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6512 0000-Twin Cedars Comm School District**CSIP-Assurances**

1. 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
2. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require. Yes No
3. 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
4. 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
5. 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
6. 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
7. 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
8. 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
9. The LEA/agency will fulfill such agency's school improvement responsibilities. Yes No
10. 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
11. 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
12. 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
13. 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
14. 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

15. 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
16. 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
17. 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
18. 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
19. 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
20. 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
21. 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
22. 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
23. 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
24. 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
25. 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
26. 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
27. 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
28. 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

29. 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
30. 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
31. 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
32. To the extent feasible, such programs and projects will provide for family literacy programs. Yes No
33. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. Yes No
34. 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
35. 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
36. 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
37. 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
38. 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
39. 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
40. 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
41. 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
42. 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
43. 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 Yes No

district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110

44. 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
45. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a) Yes No
46. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b) Yes No
47. 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
48. 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
49. 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
50. 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
51. 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
52. 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
53. 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
54. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to observe teaching. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(3) Yes No
55. 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
56. 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
57. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f) Yes No
58. 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
59. 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
60. 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

61. The funded delinquent facility will notify the LEA if 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
62. 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
63. 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
64. 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
65. Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities. Yes No
66. 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
67. 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
68. 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
69. 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
70. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
71. 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
72. 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
73. 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
74. 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
75. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
76. 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
77. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A. Yes No
78. 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
79. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7) Yes No
80. The LEA has a staff in-service education design for its returning dropouts and dropout prevention Yes No

- program. Iowa Code 257.38(3) Yes No
81. 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
82. 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
83. 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
84. 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
85. 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
86. 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
87. 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
88. 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
89. 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
90. 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
91. 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
92. 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
93. 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
94. 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

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 focus areas for the Early Intervention program are:

- 1.) Students will be proficient with letter, number and word recognition. This goal is monitored using the DIBEL Next assessment administered to students in grades K-6 three times each year.
- 2.) Kindergarten and first grade class sizes will be below 20 students per certified classroom teacher.

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 class size goal at Twin Cedars is to keep classes in grades Kindergarten through 3rd grade below 20 students per certified classroom teacher.

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

PALS (Peer Assisted Learning Systems) in Kindergarten

Read Naturally in 1st-6th Grade

Differentiated instruction via Read Well Curriculum in Grades K-2

Core instruction via Houghton Mifflin Curriculum in Grades 1st-6th

Intervention Activities for all students K-6

Title I instruction for students identified through DIBELS and additional assessments

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?

In Kindergarten, Twin Cedars teachers use the following assessments: DIBELS Next and Read Well Assessments.

In First Grade, Twin Cedars teachers use the following assessments: DIBELS Next, Read Well Assessments, and GATES MacGinitie vocabulary and comprehension assessment.

In Second Grade, Twin Cedars teachers use the following assessments: DIBELS Next, Read Well Assessments, and GATES MacGinitie vocabulary and comprehension assessment.

In Third Grade, Twin Cedars teachers use the following assessments: DIBELS Next, Iowa Assessments, and

Measures of Academic Progress (MAP).

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

All K-12 Students will achieve at high levels in reading comprehension, prepared for success beyond high school.

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?

Instructional Strategies and Curricular Materials:

Read Well (K-2)

Houghton Mifflin (1-6)

PALS (K)

Corrective Reading (3-12)

CRISS Lesson Plans (5-12)

Rewards Reading Program (4-12)

Read Naturally (1-6)

Differentiated Instruction (K-12)

Reading Seminars (7-12)

Title Reading (K-6)

Intervention Support (K-8)

At-Risk Support (K-12)

Instructional Programs/Services:

District Professional Development: 6+1 Traits of Writing (K-12), Common Core Implementation

At-Risk Program (K-12)

Special Education Program (K-12)

Structured Study Hall (7-12)

Summer School for 5th-8th Grade (board policy)

Summer School for 2nd-6th Grade (optional/volunteer)

Alternative High School Placement (9-12)

Teacher Mentoring and Induction Program

Talent and Gifted Program (K-12)

System-Wide Management and Supports

I-CAT alignment and Professional Development time to discuss standards and achievement

Lesson Planning and Identifying Standards/Objectives

Resource allocation

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

All K-12 Students will achieve at high levels in mathematics, prepared for success beyond high school.

