

Woodward-Granger Community School District Comprehensive School Improvement Plan: 2015-2020

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

This has been updated 2014-2015.

The Woodward-Granger Community School District serves close to 1000 students and is comprised of one elementary school (Pk-5) with a second to open in fall of 2015, one middle school (6-8) and one high school (9-12). We also have Grandwood within our district. This building serves the needs of severely mentally or physically disabled students. Many reside in homes at Woodward Resource Center; however the majority are bused in from 28 surrounding districts all served through consortium agreements. Grandwood serves approximately 40 students annually and those students range in age from 8-21. The Woodward-Granger CSD also has a 28E agreement with Woodward Academy. The Academy offers three different residential programs ranging from 90 days to 18 months, working with youth from 12 to 19 years old. Woodward Academy also offers one non-residential program, Day School. Students attending the Academy earn Woodward Granger credits as they are within the boundaries of the school district.

Over the last five years, Woodward-Granger CSD has experienced increased enrollment. At this time, approximately 23% of the district's students receive free and reduced lunch. As of 2014, 21% of students at the elementary and high school are free and reduced, while 30% of middle school students are free and reduced. Approximately 25% of the district's students receive special education services. The larger percentage of students in special education is attributed to the Grandwood students being served within our district from outside districts.

School Improvement Introduction:

The Woodward-Granger Community School District believes education is a cycle of continuous improvement. School Improvement is a shared responsibility in the district. All administrators and teachers, students, and community stakeholders are involved in this process. The District Leadership Team (DLT) supports the curriculum, instruction, and assessment process at the district level as well as the building level and is the primary unit communicating the work of the Iowa Core. The work done in the district is directly and/or indirectly designed to improve the quality of the programs and services we provide our students. This Comprehensive School Improvement Plan (CSIP) contains the common steps found in the continuous improvement process. These steps are assessing needs, planning for improvement, implementation, and evaluation. The Iowa Department of Education assists schools in working through the process by stating those steps in the form of four questions designed to stimulate relevant and meaningful conversations within the district. This process is most evident in the Professional Learning Communities (PLC), the implementation of Multi-Tiered Systems of Support (MTSS), and will be reflected in coaching and modeling within the guidelines of the district's Teacher Leadership Compensation (TLC) grant application. This (CSIP) document will reflect the answers to four questions and be used to define the framework for our plan of school improvement.

A. What data do we collect?

The district collects the following **required achievement data (LRDA1)**

- Trend line and subgroup data for Iowa Assessments in reading and math at grades 3-8, and 11 (**ESPE1, ESPE2, LRDA1**)
- Trend line data for Iowa Assessments in science for grades 4, 8, and 11 (**ESPE3**)
- Data from Iowa Collaborative Assessment Modules (ICAM) for reading and mathematics at grades 4, 8, and 11 through 2014 (**DWAP1, DWAP6, DWAP7**)
- Data from Science Collaborative on Assessment and Student Standards (SCASS) Assessments for science grades 8 and 10 through 2014 (**DWAP8**)

- Data from Measures of Academic Progress (MAP) for reading, mathematics, and science for grades K-12 beginning 2014-2015 (**DWAP1, DWAP6, DWAP7, DWAP8**)
- IDEAIA Special Education Indicators for NCLB (**LRDA2, ESPE1, ESPE2**)
- Alternative Assessment for IEP progress (**ESPE1, ESPE2**)
- STAR Assessments for reading and math through 2015 (**DWAP1, DWAP6, DWAP7**)
- Gates McGinitie (**DWAP3, DWAP4, DWAP6, LRDA1**)
- Formative Assessment System for Teachers (FAST) K-5, Grandwood (**DWAP3, DWAP4**)

The district collects data for the following **state indicators (LRDA2)**

- Free/Reduced data (**LRDA3**)
- Healthy Kids Act Pk-12 (monitor required number of minutes students are participating in physical activity)
- Iowa Assessment data for other grade levels and subject areas, grades 2, 3, 5, 6, 7, 10
- Attendance rate
- Iowa English Language Development Assessment (ELDA) (**LEP2**)
- Bullying data district-wide (**SDF6, SDF7, SDF10**)
- Participation rates for required district-wide assessment, grades 2-8, and 11 (**DWAP1**)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment through 2014 (**DWAP3, DWAP4, DWAP6, LRDA1**)
- 8th grade 4 year plan monitored and revised annually (**PERK3**)
- Drug Abuse Resistance Education (DARE) pre/post data (**SDF5, SDF6, SDF7, SDF10**)
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Trend line data from the Iowa Youth Survey for grades 6, 8, and 11 (**SDF1, SDF2, SDF3, SDF4, LRDA1**)
- Percentage of graduates planning to pursue postsecondary education (**LRDA1**)
- Percentage of graduates completing the core curriculum (4 years of English, 4 years of mathematics, 3 years of science, and social studies) (**LRDA1**)
- Career and technical education (CTE) student data (e.g. 11th grade proficiency in reading and math as defined by IA Assessments, program completers, and occupational competency (**PERK2, PERK3, LRDA1**))
- Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT) (**LRDA1**)
- ACT composite scores (**LRDA1**)
- Graduation rate (**LRDA4**)
- Alternative Assessment for IEP progress (**ESPE1, ESPE2**)
- Iowa Department of Education Comprehensive Site Visit Findings

The district collects data from the following **locally determined** indicators (**LRDA3, LRDA4**) In order for Woodward-Granger to have a complete picture of the learning needs of the district's students, we proceed to collect and analyze the following additional data (**LC3, LC4, LC5, LC6**)

- A comprehensive, community-wide needs assessment that includes input from community members, parents, administrators, staff, and students (completed once every five years). Most recent needs assessment- winter
- Aggregate and subgroup attendance data, grades Pk-12
- Behavioral and disciplinary data, PK-12, Grandwood, and Woodward Academy (**SDF1, SDF3**)
- Progress monitoring for Individual Educational Plans, PK-12, Grandwood and Woodward Academy
- Gates McGinitie (**DWAP3, DWAP4, DWAP6, LRDA1**)
- Progress Monitoring students less than proficient (**DWAP3, DWAP4, DWAP6, DWAP7, LRDA1**)
- Referrals to building assistance team (BAT), grades PK-12 (**AR4**)
- District demographic data
- Basic Educational Data Survey (BEDS) indicating course offerings, enrollment by course/ gender
- Instructional time allocations, grades PK-12 scheduling
- Student discipline data (i.e. office referrals, suspensions, expulsions), grades PK-12 (**SDF1, SDF3**)
- Student enrollment patterns in free/reduced price breakfast and lunch program, grades P-12

- Input from community members, parents, administrators, staff, and students through meetings, committees, questionnaires and community forum (i.e. SIAC) **(LC3)**
- Professional Development Program Participation/Implementation/Data Evaluation for all PK-12 staff **(PD5, TQ5, TQ6, TQ7, TQ8, PERK1)**
- Individual Teacher Professional Development activities/reflection, including ICDP **(PERK1, PD5, TQ8)**
- New teacher participation in Mentoring & Induction **(PD5)**
- Individual Growth and Development Indicators (IGDIS) for PK-TK **(DWAP3, DWAP4)**
- Dynamic Indicators of Basic Early Literacy data through 2014, grades K-5 **(DWAP3, DWAP4)**
- Formative Assessment System for Teachers (FAST) K-5, Grandwood beginning 2014 **(DWAP3, DWAP4)**
- Read Naturally, Grandwood
- Tiered Behavior Rubric, Grandwood
- Tiered Writing Rubric, Grandwood
- Climate survey from a modified Youth Survey K-5 **(SDF1, SDF3, SDF4)**
- Positive Behavior Intervention Support (PBIS) data PK-8, Grandwood **(SDF1, SDF3, SDF4)**
- Work completion Data 4-12
- Grades for students 6-12
- Student Eligibility Data 7-12
- Student grade point (GPA) data grade 6-12 **(AR4, AR6, AR7)**
- Participation rates for student activities grades 7-12
- Data from the Iowa Youth Survey for grades 6, 8, 11 **(SDF1, SDF3, SDF4)**
- Referrals and progress of At Risk, grades 4-12 **(AR4, AR6, AR7)**
- Senior Project evaluation
- Senior Project/mentor involvement
- Graduate survey/senior exit survey
- Vocational Evaluations, Grandwood
- Essential Life Skills Inventory and Life Centered Career Education, Grandwood
- Data from Measures of Academic Progress (MAP) for reading, mathematics, and science for grades K-11 beginning 2014-2015 **(DWAP1, DWAP6, DWAP7, DWAP8)**
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment, Woodward Academy **(DWAP1, DWAP6, DWAP7, DWAP8)**
- Staff retention statistics, Woodward Academy **(AR4, AR6, AR7)**
- Recidivism Rates, Woodward Academy **(SDF1, SDF3)**
- Instructional Practices Inventory (IPI) **(LRDA1, LRDA2, LC3, LC4, LC5, LC6)**
- eWalk walk-through data collection
- AdvancEd- Annual National Accreditation Review, Woodward Academy
- Critical Incidents data, Woodward Academy, Grandwood **(SDF1, SDF3)**
- Academy of Reading, Woodward Academy
- CTE participation and program completion, grades 9-12 **(AR4, AR6, AR7)**
- Curriculum map completion, PK-12, Grandwood

These above data have been used to establish trend lines, which are regularly updated and required data are reported in our Annual Progress Report (APR). Using percent proficient information from Iowa Assessments and other district assessments, building level and district leadership teams monitor the progress of cohort groups over time in the disciplines of reading, mathematics, science, social studies, climate, and technology acquisition. **(LRDA1)**

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

District Leadership Team (DLT) (EIG1, LRG1, LRG2, LRG3, SDF2, SDF3, SDF4)

A team of teachers and administrators representing all district buildings was established 11 years ago and convenes consistently throughout the year. The team is comprised of general education and special education teachers. There are teachers representing the elementary, the middle school, the high school, Grandwood, and Woodward Academy. All building principals, the Director of Teaching and Learning, the Superintendent, and representatives from Heartland AEA 11 also participate.

