

Implementation

- Curriculum committee leaders and representatives present revised Standards and Benchmarks to the Board of Education for discussion and approval
- Curriculum committee leaders and representatives present recommended materials and instructional resources for discussion and approval
- Develop a purchase and implementation plan to ensure all materials are ordered and delivered to appropriate staff
- Develop and maintain guaranteed and viable curriculum

- Standards and benchmarks developed and provided to all teachers record on common form/format
- Priority standards are identified and provided to all teachers note on the S&B document
- All standards are unpacked for implementation, use unwrapping document
- Iowa Core speaking and listening standards are unpacked and integrated record on S&B document
- Reading and writing standards for Science, Social Studies and technical subjects are unpacked and integrated as appropriate by subject record on S&B document
- Depth of knowledge(DOK) levels are identified by standards, record on S&B document
- Common Formative Assessments and Summative Assessments are developed and implemented
- Data from assessment used by PLC teams to analyze student learning and plan instruction (data teams processes)
- Implement High Yield Instructional Strategies

- Determine and implement professional development needs and linkage to Iowa Core Outcome 5: CIA- Professional Development
- Determine linkage to the Johnston Instructional Model for Learning and to Iowa Core Outcome 6: CIA –Instruction
- Implement Standards and Benchmarks with new board approved instructional resources
- ESL teachers will collaborate with general education teachers and administration to determine the appropriate curriculum and placement for

new ELs who are below grade level expectations or have significant educational gaps in our core academic areas.

-

Evaluation

- Review and study implementation data including teacher feedback and student achievement
    - iii.   Review the implementation of common assessments for quality, reliability and validity

The district will be cognizant of the assessments that have not used ELs in the norming process. We will strive to use the assessments that have been normed using ELs in that process. However, as we review and use other data points, we will take into consideration the lack of EL participation and make adjustments to our analysis as needed.

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

Johnston District Assessment Plan

Student Achievement Data

Building staff through building Professional Learning Community Teams, all staff, Building Leadership Teams and the District Leadership Team review multiple forms of internal data. One form is student achievement data collected by the district as part of the district assessment plan. Included in this data are a variety of assessments administered to students at various grade levels. The data gives a snapshot of how well students are currently doing in relationship to the district curricula, national and state comparisons to other students their age and comparisons to district and national standards and benchmarks. Iowa Assessments and Measures of Academic Progress (MAP) assessment information is disaggregated by multiple subgroups including gender, free and reduced lunch, English Language Learners, students with IEP's and by ethnicity. Results for these assessments are available at both the district and the building levels. The following pages represent the assessments currently administered. In addition, District made and teacher made assessments are also used to monitor all students' learning and growth.

Assessment	Frequency	Levels	Validity	Reliability	Reference	Format	Question Answered
Teacher made Assessments	Frequent	Grades K-12 all students	Unknown	Unknown	Content standard assessment	Selected Response "Multiple Choice	How well are students learning in relation to day to day classroom

Assessment	Frequency	Levels	Validity	Reliability	Reference	Format	Question Answered
					notebook (1-5) Report Card	T/F"	instruction?
Teacher made performance assessments	Various	Grades K-12 all students	Unknown	Unknown	Content standards	Performance Task	Complex tasks that demonstrate content standards?
Teacher assigned semester grades	Bi-annual 6-12 Tri-Annual K-5	Grades K-12	Unknown	Unknown Some common semester assessments at various levels	Content standards	Selected Response & Constructed Response	How well have students performed over a period of time in relation to content standards?
Iowa Assessments	Annual	Grades 2-11 All students	High	High	Norm	Selected response	How well do students compare to other students in Iowa and the nation? What % of students is proficient?
MAP (Measures of Academic Progress)	Bi-annual fall and spring	Grades 3-11 All students	High	High	Content standards Norm data Available	Selected Response	How well are students doing in reading and math in relation to district standards?

Assessment	Frequency	Levels	Validity	Reliability	Reference	Format	Question Answered
District Technology Assessments	On-going throughout year and annually in spring Grade 8	Grades K-12	Unknown District assessments based on technology grade level benchmarks	Unknown	Content standards district technology benchmarks	Skill Observation Checklist Performance Task Survey	How well do students achieve district technology benchmarks? What % of students is proficient?