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?

Instructional Strategies and Curricular Materials:

Go Math! (K-5)

Pre-Algebra for 8th grade

Algebra A and B

Geometry and Select Geometry

Content Specific Seminars

Intervention Support (K-9)

At-Risk Support (K-12)

Instructional Programs/Services:

District Professional Development: 6+1 Traits of Writing (K-12), Common Core Implementation

At-Risk Program (K-12)

Special Education Program (K-12)

Structured Study Hall (7-12)

Summer School for 5th-8th Grade (board policy)

Summer School for 2nd-6th Grade (optional/voluntary)

Alternative High School Placement (9-12)

Teacher Mentoring and Induction Program

Talent and Gifted Program (K-12)

System-Wide Management and Supports

I-CAT alignment and Professional Development time to discuss standards

Resource allocation

Lesson Planning and Identifying Standards/Objectives per lesson

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

All K-12 Students will achieve at high levels in science, prepared for success beyond high school.

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?

Instructional Strategies and Curricular Materials:

Differentiated Instruction (K-12)

CRISS strategies (5-12)

Content Specific Seminars

Intervention Support (K-9)

At-Risk Support (K-12)

Instructional Programs/Services:

District Professional Development: 6+1 Traits of Writing (K-12), Common Core Implementation

At-Risk Program (K-12)

Special Education Program (K-12)

Structured Study Hall (7-12)

Summer School for 5th-8th Grade (board policy)

Summer School for 2nd-6th Grade (Optional/Voluntary)

Alternative High School Placement (9-12)

Teacher Mentoring and Induction Program

Talent and Gifted Program (K-12)

System-Wide Management and Supports

I-CAT alignment

Lesson Planning and Standards/Objectives identification

Resource allocation

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.

In October 2012, the district distributed a comprehensive; community wide needs assessment survey to community members, students and districts staff. Through analysis of the survey data the district learned the following:

Community members believe the school needs to do a better job of keeping the website up to date and a better job of informing the community about access to the student management system. The community also responded that they were unaware of the requirements of the Iowa Core. The community agreed that the strengths at Twin Cedars include small class size, technology and equipment, safe learning environment and quality staff and programs. In the future, the community believes the school should continue to focus

on offering college prep courses to students with a consistent schedule, infuse technology into every classroom, and to implement ALICE safety procedures for the continued safety of our children.

Staff members believed that they do not do their best work because they are spread too thinly with too many duties and responsibilities. Staff would like more collaborative time to work with peers and discuss student progress. They also responded that Twin Cedars has good technological equipment, but it is not always quickly maintained when a problem arises. The strengths of Twin Cedars according to the staff are administrative support, safe environment, and small class sizes. The staff believes that in the future teachers need to focus on infusing technology into the classroom.

Students agreed that the following were areas that needed improvement: timely feedback on assignments, quizzes, and tests and more recognition for students' accomplishments.

A Comprehensive Community Needs Assessment Survey will be distributed to Twin Cedars students, teachers, administrators, parents, and community members in September 2017.

Based on the Needs Assessment Survey and student achievement data reviewed, and the presentations during SIAC, we developed the following list of prioritized student needs: improve reading comprehension and mathematics for students in all grades, infusing technology, and implementation of ALICE safety procedures.

The district leadership team and the Twin Cedars SIPT will use the prioritized needs to generate and recommend goal statements to the board for adoption. The SIPT in collaboration with community stakeholders as appropriate will design strategies and actions that align with and support the established goals.

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.

Twin Cedars Student learning goals are the general expectations for all it graduates. Students graduating from Twin Cedars Community Schools will be able to do the following:

Be lifelong learners, effectively using technology to interpret and process information successfully in a changing global society.

1. Effectively communicate using reading, writing, listening, speaking, and comprehending processes.
2. Develop an awareness of the importance of and a desire for physical and mental health.
3. Demonstrate positive attitudes of citizenship, global awareness, and social responsibility to become contributing, self-sufficient members in a diverse democratic society
4. Use multiple resources, including technology, to generate new ways of viewing situations, tasks, or problems in identifying a plan of action to find logical solutions.