The DLT reviews information from the buildings and analyzes district data, which includes Iowa Assessments for the current year as well as five years of trend data for the various tests. Information from the Adequate Yearly Progress, Annual Progress Report, the Iowa Youth Survey, the five-year comprehensive community-wide needs assessment, the district self study outcomes data from the Iowa Core, and other relevant building data are reviewed, analyzed, and discussed. Based on their analysis this committee identifies teacher and student learning targets for the coming year and adjusts the objective for the long-range goals. **(LRG1, LRG2, LRG3)** This analysis is shared with the Board of Education, the School Improvement Advisory Committee (SIAC), and all district buildings. Recommendations are made to the Board of Education based on the District Leadership Team's analysis and support of a proposed action plan intended to meet district goals. The DLT have read the following books in the last five years: "Student Centered Classroom Assistance", "Good to Great", "Professional Learning Communities", "Whatever It Takes", "Fair is Not Always Equal", "Drive", and "The Leader in Me." This is in addition to other leadership articles presented by the facilitators. The result has been added professional development days with a narrowed focus on student work through PLC, teacher instruction related to achievement, and the infusion of Iowa Core Curriculum and 21st Century Learning. **(AMN1, AMN2, AMN3, FTP1, FTP2, PD6)**

Professional Development Days (PD6, TQ1, TQ2, TQ3, TQ4, TQ5, TQ6, TQ7, TQ8, FTP4, FTP5, SPED1)

AEA 11 supports and works with the various leadership teams to deliver professional development focused on the Iowa Core, 21st Century Skills, MTSS, and targeted student achievement. PLC groups have been integrated into Woodward-Granger CSD professional development calendar. This process uses a Tuning Protocol format to address Iowa Core and began the 2009-2010 school year. Additional District Professional Development days devoted to Iowa Core includes significant technology training intended to effectively address 21st Century standards and digital literacy scope and sequence.

Portions of the scheduled professional development days are utilized to train associates. Since 2010 ongoing training focused on Roles and Responsibilities has addressed topics such as – confidentiality, supervision, behavior, digital literacy to improve the skills of those adults who work most closely with our most challenged students. Data reviewed to plan and implement Support Staff PD is acquired by district special education teachers feedback, PD evaluations, and building and district needs.

Technology in Iowa Core for Learning (TICL) Committee (FTP1, PD6)

The TICL team takes an active role in district professional development and their respective buildings, ensuring that teachers are implementing the Iowa Core/21st Century Learning with integrity and fidelity and continue to maintain a focus on the intended curriculum as it relates to digital literacy. The district has endeavored to integrate technology to enhance both teacher and student learning through acquiring access to specific online tools to embed into classroom instruction (i.e. Moodle, Edmodo, and Google resources, etc). Teachers document their professional learning and growth through their Individual Career Development Plan. This entire process is designed following the Iowa Professional Development Model. Teacher leaders provide modeling, coaching, and ongoing support at the building level. Teacher leaders are highly engaged in developing and delivering processes to build capacity at the district and building level. This team analyses teacher implementation data through multiple sources including Brightbytes Clarity data (Classroom, Access, Skills, and Environment).

Curriculum Leadership Team (CLT) (EIG1, LRG1, LRG2, LRG3, SDF2, SDF3, SDF4, FTP1, PD6)

The CLT team began in 2012 with full implementation of district mapping beginning in 2013. The purpose of the Curriculum Leadership Team is to ensure that the scope and objectives of district curriculum are clearly articulated. Curriculum mapping ensures that all instructors are meeting the Iowa Core Standards, providing consistent vertical and horizontal alignment, creating a clear and concise road map for every teacher, and provide ongoing stability in the intended and enacted curriculum for the district. Expectation for mapping are outlined annually and progress monitored by building principals, district administration, and the CLT.

Building Leadership Teams (EIG1, LRG1, LRG2, LRG3, SDF2, SDF3, SDF4)

Each building in the district has a leadership team responsible for analyzing building achievement data and developing action steps in response to the data. Building principals lead their BLT's through some of the same data the district committee reviews from the district/building perspective- proficiency information on Iowa Assessments for the current school years as well as five years of building trend data for these tests. The building level committees also review the achievement trends within their buildings, disaggregated by subgroups, on district assessments for reading, math and science as well as specific building assessments. Based on their analysis, the BLT's identify learning targets and develop action plans/steps for their building aligned to the district's goals and action plans. The data and action plan is then shared with the Pk-12 staff at a designated time.

District Technology Committee (FTP1)

Representatives from the elementary, middle school, high school and Grandwood meet on a regular basis throughout the school year. The primary focus of the Technology committee is student achievement, technology support for the the administrative, instructional and support staff. In addition, the committee will advise the Technology Director on the purchase, installation and maintenance of hardware and software.

District Special Education (SPED1)

This committee is represented by special education teachers, regular education teachers, administration, and AEA. This group meets every five years or as needed to review state performance indicators, student achievement, and the district's Special Education Plan. They determine additional professional development needs of special education teachers and set goals on the state indicators to improve district progress towards performance indicators.

Stakeholder Groups (LC3, LC4, LC5, LRG1, LRG2, LRG3, AR6, SPED1)

District and building information reviewed by district and building leadership teams is shared annually with various stakeholder groups, including the Woodward-Granger Board of Education, the Woodward-Granger School Improvement Advisory Committee (SIAC), building parent organizations and district patrons.

The District Leadership Team (DLT) , Technology in Iowa Core (TICL) studies and discusses data and summarizes the findings. They analyze sub-group data to develop action plans in response to multi-culture gender fair and other sub-group data to ensure the success of all students. These summaries are then shared with the School Improvement Advisory Committee (SIAC), which reviews the findings and provides additional feedback and recommendations to the board of education regarding prioritized needs and possible goals and actions in relation to those findings and suggestions for programs and services provided to students. The Woodward-Granger School District Board of Education makes decisions regarding goals and action plans based on these recommendations. Information is communicated to other stakeholders and the community at large through the monthly district newsletter, the district website, the APR, and CSIP, the district's social media and administrator emails, blogs, and twitter. Our newsletter is provided to all parents and community members in the district.

C. What did we learn through this data analysis?

Through the analysis of district and building data (ITBS, DIBELS, BRI, CBM, ITED, ICAM, SCASS, ACT, Iowa Youth Survey, CTE) and triangulation processes the following was learned from student performance trajectories: (LRDA1, LRDA2, LRDA3, LRDA4)

- ❖ **Reading Comprehension scores have been fluctuated over time but have not made the gains expected. However, according to the FFY Special Education Indicator data (2014) students at all levels are not meeting identified state targets.**

ELEMENTARY: 4th grade 87% (12-13) 81.3% (13-14) proficient

1. At the elementary the advanced and non-proficient categories continue to increase. The number of elementary students scoring in the high proficiency category is increasing which indicates an emerging need for educational academic support.
2. At the elementary a continued focus on students of low socio-economic status is an ongoing need.
 - At the elementary level there is an increased percentage of student who qualify for low SES.
 - Although there is growth with students who are low SES, the growth is not significant enough for proficiency to be achieved.
3. At the elementary a continued focus on students with IEPs is an ongoing need.
 - Although there is growth with students who have IEPs, the growth is not significant enough for proficiency to be achieved.
 - At the elementary level there is a continued need to close the gap with students who have IEPs.

MIDDLE SCHOOL: 8th grade 75% (12-13) 83.6% (13-14) proficient

1. At the middle level all students are making significant growth. The number of middle school students scoring in the high proficiency category is increasing which indicates an emerging need for educational academic support.
2. At the middle school level a continued focus on students of low socio-economic status is an ongoing need. Although significant growth has been attained not all are yet proficient.
3. At the middle level a continued focus on students with IEPs is an ongoing need. Although significant growth has been attained not all are yet proficient to meet the continued trajectory expectations.