Assessment	Frequency	Levels	Validity	Reliability	Reference	Format	Question Answered
Benchmarking	Tri-annual fall, winter, spring	Grades K-5 All students	low	low	Content standards criterion	Fluency, Accuracy and Comprehension probe	How well are students progressing in developing reading skills?
Teaching Strategies "GOLD"	3 Checkpoints Annually throughout year	Preschool Birth to 5	High	Unknown	Observational	Observational	How are preschool students developing? What are their strengths, needs and interests?
Phonlogical Awareness Profile	Tri-annual Fall, winter, spring	Grades Pre-K-2	High	High	Content standards criterion	Oral Response	How well are students progressing in developing foundational-reading skills?
Marie Clay Observation Survey	Annually	Grade 1	High	High	Criterion	Constructed Response Oral Responses and Performance Task	Which students have not developed beginning reading skills? For reading recovery identification.

Assessment	Frequency	Levels	Validity	Reliability	Reference	Format	Question Answered
District Performance Assessment	Annually	Reading Grade 8 BRI	High	Medium	Criterion	Constructed Response	What progress have students made on specific reading skills?
District Performance Assessment	Annually	Math Grade 7	High	Medium	Criterion	Constructed Response	What progress have students made on specific math skills?
District Performance	Annually	Science	High	Medium	Criterion	Constructed Response	What progress have students made

Assessment		Grade 8 & 11					on specific science skills?
ACT	Annually	High School	High	High	Criterion	Selected Response	Do students have needed skills for college?

Assessments Given By Grade Level

	Teaching Strategies Gold	Phonemic Awareness Profile	Fast Assessment	Reading Benchmarking	Iowa Assessments	Measure of Academic Progress (MAP)	District Proficiency Task	ACT (Optional)	ACT Plan (Optional)	Advanced Placement Assessments (Optional)
Pre-K	X	X								
Kdg		X	X	X						
1		X	X	X						
2			X	X	X					
3				X	X	X	Math			
4				X	X	X				
5				X	X	X	Writing			

6					X	X				
7					X	X	Math/Writing			
8					X	X	Technology Reading Science			
9					X	X	Writing			
10					X	X		X	X	X
11					X	X	Science	X		X
12								X		X

Assessment Plan Administrative Procedures

Iowa Assessments (Formerly ITBS/ITED)

2nd Grade: Reading, Math, Science Vocabulary, Computation

3rd – 5th Grade: Reading, Math, Science Vocabulary, Written Expression

6th – 8th Grade: Reading, Math, Science, Vocabulary, Written Expression, Social Studies

9th – 11th Grade: All Subtests

Currently required – No Child Left Behind Test (2011-2012)

MAP Assessments

3rd – 5th Grade: Fall & Spring – Reading, Math, Language Arts

6th – 8th Grade: Fall & Spring – Reading, Math, Language Arts

9th - 11th grade   Fall & Spring – Reading, Math

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

As described in other questions the district has implemented a comprehensive needs assessment plan using multiple assessments. Please see item # 34 for the Assessment Plan details.

Assessment Plan Summary
The Johnston Community School District uses multiple assessments with multiple formats to measure student growth. The data from the assessments gives information on how students do at various points of time and over time. The data for the Iowa Assessment and the Measures of Academic Progress are disaggregated and are used in measuring district, building, and individual student progress toward goals. Additionally, the ACT and Advanced Placement exams are used to monitor students intending to pursue post-secondary education and also student Core program completion.

All staff use teacher made assessments to measure student achievement in relationship to the district standards.   Teacher made tests include both selected response and constructed response questions.   Teachers by board policy are required to align their grading practices with course and grade level benchmarks.

A district wide assessment committee began a study of the Assessment plan in 2009-2010 and continued during 2010-2011 to study district assessment needs. The committee formulated recommendations for assessment modifications with consideration now being given to the impact of the changes to the Iowa Tests. They made recommendations to the Board during the 2011 - 2012 school year on revisions, which the Board approved. Additional modifications have been made in 2014-2015 to include the FAST assessment for students in grades K-3 and to begin to replace district performance assessments with course and grade level end of courses common assessments.