In October 2012, the district distributed a comprehensive community wide needs assessment survey to community members, students and district staff. Through analysis of the survey data the district learned the following related to student learning goals:

- *Focus on reading and math instruction
- *Technology infusion
- *Implementation of ALICE safety procedures

Learning Environment

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

Twin Cedars' long range goals define the desired targets to be reached over an extended period of time. These long range goals serve two purposes: 1) to meet local needs goals and 2) to address state and federal students accountability.

Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond

high school.

Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

Goal 3: All K-12 student will achieve at high levels in science, prepared for success beyond high school.

Goal 4: All K-12 students will use 21st Century Skills to achieve at high levels in reading, math and science, prepared for success beyond high school.

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

Goal 6: All K-12 students will achieve at high levels in social studies, prepared for success beyond high school

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?

As teachers curriculum map and lesson plan, standards are recorded on the map/plan and provided to the curriculum director. The curriculum director tracks that each standard is covered and frequency the standard is covered. Teachers are given periodic updates of standard coverage.

Teachers are also collaborating weekly and unpacking standards and planning around the standard. Teachers provide administration with summaries of the activities during collaboration.

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?

As teachers curriculum map and lesson plan, standards are recorded on the map/plan and provided to the curriculum director. The curriculum director tracks that each standard is covered and frequency the standard is covered. Teachers are given periodic updates of standard coverage.

Teachers are also collaborating weekly and unpacking standards and planning around the standard. Teachers provide administration with summaries of the activities during collaboration.

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?

As teachers curriculum map and lesson plan, standards are recorded on the map/plan and provided to the curriculum director. The curriculum director tracks that each standard is covered and frequency the standard is covered. Teachers are given periodic updates of standard coverage.

Teachers are also collaborating weekly and unpacking standards and planning around the standard. Teachers provide administration with summaries of the activities during collaboration.

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?

As teachers curriculum map and lesson plan, standards are recorded on the map/plan and provided to the curriculum director. The curriculum director tracks that each standard is covered and frequency the

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Teachers are also collaborating weekly and unpacking standards and planning around the standard. Teachers provide administration with summaries of the activities during collaboration.

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?

As teachers curriculum map and lesson plan, standards are recorded on the map/plan and provided to the curriculum director. The curriculum director tracks that each standard is covered and frequency the standard is covered. Teachers are given periodic updates of standard coverage.

Teachers are also collaborating weekly and unpacking standards and planning around the standard. Teachers provide administration with summaries of the activities during collaboration.

Learning Environment

19. Does your district offer any online courses?

Yes No

1. Please provide a description of your online curriculum.

Twin Cedars offers Des Moines Area Community College (DMACC) courses to all upper classman and all identified gifted and talented students in high school. In addition, Twin Cedars offers PLATO Learning Environment courses to students, with both the options for credit recovery or advanced course work.

Professional Development

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

Our district career development plan, monitored by the SIPT (School Improvement Planning Team), describes district-level professional development efforts that are aligned with prioritized student needs.

In reading and math, the professional development target will be studying Iowa Core practices and implementation guidelines to support students in increased achievement. This aligns with goals #1 and #2.

In addition, teachers will meet monthly to study 6 + 1 Traits of Writing and characteristics of effective instruction which supports the Iowa Core reading and writing content standards. Teachers will also review student data, and select/determine research-based strategies that will improve student achievement.

Differentiation strategies to support under-resourced learners will continue to be utilized by the district. This aligns with goals #1, #2, and #3.

Positive Behavior Intervention Supports will be sustained through professional development efforts. Teachers will learn about appropriate consequences and implementation of PBIS into the classroom. This aligns with goal #5.

Technology will be supported through a series of short lessons on a variety of topics. Teachers will learn to lesson plan and blog online, continue implementation of smart board activities, and utilization of Gizmos and PLATO technology. This aligns with goal #4.

The plan describes a cycle in which professional development efforts will be targeted at student learning and

sustained until student gains are acquired. At least 80 % of professional development time and resources will be focused on learning new content and instructional practices.

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

Our Professional Development Team, consisting of representatives from the building and district leadership teams, reviewed research on the strategies below and found that they have resulted in significant student achievement gains; 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.

The strategies utilized by Twin Cedars include:

1. Formative Assessment and Differentiated Instruction supported by weekly collaboration time
2. 6 + 1 Traits of Writing
3. Positive Behavior Intervention Supports

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.