HIGH SCHOOL: 11th grade 87% (12-13) 74.1%(13-14) proficient

1. At the high school level scores remain above both state and national averages.
2. At the high school level there is a slight discrepancy in reading comprehension when we compare students of low socio-economic status to those who are not. (11th grade)
3. At the high school level there remains a significant discrepancy in reading comprehension scores of students with IEPs as compared to the general education population. (11th grade)
4. The number of high school students scoring in the high proficiency category is increasing overall, with the exception of 13-14, which indicates an emerging need for educational academic support.
5. ACT Reading 2014: students averaged a score of 22.5, compared with state average of 22.5.
ACT English 2014: students averaged a score of 21.3, compared with state average of 21.5

GRANDWOOD:

1. Reading Comprehension instruction is provided through IEP goals and services.
2. Programming Areas: functional academics and living skills, community and leisure experiences, pre-voc and vocational, social skills through Positive Behavior Intervention Supports.

WOODWARD ACADEMY:

With the population at Woodward Academy being highly transient and the average students stay of less than 8 months, the data collected about student achievement is constantly changing. The proficiency levels for students are:

1. The average proficiency level for reading for grades 7 and 8 is 40%, with the 8th grade averaging 40% overall.
2. The average proficiency level for reading for grades 9-12 is 47.5%, with the 11th grade averaging 61% overall.

- ❖ **Math scores have been gradually increasing at high school level, maintaining with slight improvement at the middle level, and scores at the elementary level continues to be sporadic.**

ELEMENTARY: 4th grade 85% (12-13) 86.4% (13-14) proficient

1. At the elementary overall math scores are improving.
2. At the elementary a continued focus on students of low socioeconomic status is an ongoing need.
 - Although there is not a significant gap between students identified as low SES as compared to non SES status in the less than proficient category, there is a significant gap in the advanced proficiency category.
3. At the elementary a continued focus on students with IEPs in an ongoing need. There remains significant gaps between students with IEPs and students without IEPs.

MIDDLE SCHOOL: 8th grade 77% (12-13) 91.8% (13-14) proficient

1. At the middle level math scores continue to improve.
2. At the middle school level a continued focus on students of low socio-economic status is an ongoing need.
 - When comparing students with low SES status with students who are not identified low SES it appears that all students are making relatively similar growth
 - There are still some gaps in the less than proficient category.
3. At the middle level a continued focus on students with IEPs is an ongoing need to meet continued trajectory expectations.
 - Although scores are improving there remains significant gaps between students with IEPs and students without IEPs.
 - At the middle level there are significant gaps in the less than proficient category between students with IEP and those without IEPs and no students with IEPs score in the advanced proficiency category.

HIGH SCHOOL: 11th grade 87% (12-13) 64.8% (13-14) proficient

1. At the high school level math achievement has been inconsistent over time.
2. At the high school level a continued focus on students of low socio-economic status is an ongoing need.
 - When comparing students identified as low SES status with students who are not identified low SES there continues to be significant gaps in the less than proficient category. However, in the advanced category this pattern is not evident and is often reversed.
3. At the high school level a continued focus on students with IEPs is an ongoing need.
 - There are dramatic gaps in the less than proficient categories between students with IEPs and those without IEPs
 - There are no students with IEPs scoring in the advanced categories.
4. ACT Math 2014: students averaged a score of 20.3, compared with state average of 21.4.

GRANDWOOD:

1. Math programming (Instruction) is provided through IEP goals and services.
2. Programming Areas: functional academics and living skills, community and leisure experiences, pre-voc and vocational, social skills through positive behavior supports.

WOODWARD ACADEMY:

With the population at Woodward Academy being highly transient and the average students stay of less than 8 months, the data collected about student achievement is constantly changing. The proficiency levels for students are:

1. The average proficiency level for math for grades 7 and 8 is 42%, with the 8th grade averaging 50% overall.
2. The average proficiency level for math for grades 9-12 is 46.2%, with the 11th grade averaging 67% overall.

❖ **Science scores have remained high across the district.**

ELEMENTARY: 4th grade 95.% (12-13) 84.7% (13-14) proficient

1. The elementary continues to perform better on science assessments when compared to state and national scores.
2. Although the elementary continues to struggle with some students that are less than proficient, overall the numbers of students scoring in the advanced category is extraordinary

MIDDLE: 8th grade 82% (12-13) 89.8% (13-14) proficient

1. The middle school continues to perform better on science assessments when compared to state and national scores.

HIGH SCHOOL: 11th grade 95% (12-13) 70.4% (13-14) proficient

1. High School students continue to score better than the state and national average on science assessments, overall they have not made the growth necessary for all students to be proficient
2. ACT Science 2014: students averaged a score of 21.9, compared with state average of 22.2.

GRANDWOOD:

1. Science programming (Instruction) is provided through IEP goals and services.
2. Programming Areas: functional academics and living skills, community and leisure experiences, pre-voc and vocational, social skills through positive behavior supports.

WOODWARD ACADEMY:

With the population at Woodward Academy being highly transient and the average students stay of less than 8 months, the data collected about student achievement is constantly changing. The proficiency levels for students are:

1. The average proficiency level for science concepts for grades 7 and 8 is 38.5%, with the 8th grade averaging 33% overall.
2. The average proficiency level for science concepts for grades 9-12 is 44.7%, with the 11th grade averaging 57% overall.

❖ **Physical-Social-Emotional Data- According to the Special Education Indicators the district had no students with IEPs suspended or expelled for more than 10 days. This is above the expectations for the state.**

ELEMENTARY

1. Elementary total office referrals= 427
 - a. Detentions= 23
 - b. Suspensions= 7.5 (In school suspension only. No Out of School Suspension)
2. Bullying and Harassment Reports- 24

3. Positive Behavior Interventions & Support Data

a. 2014-2015 4th grade data collected to identify specific areas bullying is occurring. (HBP2, HPB3)

Where	Never	Sometimes	Often	Always
Before School	54%	30%	17%	4%
During Class	65%	24%	7%	4%
Between Class	48%	33%	6%	13%
Lunch	33%	35%	13%	19%
After School	43%	20%	18%	19%
On Weekends	54%	31%	7%	7%
On Field Trips	43%	10%	19%	4%

b. Approximately 69 students were served in small groups by the guidance counselor in some regular capacity throughout the year. This primarily took place in the form of specialized small groups with identified topics. Additionally, approximately 415 individual students met with the counselor 2014-2015.

4. 3rd grade (13-14) and 4th grade (14-15) modified climate survey indicates: (HBP2, HPB3)

A=always O=often S=sometime N=never DK=don't know	Safe At School	Been Physically Bullied/Harassed by other students	Been Verbally Bullied/Harassed by other students	How often are rules enforced	How often do you report Bullying?
2013-2014 (3rd graders)	A= 46% O= 23% S= 30% N=2%	None= 56% 1 or 2= 16% Weekly= 9% Many= 5% DK= 14%	None= 56% 1 or 2= 28% Weekly= 5% Many= 2% DK= 9%	A= 40% O= 19% S= 25% N= 16%	A= 32% O= 28% S= 21% N= 19%
2014-2015 (4th graders)	A= 65% O= 26% S= 7% N= 0% DR=Didn't Respond	None= 76% 1 or 2= 9% Weekly= 9% Many= 6%	None= 46% 1 or 2= 33% Weekly= 11% Many= 9%	A= 39% O= 22% S= 31% N= 7%	A= 11% O= 28% S= 33% N= 28%

5. Scheduled minutes per day of physical activity for **100 % of elementary students meets or exceeds mandated requirements for Healthy Kids Act (Iowa Administrative Code, Chapter 12 & 58).**

	PK-1	2-3	4-5
Recess	200 min.	200 min.	200 min.
P.E. 2X per cycle	80 min.	80 min.	80 min.
Totals Per Week	280 min.	280 min.	280 min.

6. JCLO/ At-Risk Elementary Interventions Data

Liaison provides 1:1 student support regarding attendance, behavior, friendship, social skills and various other student needs that arise during the school year. Requests come from administration, teachers and parents.