The ongoing use of needs assessment data is completed on a weekly basis where all staff meet in Professional Learning Communities. The focus of these weekly meets centers on the four PLC DuFour Questions: 1. What do we want students to learning?, 2. How will know if they have learned it. 3. What are we going to do if they haven't learned it, and 4 What are we going to do if they have already learned it.?

ELDA

All students indicating a non-English native language are assessed using the ITP English Language Assessment developed by Riverside Publishing and administered bi-annually through the Iowa Assessments. The ELDA is administered to measure student language progress. Beginning with the 2015-2016 school year the district will use the state required ELP21.

Benchmark Assessments

In grades PreK-1 all students are given the PreK-1 diagnostic tests Phonological Awareness Profile to determine student-reading progress. PA Profiles are administered three times a year during K-1. All K-5 students are given a reading probe to determine their accuracy, fluency, and comprehension two times a year. A mid-year assessment is administered to only non-proficient students. The goal is to find each student's instructional level so that instruction can be provided in accordance with his/her zone of proximal development. The Marie Clay Observation Survey is also used in grade 1 to determine reading progress and used as part of the selection process for Reading Recovery.

Iowa Assessments and Measures of Academic Progress

All students in grades 2-11 annually take the Iowa Assessments. These assessments are used to measure district and building goal progress. The Measures of Academic Progress (MAP) is given each fall and spring to grades 3-11 to measure growth in the areas of reading, math and language arts. The district also administers performance assessments in various grades 3 - 11 for math, science and reading. The results are reported to staff electronically and to parents and students through a printed report sent home following each assessment.
 Students in grades 3, 7, 8, and 10 take constructed response assessments that measure their progress on selected benchmarks in reading, math and science. The assessments are constructed response and scored by the teachers through a process that is valid and reliability

In grades 6, 8 and 11, Johnston students take the Iowa Youth Survey every two years. Data is analyzed and needs are prioritized based upon review and recommendations from the School Improvement Advisory Committee. In additional the SIAC and District Leadership teams closely monitor the graduation rate and the dropout rate of students in grades 7-12.

Post Graduate Data Analysis

Every five years the district undertakes a 5 year study of graduates and their post graduation success. Students are surveyed at the end of their senior year and again between 12 and 18 months after graduation and at the five-year mark. This survey is completed by LifeTracks a company specializing in post secondary data collection. The Graduating class of 2014 will be survey during the 2015- 2016 school year and again during the summer and fall of 2019.

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

Locally determined indicators are assessed using district performance assessments as well as other common formative and summative assessments designed to give learning growth information to students and staff. The district administers performance assessments in various grades 3 - 11 for math, science and reading. The results are reported to staff electronically and to parents and students through a printed report sent home following each assessment.

All students in grades 3, 7, and 10 take constructed response assessments that measure their progress on selected benchmarks in reading, math and science. In

additional all students take common grade and course assessments to monitor local success indicators.

In addition the district uses the results of annual fall and spring MAP Measures of Academic Progress assessment data to monitor student learning in reading, math and language arts. MAP data is used to determine learning growth from fall to spring, spring to spring growth and by goal strands within each content area. If weakness areas are determined within goal strands of a content area teacher teams analyze the weakness areas and determine actions to implement in the classroom to address those weakness.

In grades 6, 8 and 11, Johnston students take the Iowa Youth Survey every two years. Data is analyzed and needs are prioritized.

During the 2013 -2014 and the 2014 - 2015 school year increased focused and training was provided on the implementation and use of common formative assessments. These formative assessments are used by Professional Learning Communities of teacher teams to analyze student learning and to modify instruction on a day-to-day basis to improvement student learning.