Twin Cedars elementary teachers will focus on math practices and content during weekly collaboration minutes. This aligns with the adoption of a new math series at the elementary. Each week teachers will review Iowa Core resources and tools to support implementing the Iowa Core math standards. During weekly collaboration, teachers will also use DuFour's 4 questions to dig deeply into students' needs. Teachers will review student progress and select instructional strategies to meet the needs of students.

Twin Cedars high school teachers will focus on reading and writing practices and content during weekly collaboration minutes. Each week teachers will review a reading or writing in the content area standard, review Iowa Core resources and tools to support implementing the Iowa Core standards, and use DuFour's 4 questions to dig deeply into student's needs. Teachers will review and select instructional strategies to meet the needs of students.

All teachers will continue to implement 6 + 1 traits of Writing. Monthly teachers will review traits and implement lessons into their classrooms.

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

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

- + Standard #2 Demonstrate competence in content knowledge (specifically criteria 2a, 2b, and 2d)
- + Standard #3 Demonstrates competency in planning and preparation for instruction (specifically, criteria 3a, 3b, 3d, and 3e)
- + Standard #4 Uses strategies to deliver instruction that meet the multiple learning needs of students (specifically criteria 4a, 4b, and 4f)
- + Standard#7Professional Development (specifically criteria 7a, 7b, 7c, and 7d)

24. Describe how the district uses data analysis (goals, student achievement data, and other data) to guide professional development, including professional development supporting the implementation of the Iowa Core. Include specific activities, resources, and timelines.

The Twin Cedars CSD considers several factors when determining the professional development focus. These factors include: student achievement data on summative and formative assessments, district long range goals, ICAT alignment data, and teacher self-reporting of needs.

The School Improvement Planning Team gathers the above data, analyzes the data, and makes recommendations based on the data. The data collection begins annually in January when teachers complete/review ICAT data. As teachers review the standards/essential skills/concepts, areas of weaknesses are identified. Teachers report to the curriculum director content or teaching strategies needed to properly instruct and prepare the students.

DIBELS Next is utilized several times throughout the year, Iowa Assessments are given to the students in February, MAP assessments are given bi-yearly. Data from the assessment is used to make determinations on needs.

The SIPT team begins in March discussing the professional development needs of teachers. Decisions are made and shared with the Twin Cedars School Board by May.

25. Describe how professional development, including professional development supportive of the implementation of the Iowa Core, contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.

Twin Cedars teachers will continue utilizing formative assessment, differentiated instruction and PBIS professional development initiatives this year. At this point, these professional development initiatives are supervised by the curriculum director and building administration.

Twin Cedars elementary teachers will focus on math practices and content during weekly collaboration minutes. This aligns with the adoption of a new math series at the elementary. Each week teachers will review Iowa Core resources and tools to support implementing the Iowa Core math standards. During weekly collaboration, teachers will also use DuFour's 4 questions to dig deeply into students' needs. Teachers will review student progress and select instructional strategies to meet the needs of students.

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All teachers will continue to implement 6 + 1 traits of Writing. Monthly teachers will review traits and implement lessons into their classrooms.

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

All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, and Gifted and Talented. The principals and superintendent will also be actively involved. We will work with the AEA so that teachers can receive licensure renewal credits for participation in district-wide professional development meeting and for their work with implementation of new strategies within their classrooms

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

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

28. 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.

Twin Cedars CSD over the past 3 years has purchased projectors and mimios for most high school and elementary classrooms. The district will continue to purchase projectors and mimios until each classroom is set up. Technology professional development focuses on utilization of the technology.

Initially teachers were provided instruction on how to use the equipment. As new teachers are added to the pool of teachers with projectors and mimios, instruction is provided individually by the curriculum or technology director.

In subsequent years, Heartland AEA personnel has visited Twin Cedars two to three times a year to connect teachers with websites that are aligned with the common core and could easily be utilized in the classroom. Heartland AEA personnel or their representatives have also demonstrated annually the Heartland AEA online resources to keep teachers updated.

Google Docs is a platform that Twin Cedars has begun to use. Teachers were exposed to Google Docs in the spring of 2012. Heartland AEA will provide two inservices on Google Docs during the 2012-2013 school year.