K-5th Grade
Safety/Friendship/Kindness/Sharing/Honesty
Varies – Request may be for 1:1, small group, or whole classroom
4th Grade
Lunch bunch – (boys/girls) 4 sessions each group - Friendship

5th Grade
Courage-Confidence-Character Program (5 Sessions with each classroom)
MS Transition Groups (3) per classroom
Lunch bunch (boys/girls) – 4 sessions each group - Friendship

MIDDLE SCHOOL

1. Middle School total office referrals= 117
 - a. Detentions= 191
 - b. Saturday Schools= 33
 - c. Suspensions= 37
2. Bullying and harassment reports= 6
3. According to the Iowa Youth Survey 2012 regarding bullying data indicates: **(HBP2, HBP3)**

In the last 30 days, how many times have you been bullied at school in the ways listed below: I was called names, was made fun of, or teased in a hurtful way?						
IYS Question E 12	6th grade			8th grade		
	Total	Male	Female	Total	Male	Female
0 times	54%	57%	52%	54%	59%	49%
1 time	18%	17%	20%	17%	16%	19%
2 times	9%	8%	11%	9%	8%	11%
3-5 times	8%	8%	9%	9%	7%	11%
6-10 times	3%	3%	3%	3%	3%	4%
11+ times	7%	7%	6%	7%	7%	7%
% who answered question	96%	96%	97%	98%	98%	98%

In the last 30 days, how many time have you been bullied at school in the ways listed below: Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me?						
IYS Question E 13	6th grade			8th grade		
	Total	Male	Female	Total	Male	Female
0 times	64%	71%	57%	64%	73%	56%
1 time	16%	13%	19%	15%	12%	18%
2 times	8%	6%	9%	8%	6%	10%
3-5 times	6%	5%	8%	6%	5%	8%
6-10 times	2%	2%	3%	2%	2%	3%
11+ times	4%	4%	4%	4%	4%	5%
% who answered question	96%	96%	97%	98%	98%	98%

4. Scheduled minutes per week of physical activity for all middle school students = 227 minutes, while every other week all students have 264 minutes exceeding the mandated requirements for Healthy Kids Act (Iowa Administrative Code, Chapter 12 & 58)

5. JCLO At Risk/ Middle School Interventions Data: The Juvenile Court Liaison Officer provides 1:1 student support regarding attendance, law violations, behavior, healthy relationships and various other student needs that arise during the school year. Service recommendations come from students themselves, administration, teachers, parents and juvenile court.

6th Grade
Self Esteem – Health /PE
Emotional Health – Health/PE
Alcohol, Drugs & Tobacco – Science class
Girls Circle
Small Groups
7th Grade
Self Esteem – Health/PE
Emotional Health – Health/PE
D.A.R.E – Law Enforcement
Small Groups
8th Grade
Self Esteem – Health/PE
Emotional Health – Health/PE
Alcohol, Drugs & Tobacco – Science class
Small Groups

HIGH SCHOOL

1. High School total office referrals= 180
 - a. Detentions= 282
 - b. Saturday Schools= 24
 - c. Suspensions (in school and out of school) = 45
2. Number of bullying and harassment reports= 9
3. According to the Iowa Youth Survey 2012 regarding bullying data indicates: **(HBP2, HPB3)**

In the last 30 days, how many times have you been bullied at school in the ways listed below: I was called names, was made fun of, or teased in a hurtful way?			
IYS Question E 12	11th grade		
	Total	Male	Female
0 times	68%	72%	64%
1 time	12%	10%	14%
2 times	7%	5%	8%
3-5 times	6%	5%	7%
6-10 times	2%	2%	2%
11+ times	5%	6%	4%
% who answered question	98%	98%	98%

In the last 30 days, how many times have you been bullied at school in the ways listed below:
Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me?

IYS Question E 13	11th grade		
	Total	Male	Female
0 times	74%	80%	67%
1 time	11%	85%	14%
2 times	6%	45%	7%
3-5 times	5%	3%	6%
6-10 times	2%	1%	2%
11+ times	3%	3%	3%
% who answered questions	98%	98%	98%

- Scheduled minutes per week of physical activity for all high school students is 227 minutes, while every other week all students have 273 minutes, exceeding the 120 minutes mandated requirement for Healthy Kids Act (Iowa Administrative Code, Chapter 12 & 58)
- JCLO At Risk / High School Interventions Data:
Liaison provides 1:1 student support regarding attendance, law violations, behavior, healthy relationships and various other student needs that arise during the school year. Service recommendations come from students themselves, administration, teachers, parents and juvenile court.

9th
Decision Making – Health class
Alcohol, Drugs & Tobacco – Health class
Safe Dates – Health class, CIAC support
Advisory Support
10-12th
Healthy Relationships – Health II class
Advisory Support

GRANDWOOD:

- Physical, social, and emotional programming provided through IEP goals and services.
- Programming Areas: functional academics and living skills, community and leisure experiences, pre-voc and vocational, social skills through positive behavior interventions & supports.
- Advanced PBIS training through Wrap Around Services

ACADEMY:

- 95% of students receive 53 minutes minimum of physical activity daily
- All students participate in a behavior modification program called "7 levels of intervention". Students and staff use these 7 levels to intervene the negative behaviors of other students. Students may be physically restrained if they are a danger to themselves or others, causing a major disturbance or riot, going truant or destroying property.
- A positive peer group identified as "Knights" has demonstrated positive behaviors on a consistent basis and is expected to hold others accountable. Positive peer pressure is used to change student behaviors.

Group sessions are held to facilitate positive peer pressure and instruct students on how to handle critical situations.

4. Students will learn about campus norms, expectations and the 7 levels of intervention through an orientation phase packet work and orientation programming with their peers and staff.
5. No students were expelled or suspended from Woodward Academy during the 2009-2010 school year.
6. All students have the opportunity to file grievances on other students or staff members.

❖ **Vocational/Career/Technical/Goal Reports**

ELEMENTARY

1. Brightbytes Clarity data is collected annually, grades 3-5. This data indicates growth in digital citizenship and embedding technology within the curriculum as it relates to the 21st Century Skills.

MIDDLE SCHOOL

1. Brightbytes Clarity data is collected annually, grades 6-8. This data indicates growth in digital citizenship and embedding technology within the curriculum as it relates to the 21st Century Skills.

HIGH SCHOOL

1. CTE program completion data & occupational competency reports indicate that 7.7% of students at the high school level completed a career tech program and demonstrated competency in program goals. Currently there are 45% of high school students enrolled in the CTE program.
2. Brightbytes Clarity data is collected annually, grades 9-12. This data indicates growth in digital citizenship and embedding technology within the curriculum as it relates to the 21st Century Skills.

GRANDWOOD:

1. Pre voc and vocational programming provided through IEP goals and services.
2. Programming Areas: functional academics and living skills, community and leisure experiences, pre-voc and vocational, social skills through positive behavior supports.
3. Tiered behavior rubric
4. Individually targeted social skills instruction

ACADEMY:

1. Curriculum offered that addresses vocational/career/technical goals include: computer applications, videography, and personal finance with 19.6% enrolled and successfully completing the course(s).
2. Additional programming is offered for students to gain additional vocational, technical and career experience. These programs include: landscaping, gardening, World of Work (job preparation), and Knights on the Move (moving company employing students). There are 79% enrolled in one or more and successfully complete the course(s).

- ❖ **ADDITIONAL STUDENT SUCCESS INDICATORS- At all levels students with IEP and FRL at Woodward-Granger had 100% participation in district assessments according to Adequate Yearly Progress report. The K-8 special education student daily attendance is 97.20% and FRL daily attendance is 97.00% compared to all students which is 97.70%. The 4 year cohort graduation rate is 93.02% (AYP FY14).**

ELEMENTARY

- Attendance
- I-ELDA student proficiency evaluations
- Indicator data revealed 4th grade proficiency rates for children identified with an IEP or low SES with district reading and math assessment are below general education students and the district trajectory is of concern.

MIDDLE SCHOOL

- Attendance
- I-ELDA student proficiency evaluations
- Indicator academic data revealed 8th grade proficiency rates for students with IEPs and low SES with district reading and math assessments are below general education students and the district trajectory is of concern.

HIGH SCHOOL

- Graduation rate – 95.2%. The district graduates with a regular diploma a greater number of students with IEPs than the state according to the Special Education Indicator data.
- I-ELDA student proficiency evaluations
- PSEO
- Post graduation plans
- Completed Core Academic Program
- ACT Composite: students averaged a score of 21.7 compared with state average of 22.0.
- Graduate survey/ Senior Exit survey
- Indicator academic data revealed 11th grade proficiency rates for students with IEPs and low SES with district reading and math assessments are below general education students and the district trajectory is of concern.

GRANDWOOD:

- Monthly student recognitions

WOODWARD ACADEMY

- Incentives for levels of growth on NWEA MAP Tests
- Increasing number of graduates
- Honor Roll Recognition
- Student of the Month- Recognition of progress
- Knights Program

QUALITY TEACHER SUCCESS INDICATORS

- Professional Development/participation/ implementation data evaluation
- Individual Teacher Professional Development (ICDP)
- District Demographic Data
- Mentoring & Induction
- Instructional time allocation
- Peer Review
- District/building Teacher Leadership Committees

SCHOOL/COMMUNITY SUCCESS INDICATORS

- Community Needs Survey
- Senior Project
- Senior Project/Mentor Involvement
- According to the Special Education Indicators the district has significantly less students with IEPs than the state average who attend post-secondary schools or are employed within one year of graduation.
- District demographic data indicating population growth

D. From the data analysis, what are our prioritized student needs?

Based on the data reviewed, we developed the following list of prioritized student needs. **(LC4)**
The District Leadership Team (DLT) determined these are the current target areas where additional focus for improvement is needed:

1. Focus on student subgroups identified through academic data (MTSS)
2. 21st Century Skills/Technology embedded into enacted curriculum
3. Positive Behavior Interventions & Supports
4. Professional development to meet the demands of the Iowa Core
5. Climate and culture of district/buildings

E. How will we develop goals and actions based upon the prioritized needs?

The District Leadership Team (DLT) and Woodward-Granger School Improvement Advisory Committee (SIAC) will use the prioritized needs to generate and recommend goal statements to the Board of Education for adoption. The district and teaching staff, in collaboration with community shareholders as appropriate, will design strategies and actions that align with and support the established goals. The District Leadership Team, SIAC, and the Board of Education will formalize and approve methods to determine if the district is meeting high expectations and standards with the state indicators **(LRDA2)**

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

A. What long-range goals have been established to support prioritized student needs?

Based on the recommendations of the District Leadership Team (DLT) and the School Improvement Advisory Committee (SIAC), the Board of Education has adopted district learning goals aligned with student needs. **(LC5)**

Woodward-Granger District Student Learning Goals

Woodward-Granger's student learning goals are the general expectations for all its graduates.