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

During the 2014 -2015 school year multiple needs assessment data pointes were collected by Dr. Lunn, Superintendent. Dr. Lunn met with focus groups and surveyed students, staff, parents and community members to develop a new Foundation For Excellence Plan to guide student learning. District staff analyzed many and varied data points to determine the growth of Johnston students in meeting learning goals. This data analysis includes:

All Buildings:
• Trend line, subgroup and participation data for Iowa Assessments in reading, science and mathematics, trend line and participation rates at grades 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.
• Trend line and subgroup data for MAP reading and mathematics at grades 3-11.
• Aggregate and subgroup attendance data. (grades K-12)
• Data from the district developed math (grades 3 & 7), science assessment (grades 8 & 11) and reading assessments. (grades 8 & 11)
• A comprehensive, community-wide needs assessment, which includes input from community members, parents, administrators, staff, and students (2014, 2008, 2005, 1998).
• District demographic data.
• Referrals to building assistance teams (BAT) grades K-12.
• Student discipline data. (grades K-12)
• Building climate surveys.
• ELL proficiency rates on ELDA.
• All student learning goals are the subject of parent and student needs assessment as part of the continuous curriculum review process.
• Professional Learning Community (PLC) goal data on reading, math or content student learning goals.

Elementary Buildings

• PreK – 1st Phonological Awareness Profile
• K-5th Reading Benchmark data
• 1st Grade Marie Clay Reading Observation Survey (Reading Support)

- K-3Universal FAST screening

Middle Schools Grade 6-9

- Trend line data from the Iowa Youth Survey (grades 6, 8, and 11)
- Data from the district developed math (grades 3 & 7), science assessment (grades 8 & 11) and reading (grades 8 & 11)
- Climate surveys (random sampling of students grade 6-12)
- Student work/course grades (grades 6-12)
- Choices Career Assessment
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- 8th grade Reading Analytical Reading Inventory (ARI)

High School

- Graduation rate
- Graduation student survey
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Career and technical education (CTE) students in reading and mathematics, program completers, and technical skill attainment
- Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success using the American College Test (ACT).
- Trend line data from the Iowa Youth Survey (grades 6, 8, & 11)
- Climate surveys (random sampling of students 6-12)
- Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender, ethnic groups)
- Student work/course grades (grades 6-12)
- Advanced Placement results
- Post Secondary Enrollment option, student taking college classes
- Honor roll
- Activity involvement

Procedures and Process for Analysis

District Administrative Team

The Administrative team meets each month that school is in session and twice during the Summer. The team is comprised of all district administrators. The Administrative team monitors the progress of Instructional Leadership Teams (ILT), in the collection and analysis of building and district-level data. The ALT reviews building and district goals as well as reviews building action plans. The ALT ensures that the action plans are designed to meet district goals. The team monitors achievement results, building/district goals and is a part of a district wide communication system.

Instructional Leadership Team (ILT) and Professional Learning Communities (PLC)

Beginning in the 2014 - 2015 school year the BLT structure and PLC structure was reorganized due to the implementation of the Teacher Leadership Compensation program implementation. This resulted in the restructuring of BLTs into building Instructional Leadership Teams and a district wide TLC teacher team providing input into the professional develop plan. These teacher leaders (instructional coaches, lead teachers and model teachers) assisted in the analysis of student learning data and the implementation of best practices in student learning.

Each building in the district has a ILT that is responsible for the collection and analysis of the data, establishing building goals, designing and implementing building actions and planning staff development activities. Each ILT is unique in its membership but all teams include teachers and administrators. ILT's in each building meet a minimum of two times a month and as often as five times a month.

PLCs collect and analyze student achievement data relevant to the PLC. PLC work focuses on "What do we want students to learn?" "How will we know if they learned it?" "What will we do if they don't learn it?" and "What will we do if they have already learned it?" These questions guide the analysis of student needs. Weekly early dismissals provides ongoing and regular time for teachers and administrators to analyze student learning and to plan for focused instructional supports to enhance each student.

Stakeholder Groups

District and building information reviewed by the ILTs is shared with various stakeholder groups, including the Johnston School Board, the School Improvement Advisory Committee, elementary PTO's and middle school buildings and the high school parent advisory committees.

The district frequently established ad hoc stakeholder groups to study and resolve issues of interest to the community. In past years the district has established committees to recommend realignment of the secondary schools, secondary building transitions, secondary elective studies, elementary attendance boundaries and design teams for all new building projects which analyzes learning needs as new building programs and designs are developed . The district annually appoints a School Improvement Advisory Committee (SIAC) to recommend goals and monitor the district Comprehensive School Improvement Plan. The SIAC focuses on student learning goals, student achievement data and issues related to bullying and harassment.

38. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2014-2015.

Assessment	Other
Measures of Academic Progress	

39. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2014-2015.

Assessment	Other
Measures of Academic Progress	

40. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2014-2015.

Assessment	Other
District Developed Tests; District Wide Assessments	

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

District Learning Goals were developed with community, staff, and student input. Performance assessments were created to assess the goals. The assessments require a student response to a problem. Students read a prompt then respond, typically in writing. Some constructed response assessments are short answers while others require detailed responses. Teacher teams score the assessments using a scoring guide that discriminates between different levels of performance. All students including all subgroups are analyzed to provide additional learning supports as needed. Assessments used are: Grades 3, 7 Math and Grades 8, 11 Science. During the 2014-2015 school year the district began to move to district common formative and summative assessment for all K-12 courses. The move to common district summative assessments will result in the phased elimination of past district performance assessments. Emphasis was placed on the development of K-12 English Language Arts common unit and assessment development and administration. In addition Math and Science continued with their development and implementation of course and grade common assessments.

3rd Math Every Day Math end of year given in May 2015 resulted in 78% of 3rd grade students scoring at the 70% correct level or higher on a content assessment aligned to the Core Math Standards.

7th Math given in November: student proficiency Understanding (solution) 45%, Communication 75%, Strategy/Reasoning 77%,

8th Science given in December: student proficiency Multiple Choice Response 81%, Short Answer 72%, Extended Response 60%.

11th Science given in February: student proficiency Multiple Choice Response 89%, Short Answer 88%, Extended Response 63%.

1. The District also administers district-wide Measures of Academic Progress assessments to all students in grades 3-9 in Reading, Math and Language arts and in grade 10 and 11 in Reading and Math. All student data is disaggregated by subgroups and used to plan for further diagnostic assessment to determine student needs. JCSD grade level mean RIT scores in Reading exceed the national mean by 3.2 to 10 RIT scores. JCSD grade level mean RIT scores in Math exceed the national mean by 7.4 to 12 RIT scores. Grade level MAP results are reported in another response section of this report.

Finally, as all Districts are required detailed subgroup analysis is completed on the Iowa Assessments. This disaggregated data is analyzed for not only the required subgroups of 30 students, but is reviewed and analyzed for any subgroup with at least 10 students. Multi-year trend data is analyzed for all subgroups by teachers, administrators, the School Improvement Advisory Committee and the Board of Education. One of the Districts overarching goals is to eliminate the gap in student achievement performance amoungst all sub-groups of students.

42. Does the district accept Title II, Part A funds 2015-2016?

◉ Yes　◯ No

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

The goal of the Johnston Professional Development and Title II program is to provide 100% of teachers and administrators opportunities for on-going professional development opportunities through workshops, professional development release time, and study groups in order to raise student achievement. The professional development focuses on research-based strategies and follows the Iowa Professional Development model and the district career development plan. Professional development is determined based on student learning needs.

The District during the 2011- 2012 school year began a multiple year focus on the implementation of the Gradual Release of Responsibility Instructional Model. This professional development is designed to enhance student achievement through building teacher and student skills. This multiple year focus continued during the 2014-2015 school year.

Added focus to administrative professional learning during the 2014 - 2015 school year was key to increased administrative understanding of high yield instructional strategies, student engagement and the universal constructs including communication, critical thinking, creativity and collaboration. Professional Learning included the study of student engagement in learning through the study of and the implementation of Instructional Practices Inventory (IPI) learning.

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

Mentoring and Induction Program

During the 2014- 2015 school year the Johnston Community School District implemented the Teacher Leadership Model. The district utilized the Teacher Leadership and Compensation funding to include a half-time teacher leader position to implement the mentoring program. The teacher leader for mentoring was given the opportunity to redesign Johnston Community School District's mentoring program. These revisions to provide enhanced mentoring were the direct result of teacher input via surveys and interviews. Modification included more direct interaction with teacher leader/mentors focused on enhanced student learning. The new teachers meet 6 times outside of the normal school day during the school year with a focus on each of the eight teaching standards, for formal induction into the teaching professional. These sessions were led by not only the Mentor Facilitator leader, but also teacher leaders from each of the buildings. We were able to tailor mentoring to meet the needs of individual teachers. New teachers received support from multiple teacher leaders based on the individual new teacher needs. This support was job embedded as teacher leaders worked directly with new teachers in their classrooms. Also, new teachers observed in teacher leader classroom to gain insights from veteran teachers.