Heartland AEA will provide 3 full days of inservice training in 2013-2014. The focus of these trainings will be technology infusion.

Monitoring and Accountability

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

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

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

Twin Cedars will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP. Based on input from program providers and District Administration the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the Special Education Program

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

Twin Cedars will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP. Based on input from program providers and District Administration the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the At-Risk Program

Current Program

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

Twin Cedars will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP. Based on input from program providers and District Administration the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the Drop Out Prevention Program

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

The CSIP goal indicators would not give a true indication of the effectiveness of the Gifted and Talented Program. Twin Cedars will use the following indicator to determine the programs effectiveness:
+ Percentage of students participating in the Gifted and Talented Program who meet the goals in their individualized learning plan

34. All districts are required to upload a current 2012-2013 ELL Plan (Word or pdf file). Districts may also choose to use the new Lau (ELL) Plan template to update a 2012-2013 ELL plan as an additional upload.

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

Yes No

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

The district collects the following data:

- *Trend line and subgroup data for Iowa Assessments in reading, science, and mathematics
- *Graduation rate
- *Grade 7-12 dropout percentages (aggregate by sub group)
- *Percentage of graduates completing the core curriculum (4 years of English, 3 years of mathematics, science and social studies)
- *Caree and technical education students data
- *Proficiency in reading and mathematics, program completers, and occupational competency
- *Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the America College Test (ACT).
- *Trend line from the Iowa Youth Survey (Grades 6, 8, 11)
- *A comprehensive, community wide needs assessment which includes input from community members, staff, parents, administrators, teachers, and students completed every 5 years.
- *Data from the Measure of Academic Progress reading, science, mathematics, and language
- *Participation rates for required district-wide assessments
- *Aggregate and subgroup attendance data

Aggregate and subgroup attendance data

*DIBELS Next grades K-6

These data have been used to establish a biennium trend lines, which are updated annually and reported in our Annual Progress Report.

Twin Cedars Community Schools also uses the following data to provide a more complete picture of academic achievement. This data is used to answer questions affecting student achievement.

District demographic information

*Climate surveys

*Basic Educational Data Survey (BEDS) data

*Iowa Assessment data for specific grade levels and subject areas

*Instructional time allocations (K-12)

*Student discipline data

The Twin Cedars Community School districts SIPT meets monthly to study and examine data. This information is then shared and discussed with the rest of the staff through publicized minutes to the faculty and other district stakeholders. District and building information is reviewed by the administration and shared with various stakeholders including the SIAC (School Improvement Advisory Committee, Twin Cedars PTO, district patrons and various community organizations.

37. 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.

District and building information reviewed by the administration and shared with various stakeholder groups, including the Twin Cedars School Board, Twin Cedars School Improvement Advisory Committee (SIAC), Twin Cedars PTO, district patrons, and various community organizations. The SIAC studies and discusses data from the administration and summarizes the findings. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals and programs and services provided to students. The Twin Cedars school board makes decisions based on these recommendations. Through analysis of district and building data and comparisons with state's student performance trajectories, the following was learned:

- +One hundred percent of our students participated in all district-wide assessments, (grades 3-11)
- + Kindergarten DIBELS results show a growing percentage of students at benchmark for Letter Naming and Nonsense Word and a high percentage at benchmark for Phoneme Segmentation
- + First grade DIBELS results show a high percentage of proficiency at benchmark for Letter Naming, Nonsense Word, and Phoneme Segmentation
- + The majority of trend line data on the ITBS/ITED assessment show sporadic but steady improvement for science, reading, and mathematics (Grades 3-11)
- + District wide mathematics, reading and science scores have shown gradual steady increases
- + The achievement gap between IEP students and non-IEP students is large
- + There was a significant gender gap in reading and math for 2008-2009 (Grades 7-11). The gap was evident in

+ There was a significant gender gap in reading and math for 2008-2009 (Grades 7-11). The gap was evident in 2005 and continues to be evident in 2008 data.

+ In reading and mathematics the gender gap has been narrowing but is still significant. The gap is emphasized when compared to the state and area gender comparisons

+In 2009, there was a significant achievement gap in the performance of socioeconomic (SES) status students compared to non-SES students in most grades and subjects. In 2010, the gap at all grade levels and subject areas is narrowing.