Students graduating from our district will be:

1. Knowledgeable people who acquire and utilize information, technology skills, basic skills and process.
2. Effective communicators who effectively communicate through speaking, writing, reading, visual/non-verbal, listening, performing and other forms of communication.
3. Lifelong learners who demonstrate flexibility, motivation and skills necessary to initiate learning for personal and occupational growth using multiple resources and technologies.
4. Responsible citizens who demonstrate positive character traits and take the initiative and time to improve the quality of life for themselves and others in their local and global environment.
5. Cooperative contributors, who demonstrate responsibility and use effective group skills to foster, develop and maintain supportive relationships with others in culturally diverse work, community, educational and family settings.
6. Problem solvers who effectively use a variety of reasoning strategies and resources to make decisions and solve problems in multiple contexts.

With these expectations we challenge our students to recognize and put forth their personal best.

District Long-Range Goals for W-G Elementary School (LRG1, LRG2, LRG3, MCGF3, AR6, EIG1, SDF5, SDF6, SDF7, FTP1, AMN1, AMN2, AMN3, PD6, TQ1, SPED1, ECSIP1, FTP6)

1. **Reading:** Increase the proficiency of students in grades 3-5 who are identified in the low SES and IEP subgroups by 2% annually in reading comprehension as measured by Iowa Assessments.
 - Indicators of success will be the K-5 FAST assessment progress monitoring results and the alignment of reading instruction based on Iowa Core will be targeted at building level and noted in curriculum maps.

2. **Math:** Increase the proficiency of students scores who are identified in the low SES and IEP subgroups by 2% annually in math competencies, grades 3-5 as measured by the Iowa Assessments.
 - Indicators of success will be student improvement as measured by ongoing progress monitoring and the alignment of math instruction based on Iowa Core will be targeted at building level and noted in curriculum maps.
3. **Science:** Increase the number of students who are in the low SES and IEP subgroups by 2% in the proficient and advanced proficiency range, grades 3-5 as measured by Iowa Assessments.
 - Indicators of success will be measured by locally developed criterion referenced science assessments and the alignment of science instruction based on Iowa Core will be targeted at building level and noted in curriculum maps.
4. **Climate:** Decrease the number of student office referrals, detentions, suspensions and bullying and harassment reports.
 - An indicator of success will be measured by increased student recognition (i.e. tickets, assemblies & other positive behavior acknowledgments) and continued participation of staff in utilization of PBIS as a means to make informed decisions on behalf of students.
5. **Technology:** Integrate technology resources into instructional lessons to increase student engagement in digital literacy.
 - Indicators of success will be Clarity data, IPI data, administrator walk-through data, increased usage of Edmodo and curriculum maps. Thus creating a student environment where 21st century learning skills/tools are used as a part of everyday teaching and learning.

District Long-Range Goals for W-G Middle School (LRG1, LRG2, LRG3, MCGF3, AR6, EIG1, SDF5, SDF6, SDF7, FTP1, AMN1, AMN2, AMN3 PD6, TQ1, SPED1, ECSIP1, FTP6)

1. **Reading:** Increase the proficiency of students in grades 6-8 who are identified low in the low SES and IEP subgroups by 2% annually in reading comprehension as measured by Iowa Assessments.
 - An indicator of success will be ongoing progress monitoring using STAR assessments collected pre and post for all students grades 6-8 and monthly for those identified as non-proficient.
2. **Math:** Increase the proficiency of students scores who are identified in the low SES and IEP subgroups by 2% annually in math competencies, grades 3-5 as measured by the Iowa Assessments.
 - An indicator of success will be ongoing progress monitoring using STAR assessments collected quarterly for all students grades 6-8 and those identified non-proficient monthly.
3. **Science:** Increase the number of students who are in the low SES and IEP subgroups by 2% in the proficient and advanced proficiency, grades 6-8 as measured by Iowa Assessments.
 - Indicators of success will be measured by locally developed criterion referenced science assessments and the alignment of science instruction based on Iowa Core will be targeted at the building level and noted in curriculum maps.
4. **Climate:** Decrease student office referrals, detentions, suspensions and bullying and harassment reports.
 - Indicators of success will be a modification of Positive Behavior Interventions & Supports (grades 6-8) as seen through the collection and analysis of the following data - discipline referrals, parent/teacher conference attendance, student attendance, Iowa Youth Survey, teacher retention, and student and teacher recognitions and celebrations.
5. **Technology:** Integrate technology resources into instructional lessons to increase student engagement in digital literacy.
 - Indicators of success will be Clarity data, IPI data, administrator walk-through data, and increased usage of Moodle, and curriculum maps. Thus creating a student environment where 21st century learning skills/tools are used as a part of everyday teaching and learning.

District Long-Range Goals for W-G High School (LRG1, LRG2, LRG3, MCGF3, AR6, EIG1, SDF5, SDF6, SDF7, FTP1, AMN1, AMN2, AMN3 PD6, TQ1, SPED1, ECSIP1, FTP6)

- 1. Reading:** Increase the proficiency of students in grades 9-11 who are identified in the low SES and IEP subgroups by 2% annually in reading comprehension as measured by Iowa Assessments.
 - An indicator of success will be measured by locally developed criterion referenced reading assessments and alignment of reading instruction based on the Iowa Core will be targeted at the building level and noted in curriculum maps.
 - Additional indicator of success will be an increase of ACT Reading student scores
- 2. Math:** Increase the proficiency of students scores who are identified in the low SES and IEP subgroups by 2% annually in math competencies, grades 9-11 as measured by the Iowa Assessments.
 - Indicator of success will be student improvement as measured by ongoing progress monitoring and the alignment of math instruction based on the Iowa Core will be targeted at the building level and noted in curriculum maps.
 - Additional indicator of success will be an increase of ACT Math student scores
- 3. Science:** Increase the number of students who are in the low SES and IEP subgroups by 2% in the proficient and advanced proficiency, grades 9-11 as measured by Iowa Assessments.
 - Indicators of success will be measured by locally developed criterion reference science assessments and the alignment of science instruction based on the Iowa Core will be targeted at the building level and noted in curriculum maps.
 - Additional indicator of success will be an increase of ACT Science scores.
- 4. Climate:** Decrease student office referrals, detentions, suspensions and bullying and harassment reports.
 - Indicators of success will be the collection and analysis of following data - discipline referrals, parent/teacher conference attendance, student attendance, Iowa Youth Survey, teacher retention, and student and teacher recognitions and celebrations.
- 5. Technology:** Integrate technology resources into instructional lessons to increase student engagement in digital literacy.
 - Indicators of success will be Clarity data, IPI data, administrator walk-through data, and increased usage of Moodle, and curriculum maps. Thus creating a student environment where 21st Century learning skills/tools are used as a part of everyday teaching and learning.

District Long-Range Goals for Grandwood (ESPE1, LRG1, LRG2, LRG3, MCGF3, AR6, EIG1, SDF5, SDF6, SDF7, FTP1, AMN1, AMN2, AMN3, PD6, TQ1, SPED1, ECSIP1, FTP6)

- 1. Increase the number of students performing Functional Academics & Living Skills independently**
 - Indicators of success will be monitored on an individual basis as directed by the IEP and progress monitoring
- 2. Maintain weekly participation in community and leisure learning activities**
 - Indicators of success will be monitored on an individual basis as directed by the IEP and logged hours
- 3. Increase the number of students performing pre-vocational and vocational tasks independently**
 - Indicators of success will be monitored on an individual basis as directed by the IEP and logged hours
- 4. Decrease the number of office referrals due to increased training and consistent PBIS programming**
 - Indicators of success will be monitored on an individual basis as directed by the IEP and progress monitoring.
- 5. Technology: Integrate technology resources into instructional lessons to increase student engagement digital literacy.**
 - Indicators of success will be Clarity data, IPI data, administrator walk-through data, increased usage of Edmodo and curriculum maps. Thus creating a student environment where 21st century learning skills/tools are used as a part of everyday teaching and learning.