For select new teachers Instructional Coaches were assigned to provide consistent on going weekly support.

At the completion of this first year of implementation planned modification to further enhance the mentoring program will be incorporated for the 2015 – 2016 school year.

There were 21 new teachers who attended a total of 40 hours of professional learning support sessions designed to expose them to content related to the Iowa Teaching Standards as well as Johnston Community School District initiatives. In addition, these teachers each met individually with their mentor one hour each week to plan, implement, and reflect upon the application of this content. These weekly conversations also centered around the collection of artifacts that supported each of the eight Iowa Teaching Standards.

By the end of the 2014-15 school year, all 21 mentors had logged a minimum of 30 hours with their new teacher, while 15 out of 21 logged as many as 36 hours. All 21 new teachers completed and turned in a portfolio containing an artifact and reflection for each of the 8 Iowa Teaching Standards, and 16/21 completed an action plan for the 2015-16 school year. This action plan will be supported by learning sessions and time with mentors during the 2015-16 school

year.

The effectiveness of the new teacher induction program can be measured by the fact that all 21 new teachers turned in a completed portfolio, and 16 new teachers completed an action plan for the following year. Survey data gathered reported that 15/21 new teachers reported individual time with mentors to be highly beneficial or beneficial, with 3 remaining neutral and 3 not completing the survey.

• The BEST and PEP programs have been evaluated using on-line surveys from the AEA and district surveys completed by mentors and evaluators.
• Exit interviews are completed with all staff who have resigned from the district and the data reviewed to evaluated the perceptions of the effectiveness of all professional development including the mentoring and induction program.

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

The District analyzes the percentage of staff, which participated in district, building and individual career development opportunities. Staff implementation logs and journals of formative and summative data on instructional strategies are utilized to monitor implementation. In addition career development in monitored as part of the staff evaluation process. Staff is involved in the evaluation process annually. The process includes year one with multiple classroom observations to monitor career development based on the Iowa Teaching Standards and Descriptors. Year 2 and 3 include multiple career goal development coaching sessions during each school year. Each teacher works with their supervisor to develop and implement specific individual career development goals. These reviews may include direct classroom observation, detailed student data review related to the career goal and peer coaching involvement.

During the 2014 -2015 school year additional data and evaluation was completed as the district implemented the incorporation of Instructional Coaches, Lead and Model Teachers. The Professional Development plan outlines weekly early release time for professional learning for all staff. Instructional Leadership Teams from each building structures their building's professional learning around the action items of each buildings school improvement plan. This coordinated professional development ensures teachers individually and collectively are focusing professional learning on student learning needs. These Instructional Leadership Teams are comprised of the Instructional Coaches, Lead and Model Teachers.

Additionally, district directed professional learning days are based on improved student learning through a focus on student engagement, creativity, collaboration and critical thinking skills. Professional Learning was greatly increased during the 2014-15 school year as 90 teachers were in leadership positions. Summary data from Instructional coaches show 819 Modeling sessions, 994 observation/feedback sessions, 680 Professional Learning sessions and 1720 consulting sessions. Summary data for Lead teachers show 527 professional learning sessions, with 1385 hours in planning for professional learning and 2082 individual teacher consultation sessions. Model teachers worked with Instructional coaches 753 times, modeled exemplary practices 1238 times and facilitated 331 professional learning sessions.

End of the year Instructional Practice Inventory (IPI) learning walk data showed a range of student engagement across all eight schools from 87% to 99.2 % engagement.

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

The goal of the Johnston Professional Development Plan and Title II program is to provide 100% of teachers and administrators opportunities for on-going professional development opportunities through workshops, professional development release time, and study groups in order to raise student achievement. The professional development focuses on research-based strategies and follows the Iowa Professional Development model and the district career development plan.