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

District and building information reviewed by the administration and shared with various stakeholder groups, including the Twin Cedars School Board, Twin Cedars School Improvement Advisory Committee (SIAC), Twin Cedars PTO, district patrons, and various community organizations. The SIAC studies and discusses data from the administration and summarizes the findings. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals and programs and services provided to students. The Twin Cedars school board makes decisions based on these recommendations

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+ District wide mathematics, reading and science scores have shown gradual steady increases

+ The achievement gap between IEP students and non-IEP students is large

+ There was a significant gender gap in reading and math for 2008-2009 (Grades 7-11). The gap was evident in 2005 and continues to be evident in 2008 data.

+ In reading and mathematics the gender gap has been narrowing but is still significant. The gap is emphasized when compared to the state and area gender comparisons

+In 2009, there was a significant achievement gap in the performance of socioeconomic (SES) status students compared to non-SES students in most grades and subjects. In 2010, the gap at all grade levels and subject areas is narrowing.

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

District and building information reviewed by the administration and shared with various stakeholder groups, including the Twin Cedars School Board, Twin Cedars School Improvement Advisory Committee (SIAC), Twin Cedars PTO, district patrons, and various community organizations. The SIAC studies and discusses data from the administration and summarizes the findings. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals and programs and services provided to students. The Twin Cedars school board makes decisions based on these recommendations

Through analysis of district and building data and comparisons with state's student performance trajectories, the following was learned:

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+ In reading and mathematics the gender gap has been narrowing but is still significant. The gap is emphasized when compared to the state and area gender comparisons

+In 2009, there was a significant achievement gap in the performance of socioeconomic (SES) status students compared to non-SES students in

most grades and subjects. In 2010, the gap at all grade levels and subject areas is narrowing.

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 reading in 2012-2013.

Assessment	Other
Measures of Academic Progress	

41. 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 2012-2013.

Assessment	Other
Measures of Academic Progress	

42. 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 2012-2013.

Assessment	Other
Measures of Academic Progress	

43. 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.

Iowa Assessments are administered in February. Twin Cedars schedules the assessment over a two week time span; testing on Tuesdays, Wednesdays, and Thursdays. Science, Reading, and Mathematics tests are administered first. Language and Social Studies tests are added to the test schedule after the core academic areas. Generally students only take one or two tests a day.

In addition, Twin Cedars has arranged the environment so that students are testing in small groups. This provides less noise and distraction for the students.

Tests results are looked at immediately by teachers when the results come in. However, deep analysis of the testing data does not occur until Data Day in April. At this time, students are grouped into Low, Middle, and High Achievers. Curricular issues are addressed, interventions reviewed and updated, and general focus are determined.

44. Does the district accept Title II, Part A funds 2013-2014?

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.

Funds are utilized to provide professional development opportunities and coursework to teachers in hard to find content areas. Teachers will be more knowledgeable and be able to provide better experiences for students in their classrooms; thereby, impacting the scores of these students on the Iowa Assessments.

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

+ Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
+ Percentage of beginning teachers participating in the mentoring and induction program who demonstrate

competency in classroom management skills

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

+ Percentage of faculty responsible for instruction who participate in district and building career development opportunities
+ Percentage of K-12 teachers who accurately use the strategies as measured by observation and implementation per lesson plans

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

+ Percentage of faculty responsible for instruction who participate in district and building career development opportunities
+ Percentage of K-12 teachers who accurately use the strategies as measured by observation and implementation per lesson plans

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

+ Percentage of K-6 students who are proficient at grade level on the DIBELS
+ Percentage of 3 6 and 9 students who improve on the NWEA tests

49. Is the district accepting Perkins funds in 2013-2014?

Yes No

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

Twin Cedars has a CTE committee for each program: business, family and consumer science, agriculture, and industrial technology. Each CTE committee meets annually in the spring to review current practices and courses, as well as, to evaluate program and receive input from community members.

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.

CTE teachers are provided with memberships to appropriate local, state, and national organizations. These memberships provide these teachers with access to resources and conferences specifically for the CTE content areas. CTE teachers are provided release time to attend conferences to support their curriculum and activities.

All JH/HS Twin Cedars certified staff will be provided with professional development resources and activities during the 2013-2014 school year to improve reading in the content areas, as well as, mandatory trainings to meet state guidelines.