District Long-Range Goals for Woodward Academy (ESPE1, LRG1, LRG2, LRG3, MCGF3, AR6, EIG1, SDF5, SDF6, SDF7, FTP1, AMN1, AMN2, AMN3, PD6, TQ1, SPED1, ECSIP1, FTP6)

1. Analyze the effectiveness of existing programming/strategies designed for students significantly below proficiency in reading.
 - Indicators of success will be monitored through NWEA MAP testing data. All students participating in the specially designed programming will have a 3 point gain on the RIT scale from Pretest results to final post test results. At least half of students in the specialized programming will have a minimum of 10 point gain (or growth of one grade level) from Pretest results to final post test results.
2. Provide additional intensive supports/strategies for students who are significantly below proficiency in the area of math.
 - Indicators of success will be monitored through schedule changes and the addition of specially designed instruction for students significantly below proficiency in math.
3. Incorporate and measure 21st century skills (Civic Literacy, Employability Skills, Financial Literacy, Health Literacy, and Technology Literacy) in course curriculum.
 - Indicators of success will be monitored through the ICAT assessment which measures the essential skills and concepts outlined in Iowa Core and walk-through data.

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

The stakeholders impacted by our goals have a voice in determining how to meet them. As a result, the District Leadership (DLT) and the School Improvement Advisory Committee (SIAC) will identify stakeholders groups most directly impacted, and they will meet to determine actions and strategies to meet the goals. Our district will use the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making goal progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels (Elementary, Middle School, High School, Grandwood, and Woodward Academy) to provide Pk-12 system alignment of efforts. These artifacts will be articulated in Building Plans and updated annually based on current data.

C. What is our current practice to support these long-range goals ?

1. **Instructional Strategies currently used in the district: (FTP3, FTP5, SPED1, ECSIP1, FTP2, TQ3, TQ4, PD5)**
 - Inquiry-based Science (PK-12)
 - Daily Mental Math (6-12)
 - One-on-one instruction (Grandwood)
 - Intensive Reading classes (Academy)
 - Reading Intervention classes (6-10)
 - Math Labs classes (6-8)
 - Mandt training (PK-12)
 - STAR progress monitoring (6-10)
 - Positive Behavior Interventions & Supports (PBIS) (PK-5, Grandwood)
 - Technology In Iowa Core for Learning (TICL) (Pk-12)
 - Technology in Learning (TIC) (Pk-12)
 - FAST data to identify struggling learners and to guide instruction through progress monitoring (K-6)
 - Daily Oral Reading (K-8)
 - 6 Minute Solution (6-8)
 - REWARDS (6-8)

2. Instructional Programs/ Services Supports currently used in the district and supported by AEA 11 or trained by certified trainers: (LEP2, LEP3, SDF3, SDF4, MCGF3, AR7, IE11, SPED1, SDF9, TQ3, TQ4, LEP1, PD5, TQ6)

- Positive Behavior Interventions & Supports (PBIS) (Pk-5, Grandwood)
- English Language Learners (ELL) (Pk-12)
- Special Education Program/Services (Pk-12, Grandwood, Academy)
- At-Risk Program Services (Pk-12, Academy)
- Gifted and Talented Services (Pk-12)
- Building Assistance Team (Pk-12)
- Juvenile Court Liaison Officer (JCLO) (Pk-12, Academy)
- Drug Abuse Resistance Education (DARE) pre/post data DARE (Grade 7)
- Extended Learning/ Extra Help program (3-12)
- Online Classes (9-12)
- AP classes (9-12)
- Advanced Math Classes (6-8)
- Post Secondary Education Opportunities (PSEO) (10-12)
- Early Childhood Program/Preschool
- Title 1- Reading
- Title 1- Math (K-5)
- Reading Intervention classes (6-10)
- Math Intervention classes (6-8)

3. A system-wide supports: (TPTR1, TITL1, SDF3, TQ1, TQ2, TQ6, FTP4, GT2, TQ9)

- Policy development (board policies and employee and student handbooks)
- Technology infrastructure to support 21st Century instruction and learning (supported by AEA11)
- Technology in Iowa Core for Learning team (TICL) to support embedded 21st Century Skills into instruction
- Professional development for all staff to support technology integration into curricula and instruction
- Personnel evaluation systems for programs, administrators, teachers, and support staff
- District Leadership team to support of implementation of the Iowa Core
- Curriculum Leadership Team (CLT) to support implementation and alignment of Iowa Core in mapping
- Title programs, Elementary reading and math (Title 1, Title 1D, Title 2A, Title 3, Title 4, Title 5, Title 6)
- Teacher Quality Committee
- Beginning teacher induction and mentoring program
- Professional development for all staff to support Iowa Core integration into curricula and instruction
- Curriculum adoption cycle that is responsive to the demands of the Iowa Core
- PK-12 Counselor program supported by AEA11 Counselor Academy
- PK-12 Gifted and Talented program supported by AEA11 GT Academy
- PLC time for collaboration, data analysis, and evaluation of student work (work samples)

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

The District Leadership Team (DLT) examines student achievement data as well as other data sources and makes recommendations to the School Improvement Advisory Committee (SIAC), Building Leadership Team (BLT), and Board of Education (BOE) according to consensus practices, the district and building goals are identified. Programs, strategies, and instructional practices are recommended and professional development assistance and additional training is provided by teacher leaders, AEA content specialists and/or identified certified trainers.

There is a tight alignment between the identified goals and initiatives of the district and buildings with the selected strategies, programs, trained instructional practices, and responsive system supports. The District Leadership Team, along with other district/building committees (TICL, CLT, BLT) use goal oriented approaches for program evaluation.

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

Intended Curriculum/Enacted Curriculum Alignment:

The district used the Iowa Core Alignment Toolkit (I-CAT) to identify current teaching practices compared to expected Iowa Core essential skills and concepts and 21st Century Skills integrated into all content areas. In 2011 the Curriculum Leadership Team (CLT) was formed to support and train teachers in curriculum mapping their intended and enacted curriculum. Identified gaps are being addressed at all levels so that the curriculum is articulated, aligned, and enacted with fidelity. High School course syllabuses are regularly evaluated and revised to ensure that all students have access to courses that address the essential skills and concepts.

Curriculum/Assessment/Alignment:

This district will be focusing on developing and/or improving universal and formative assessments to measure the essential skills and concepts as identified in the Iowa Core. We will evaluate end-of-course assessments to ensure that all Iowa Core essential skills and concepts have been measured. We will investigate and access current teaching resources and curriculum for teachers to ensure that materials are available for instruction on the essential skills and concepts found in the Iowa Core. We will continue a strategic focus on reviewing instructional practices that are research based and contribute to gains in achievement for all students.

Instruction/Assessment:

The consistent implementation of instructional strategies that are research based and have produced evidence of contributing to positive student results will be evaluated through consistent administrator walk-through data, instructional practices inventory, and a variety of student achievement data. The data will be discussed and analyzed, and the effectiveness of programs and strategies evaluated.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?

1. Implement the District Professional Development Plan (professional development program) (AMN1, AMN2, IEI1, PERK1, SPED1, TQ7)

Our District Professional Development Plan describes district-level PD efforts aligned with prioritized teacher and student needs. District and building professional development will address Iowa Core, 21st Century Skills, and reading, math, science, and building climate.

The selection of the professional development targets was based on teacher and student data and the implementation of the mandated Iowa Core. This aligns with long-range goals (**PD6, TQ1, TQ2**). The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. A significant percentage of professional development time and resources will be focused on learning new content and instructional practices. (**TQ3, TQ4, FTP3, LEP1**)

Research-based Strategies: Our administrative team, with the assistance of Heartland AEA personnel, reviewed research on strategies and found that they have resulted in significant student achievement gains in educational settings. In addition, we applied the following federal criteria to determine if a program/strategy has a quality research base:

- a. Evidence of positive student results demonstrated by research that employed systematic empirical methods.
- b. The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. **(PD5, SDF9)**

Participation: All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. The principals and central office administration will be actively involved as well. We will work with the AEA team so that teachers can receive licensure renewal credits and/or Drake credit for participation in district-wide and/or building-wide professional development meetings and for their work with implementation of new strategies within their classrooms and/or buildings. **(PERK1, SPED1, LEP1, TQ8)**

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

- a. 21st Century Tools Supporting the Iowa Core- The purpose of this training is to develop a collaborative learning environment for both teachers and students through the use of technology. Participants will explore a variety digital tools and sites and other technology implementation strategies that support Iowa Core essential concepts and/or skill sets. Teachers share and support others in their building. Participants will implement digital tools and sites into their curriculum delivery strategies, determine how each of them works best with each instructional strategy, and prepare lessons to implement. This training will also equip teachers to create and teach web-based or hybrid courses using the tools and skills essential to high-quality online learning. Based on previous examination of online learning research, participants will implement effective online learning strategies, practice various collaborative techniques, and design and create an actual online presence and/or curriculum using Moodle or Edmodo courseware. (Pk-12)
- b. Teachers have also been trained in **START**. START is a process for the teacher to design and implement the Professional Learning Community (PLC) to examine teachers lessons and student work using **S (Student Centered Classrooms), I (Teaching for Understanding), A (Assessment for Learning), R (Rigor and Relevance), and I (Teaching for Learner Differences)**. **The Iowa Core** is a statewide effort to improve teaching and learning to ensure that all Iowa students engage in a rigorous and relevant curriculum. The purpose of the Iowa Core is to raise student expectations and change teaching behaviors to impact student achievement. The following are the anticipated goals and results:
 - **Goal:** Teachers make connections with other teachers and maintain a professional environment.
 - **Goal:** Teachers have focused ongoing collaborative time to address effective instruction and student learning outcomes.
 - **Result:** Work collaboratively to improve professional practice and student learning.
 - **Result:** Applies research, knowledge and skills from Professional development to improve practice
- c. Alignment of Iowa Core through scheduled training and involvement of I-CAT for all teachers

All Elementary, Middle School, High School, Grandwood and Academy teaching staff are implementing the Iowa Professional Development Model by studying their data and working on selecting strategies.