Numerous student achievement data sets are studied annually at the district, building, class and student level to determine if students are making academic growth. This student data analysis process includes the Instructional Leadership Teams in each school reviewing student learning needs as the annual and multiple year Professional Development Plan is developed and revised. The District Leadership Team, Instructional Leadership Teams and multiple grade level and department Professional Learning Communities (PLCs) review student-learning data in an ongoing manner throughout the school year to evaluate student learning and to provide data for professional development planning. School Improvement Plans are developed in each building to address student learning needs through building and PLC level focused professional learning activities. Student learning data is reviewed thorugh the lense of DuFour's PLC questions which guides staff in the on going analysis of student achievement during the school year.

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

Both student and staff formative and summative data are used to analyze student learning and effectiveness of career/professional development. Student formative and summative learning data were analyzed by individual teachers and PLCs Professional Learning Community teams to monitor student-learning needs.

Staff formative and year-end summative data about implementation of career development related learning strategies is analyzed by the District Administrative Leadership Team determine the next steps in developing district, building and individual professional/career development plans. Staff implementation data is gathered through staff surveys, classroom observations and beginning with the 2012 -2013 school year through Learning Walks completed by teams of 4-5 administrators to gather formative implementation data through out the school year. Learning walks collect formative implementation data, which will be reviewed to help determine professional/career development needs.

During the 2014 - 2015 school year teacher learning walks to gather student engagement data was implemented through the use of IPI Instructional Practices Inventory. These IPI walks involved 5-8 teachers in each school building collecting hundreds of student engagement data points over the course of the school year. This data was used to guide staff professional learning on best practices and high yield strategies to increase student engagement in learning.

47. Is the district accepting Perkins funds in 2015-2016?

◉ Yes ◯ No

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

The goal of the Perkins funding is to increase non-traditional enrollment in family consumer science, architectural engineering and the construction trade courses taught at the Johnston High School. These programs are evaluated annually. Staff report program data to the School Improvement Advisory Committee and seek recommendations from this advisory committee. During the 2013 - 2014 school year CTE staff presented their learning targets, technical skill attainment assessments and assessments to the SIAC at meetings in January and May. Course requirements for the engineering and construction trades have been changed to entice more students in enrolling in these courses. Project Lead The Way Engineering Curriculum was added in 2007. One PLTW engineering course was added each year through the 2010-2011 school year. The departments are collaborating with Des Moines Area Community College and utilizing the CHOICES program to assist students in making career choices.

During the 2014-2015 school year increased focus was given to planning enhancements to career and technical programs through increased STEM focus. This resulted in the successful attainment of multiple grants to provide implementation of PLTW Gateway course in grades 6-8th and PLTW Launch program to piloted in 3 elementary schools.

2. Describe the comprehensive professional development that is provided for career and technical teachers, academic teachers,

guidance staff, and administrative personnel to improve the career and technical education program.

Perkins Career and Technical Education Programs

*All staff receive extensive and on going professional development in the Gradual Release Model of Instructions. This model is designed to increase students' responsibility for their learning. This includes all administrators, guidance counselors and teachers.

• Graduation and Career plans are developed through I Have a Plan and staff receive professional development in the use of the I Have a Plan site. Administrators, Guidance Counselors and teachers work directly with students in the development and on going refinement of these graduation plans.

*Staff receive on-going professional development in the weekly use of data through Professional Learning Community processes.

*Career and Technical staff receive content specific professional learning through content conferences and workshops.

• Hands on performance measures are used to measure the success of each individual student. Based on performance, students are then given opportunities to practice, demonstrate, and articulate their performances. Staff reviews student results and program changes are made based on the data.

• Data is collected on the number of non-traditional students enrolled in the Career and Technical programs as well as the number of students that complete the courses. This data is analyzed to determine which subgroups are under represented in Career & Technical Programs.

 *All Career and Technical staff are support by in classroom job embedded professional learning through interaction with Instructional Coaches, Lead Teachers and Model teachers. This professional learning includes high yield instructional strategies, use of student learning data, and best practices.

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