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

- Standard 1: Demonstrates ability to enhance academic performance and support for and implementation of the school district’s student achievement goals (specifically criteria 1b, 1c, 1d, 1f)
- Standard 2: Demonstrates competence in content knowledge (specifically criteria 2a, 2b, and 2d)
- Standard 3: Demonstrates competence in planning and preparation for instruction (specifically criteria 3a, 3c, 3d, and 3e)

- Standard 4: Uses strategies to deliver instruction that meet the multiple learning needs of students (specifically criteria 4a, 4b, 4d, and 4f)
- Standard 5: Uses a variety of method to monitor student learning (specifically 5c, 5e, and 5f)
- Standard 6: Demonstrates competence in classroom management (specifically 6a, 6c, and 6d)
- Standard 7: Professional Development (specifically criteria 7a, 7b, 7c, and 7d)

Professional Development Learning Opportunities: Implementation of the Iowa Professional Development Model will involve these components: **(TQ8)**

- Common training sessions with weekly in-service days during the school year for learning opportunities (specific presentations, study of the literature and articles, discussions on moodle and small groups)
- Teachers working in grade level or content area collaborative teams using the Tuning Protocol (PK-12) at least twice monthly
- Building level meetings to discuss implementation, working with data, developing lessons, reviewing theory
- Peers observation outside or within district
- TICL- Technology in the Iowa Core for Learning (TICL) began in 2009 and is designed to facilitate the development of a school environment that supports 21st Century learners and infuses the essential concepts and skills identified in the Iowa Core. Ten teachers representing all levels of the district participate and provide additional training and support to building and district teachers.
- TIC- (Technology Infusion Collaborative) meetings. The focus is 21st Century Skills and Digital Citizenship. Teachers can attend a specific day of training on reading, math, science, or project-based instruction. Teachers shared their learnings with their particular building and colleagues.
- Teachers are given opportunities to attend outside professional development as it relates to district goals and initiatives. Many of these conferences, workshops, or trainings are supported by Teacher Quality or Iowa Core funding.

Professional Development Providers: AEA consultants will serve as those who provide professional development assistance for the district. The District will serve as the provider for professional development for the district. The Iowa Department of Education accredits us as provider. **(TQ6)**

2. Quality Teaching, including Quality Curriculum and Instruction

- Develop a rigorous and relevant curriculum aligned with Iowa Core and 21st Century Skills learning objectives that all students need for entry into a global market
- Horizontal and vertical alignment of enacted and viable curriculum
- Use instructional time to the fullest extent
- Be assured that core courses have the content and skills that students need the most
- Be assured that all students who can benefit from acceleration can access courses
- Increase students' reading skills- vocabulary and comprehension, especially students with low SES and IEP
- Ensure students' increased mathematical/problem solving/data interpretation, especially students with low SES and IEP
- Increase students scientific inquiry skills
- Have a positive and supportive learning environment in all buildings
- Use technology in classroom settings to expand learning beyond traditional means
- Prepare students for the 21st Century through current instructional and technological strategies
- Enhance instructional materials and resources to support the Iowa Core and 21st Century Learning Skills

3. Hold High Expectations that All Students Can Achieve

- Increase the number of students who demonstrate readiness for post-secondary through ACT scores
- Prepare all students for post-secondary education and/or work force
- Ascertain that students are prepared for life beyond high school

- Ascertain that we are reaching all students, including those who are at-risk, low SES or IEP
- Ascertain that all students achieve to their highest potential
- Increase the number of academic extension opportunities for students, including post-secondary enrollment opportunities (PSEO)
- Increase alternative education supports for at-risk students at the Elementary, Middle School and High School **(AR7)**

4. Use Data to Assure Excellence

- Ensure high ACT scores that indicate higher probability of success in post-secondary
- Use data to make instructional decisions about what students need and will receive
- Use data to evaluate programs across the district
- Use data from post-graduate survey to determine any programs that are presently not meeting the needs of graduates

5. Support the academic, social and emotional growth of all students

- Increase academic rigor and relevance for all grades
- Implement supports (extra help, tutoring, on-line classes) to ensure students know and understand the essential and concepts skills of the Iowa Core **(AR7, SDF9)**.
- Increase student engagement
- Continue and increase Positive Behavior Interventions & Support (PBIS) at all levels
- Increase and align PK-12 Comprehensive School Counseling Services Delivery System which includes System Support, Individual Student Planning, School Guidance, and Responsive Services.

6. Utilize teacher teams that work collaboratively

The Woodward-Granger CSD uses the following committees to facilitate school improvement. Each team has specific responsibilities as noted in Questions 1B - District Leadership Team (DLT), Technology in Iowa Core (TICL), Curriculum Leadership Team (CLT), Building Leadership Team (BLT), District Technology Committee, District Special Education Team, and Stakeholder Group (SIAC).

Additional district and/or building committees that assist in school-wide actions/activities with a focus on prioritized needs, goals and identifying gaps between intended and enacted curriculum are:

- **Career and Technical Education Advisory Committee-** Meets annually with members from business and industry and representatives of the school's program areas to review curriculum offered within courses at the high school. Teachers report out course goals and objectives and student success rates. Team gathers input from business and industry partners and focuses curriculum adaptations. Additionally, a focus on aligning instruction to Iowa Core, with an emphasis on 21st Century Skills (financial literacy, employability, technology, civic responsibility, and health).
- **Instructional Consultation Teams/Positive Behavioral Interventions & Support (PBIS)-** Building committees meet regularly, review building data, and make student and/or building recommendations to the Building Leadership Team (BLT) as it relates to climate and culture issues based on data collected through office referrals, IYS, HEART, SWISS, etc.

G. How will we support implementation of the identified actions?

We will devise implementation plans for the actions previously described for all CSIP goals.

Implementation plans will address the following components:

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

3. How do/will we know that student learning has changed?

A. How will we know student learning has changed over time in relation to our long-range goals?

Woodward-Granger Community School District will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptual data (e.g., surveys). The Building Leadership Teams will ensure that data from these assessment measures are collected, analyzed, and shared with the School Improvement Team as outlined in Question 1B. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. **(DWAP1)**

Monitoring Progress with Long-Range CSIP Goals

As stated previously (see Question 1A), Woodward-Granger Community School District will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- Trend line and subgroup data for Iowa Assessments in reading and math at grades 3-8, and 11 **(ESPE1, ESPE2)**
- Trend line and subgroup data for Iowa Assessments in science for grades 3-8, and 11
- Data from Iowa Collaborative Assessment Modules (ICAM) for reading and mathematics at grades 4, 8, and 11 **(DWAP1, DWAP6, DWAP7)** through 2014
- Data from Science Collaborative on Assessment and Student Standards (SCASS) Assessments for science grades 8 and 10 **(DWAP8)** through 2014
- Data from Measures of Academic Progress (MAP) for reading, math, and science K-12 beginning 2015
- IDEAIA Special Education Indicators for NCLB **(LRDA2, ESPE1, ESPE2)** Alternative Assessment for IEP progress **(ESPE1, ESPE2)**
- Free/Reduced data **(LRDA3)**
- Healthy Kids Act Pk-12 (monitor required number of minutes students are participating in physical activity)
- Attendance rate at the elementary
- Graduation rate **(LRDA4)**
- Documenting and track Iowa English Language Development Assessment (ELDA) **(LEP2)**
- Bullying/Harassment incidents district-wide **(SDF6, SDF7, SDF10)**
- Participation rates for required district-wide assessment, grades 2-8, and 11 **(DWAP1)**
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment **(DWAP3, DWAP4, DWAP6, LRDA1)** through 2014
- Formative Assessment System for Teachers (FAST) beginning 2014-2015
- Basic Reading Inventory (BRI) **(DWAP3, DWAP4, DWAP6, LRDA1)**
- Curriculum Based Measurements (CBM) **(DWAP3, DWAP4, DWAP6, DWAP 7, LRDA1)**
- 8th grade Technology Literacy Assessment **(FTP1)**
- 8th grade plan (4 year plan monitored & revised annually)**(PERK3)**
- Drug Abuse Resistance Education (DARE) pre/post data **(SDF5, SDF6, SDF7, SDF10)**

- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Trend line data from the Iowa Youth Survey for grades 6, 8, and 11 (**SDF1, SDF2, SDF3, SDF4, LRDA1**)
- Percentage of graduates planning to pursue postsecondary education (**LRDA1**)
- Percentage of graduates completing the core curriculum (4 years of English, 4 years of mathematics, 3 years of science, and social studies) (**LRDA1**)
- Career and technical education (CTE) student data (e.g. 11th grade proficiency in reading and math as defined by ITED, program completers, and occupational competency (**PERK2, PERK3, LRDA1**))
- Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT) (**LRDA1**)
- ACT composite scores (**LRDA1**)
- Documenting and tracking instruction and learning of Measurement topics (aligned with the Iowa Core)

The same student indicator data used to measure progress with the CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by Woodward-Granger Community School District.

- Professional development for teachers and principals (e.g., District Career Development Plan and Title II, Part A)
- District-wide Teacher Mentoring Program
- Supplemental reading and mathematics services for eligible students (e.g., Title I, Part A)
- Use of technology to improve student achievement (e.g., Title II, Part D)(**FTP2**)
- Programs and services to assist English Language Learners (Title III, Part A)
- Drug and violence prevention program (Title IV, Part A)
- Early Intervention program for grades K-3
- Pre K-12 at-risk program
- K-12 gifted and talented (ELP) program
- Special education services
- Drug and prevention programs
- Career and Technical Education (CTE) programs

Additional Data Gathering and Analysis:

Data relate to progress on the District Student Goals and other relevant data points will continue to be collected, analyzed and refined as needed. To help provide a more complete picture of student learning needs, Woodward-Granger Community School District will continue to monitor the following data sources:

- All data points included in the district's Annual Progress Report (APR)
- All data points included in the district's Adequate Yearly Progress Report (AYP)
- The percentage of students who participate in district-wide assessments
- The percentage of students in the lowest (at-risk or deficit) category on DIBELS in grades K-1. (**DWAP3, DWAP4, DWAP6**)
- The percentage of students in the lowest (at-risk or deficit) category on the BRI in grades 2-5. (**DWAP3, DWAP4, DWAP6**)
- Annual cohort performance from grade 2 through grade 11 as measured by Iowa Assessments in the areas of reading, mathematics, and science.
- The achievement gap between students who are in subgroups of gender, low SES, and IEP
- Career and technical education student data from the end-of-year program report (Perkins report)
- The percentage of students with positive responses on the Iowa Youth Survey (grades 6, 8, 11)
- IDEA Proficiency Test (IPT) for English Language Learners and/or Language Assessment Scale (LAS) to measure ELL students' English proficiency (**LEP2**)
- Individual Educational Plan (IEP) Results Summary Reports (**SPED1**)
- Senior Project completion

Additional and Future Data Gathering:

Woodward-Granger CSD will collect additional information to allow for more informed evaluation of programs and services. The district plans to add the following measures:

- **During the 2009-2014 school years:**
Iowa Core Alignment Toolkit (I-CAT) was piloted in 2009-2010 school year to establish baseline for ongoing alignment of district Standards and Benchmarks with the Iowa Core and 21st Century Skills for Learning.
- **During the 2015-2020 school years:**
Additional formative assessments that align with the Iowa Core are being developed and systemically used in Pk-12 to assure alignment of the Iowa Core and 21st Century Skills. Formative assessment data will drive our instruction.

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

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

Goal-Oriented Approach to Program Evaluation

Woodward-Granger Community School District has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP. **(ECSIP1)** This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations)
- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development and implementation procedures for collecting, comparing, and communicating performance data with the expected CSIP/program goals to the appropriate audiences

Woodward-Granger Community School District will use a combination of formative and summative evaluation processes within the program evaluation process. Two factors will also determine the frequency of the formative and summative evaluation processes for each of the program/services: 1) legal mandates and 2) local data. At a minimum, an in-depth, formal summative evaluation for all of the programs that Woodward-Granger incorporates into its CSIP will occur within a five-year rotation. Note: Woodward-Granger will submit, as required, any annual evaluation/reporting data for state and federal programs. **(TQ10, TQ11, TQ12)**

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

<i>Program</i>	<i>In-Depth Program Evaluation Rotation</i>
Professional Development Program (District Career Development Plan)	Began annually in 2009-2010 (TQ10, TQ 11)
Title II, Part A (Teacher and Principal Training/Recruiting)	Began annually in 2009-2010 (TPTR1)
Mentoring and Induction Program	Began annually in 2010-2011 (TQ9)
Title I, Part A (Parent Involvement)	Began annually in 2009-2010 (TITL1)
Talented and Gifted Program	Began annually in 2010-2011 (GT2)
At-risk Program	Began annually in 2011-2012 (AR4)
K-12 Counseling Program	Began annually in 2010-2011 (SCP6)
Title II, Part D (E2T2)	Began every three years in 2011-2012 (FTP6)

Title IV (Safe and Drug Free Schools)	Began every three years in 2011-2012 (SDF10)
Special Education Programs and Services	Began every five years in 2010-2011 (ESPE1, ESPE2)
Title III (Language Instruction for LEP Students)	Began every three years in 2011-2012 (LEP3)
Perkins (Vocational/Career and Technical Education Programs)	Began every three years in 2011-2012 (PERK2, PERK3)

Woodward-Granger Community School District will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (District Professional Development Plan), more frequently. Progress toward meeting program/service expectations will be reported to the District Leadership Team (DLT), the Curriculum Leadership Team (CLT), the Technology in Iowa Core team (TICL), the Woodward-Granger Board of Education (BOE), and the School Improvement Advisory Committee (SIAC).

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Questions 2 has been implemented to support our CSIP goals?

CSIP Indicator Data to Measure Program Effectiveness

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

- Professional Development Program (District Professional Development Plan) **(TQ11)**
- At-Risk Program **(AR4)**
- Perkins (Vocational/Career and Technical Education Programs) **(PERK2, PERK3)**
- Mentoring and Induction Program **(TQ9)**
- Special Education Programs and Services **(ESPE1, ESPE2)**
- Title I, Part A (Parental Involvement Program) **(TITL1)**
- Title II, Part A (Teacher and Principal Training and Recruiting Program) **(TPTR1)**
- Title II, Part D (E2T2) **(FTP6)**
- Title III (Language Instruction for Limited English Proficient and Immigrant Students Program) **(LEP3)**
- Title IV (Safe and Drug Free Schools) **(SDF10)**

Additional Indicator Data to Measure Program Effectiveness:

The district determined a need for additional information to assess the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals listed in Woodward-Granger's Constant Conversation #2, the district will also collect, analyze, and use the following data to inform effectiveness with the following programs:

Professional Development Program and Title II, Part A (TQ10, TQ11, TQ12, TPTR1)

- Percentage of faculty responsible for instruction who demonstrate implementation of professional development programs in the classroom with students
- Percentage of PK-12 teachers who demonstrate integration of technology in the classroom
- Formative assessment used with content based instructional programs
- Percentage of PK-12 teachers who implement Tuning Protocol within their START/PLC groups with fidelity

Elementary Program

- Percentage of students and parents attending and participating in Parent-Teacher conferences
- Curriculum and instructional strategies showing increased connections between content based curriculum, curriculum alignment, and 21st Century Skills

Middle School Program

- Number of students in grade 8 who can articulate their four year plan
- Percentage of students and parents attending and participating in Parent-Teacher Conferences in grades 6-8
- Curriculum & instructional strategies showing increased connections between content based curriculum, curriculum alignment, and 21st Century Skills

High School Program

- Number of students in grades 9-12 who can articulate their four year plan
- Percentage of students participating in post-secondary opportunities
- Curriculum and instructional strategies showing increased connections between content based curriculum, curriculum alignment, and 21st Century Skills
- Percentage of students and parents attending and participating in Parent-Teacher Conferences in grades 9-12
- Percentage of students successfully completing a Senior Project
- Percentage of graduating students who state that the Woodward-Granger Community School District provided a quality education and prepared them for postsecondary education or employment

Gifted and Talented Program (GT2)

In addition to evaluating the effectiveness of its gifted and talented program through CSIP goal indicators, Woodward-Granger is going to use the following indicator to determine the effectiveness of its gifted and talented program:

- Percentage of all students participating in the gifted and talented program who meet goals in their individualized learning plans
- Additional PD time to inform staff about ELP learners and the program
- Increased programming to meet the needs of secondary ELP students

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

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

Mentoring and Induction Program (TQ9)

- Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the District Professional Development Plan, as appropriate to their teaching assignment
- Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

Special Education Programs and Services (ESPE1)

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

Title I, Part A, Parental Involvement (TITL1)

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

Title III (LEP3)

- Percentage of ELL students who are proficient in English