



# Iowa Department of Education



School Year: 2004 2005

Form: Print Summary

District: 3715 Name: Linn Mar Comm School District

Bureau of Administration and School Improvement Services  
**Comprehensive School Improvement Plan (CSIP)**  
 Constant Conversation Questions  
**Print Summary**  
**Five-Year Plan**

Comprehensive School Improvement Plan

## Comprehensive School Improvement Plan

All

### I What do data tell us about our student learning needs?

**A What data do we collect?** The Linn Mar Community School District serves over 5 000 students and is comprised of six elementary schools (PK 5) two middle schools (6 8) and one high school (9 12) Many changes have occurred over the past five years Since 1999 we have experienced an increasing enrollment and several new buildings or additions to existing building have occurred During the same time period the makeup of the district has not changed and remains predominately 97% white and 3% minority The number of ELL students has slightly increased and the students are served by the Cedar Rapids Community School District Approximately 9% of the district s students receive free or reduced lunch and special education services The Iowa Department of Education s projections indicate that enrollment should continue to increase over the next five years

The district collects the following required data (LRDA1 LRDA2 LRDA3)

- Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 4 8 and 11

- Trend line data for ITBS/ITED science for grades 8 and 11

- Graduation rate

- Grade 7 12 dropout percentages (aggregate by subgroup) (AR4)

- Percentage of graduates planning to pursue postsecondary education

- Percentage of graduates completing the core curriculum (4 years of English 3 years each of mathematics science and social studies)

- Career and technical education (CTE) student data (e g 11th grade participants proficiency in reading and mathematics program completers and occupational competency) (PERK2 PERK3)

- \*Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success Our district uses the American College Test (ACT)

- Trend line data from the Iowa Youth Survey

- This would include local data on both the incidence of prevalence of student violent

behavior and illegal substance use (grades 6 8 and 11) (AR4 SDF1 SDF3 SDF4 SDF5)

A comprehensive community-wide needs assessment which includes input from community members parents administrators staff and students (completed once every five years) (LC3)

Data from the district developed science assessment (grades 8 and 11)

Participation rates for required district wide assessments (ITBS & ITED grades 3 8 11)

Aggregate and subgroup attendance data (grades K 12)

Diagnostic Reading data (grades 1 3) (Basic Reading Inventory) (IEI1)

Data from NWEA MAP Math assessment (grades 3 4 5 6 8 9 & 10)

Kindergarten Phonological Awareness test (PAT) (IEI1)

Special education goal attainment (ESEPD2)

Advanced Placement participation and test score ranking (GT2)

These data have been used to establish trend lines which are updated annually and reported in our Annual Progress Report (APR) to the Board of Education District Administration teachers parents and community members Using National Percentile Rank (NPR) and Grade Equivalent (NGE) information from the ITBS and ITED assessments we also monitor the progress of each peer group over time in the areas of reading comprehension mathematics and science (LRDA1)

The Linn-Mar District believes that the required measures of academic achievement stated above do not provide a complete picture of its students learning needs In support of this belief we asked ourselves this 'To what questions do we want answers?' through our local DDL process and proceeded to collect and analyze information on a variety of other indicators including the following

Locally established student learning goals (LRDA4)

District demographic data

Climate surveys (senior exit survey Equity surveys of students and all teachers )

(MCGF3)

Professional Development Needs Survey – Teachers K 12 (TQ8 TQ9 TQ10)

Basic Educational Data Survey (BEDS) data (e.g. course offerings and enrollment information by course/gender)

ITBS/ITED data for other grade levels and subject areas (grades 3 5 6 7 9 & 10)

Student discipline data (e.g. office referrals suspensions and expulsions) (grades 4 12) (SDF1 SDF2 SDF3)

Student participation in the district's breakfast and lunch program (grades K 12)

Referrals to building assistance teams (BATs) and student assistance teams (SATs) (grades K-12) (SDF2 SDF4)

At Risk data (e.g. Iowa Youth Survey discipline referrals dropout rates number of students with mentors participation in after school study club referrals to at risk preventionists and social workers) (AR4 AR7 & SDF10)

Career awareness data (e.g. job shadows internships transition night participation career panel participation and participation in Career Edge Career Academies) (PERK2 PERK3)

Risk factors and protective factors/assets that address safe and drug free schools and community programs This Analysis of federally approved research based curricula has assisted the District select research based practices and programs (SDF1-4)

**B How do we collect and analyze data to determine prioritized student learning needs?** To answer question I B Linn Mar Community Schools describes the thinking/decision making process it uses to collect and analyze the data from the student

data sources listed in section I A as well as program/service implementation data

Emphasis is placed on describing how key stakeholder groups are involved in the

district's decision making process and clarification is provided in regard to each

stakeholder group's role and responsibility to the process Linn Mar also provides a brief description on how district information is shared with the community Data collection and

analysis is a shared responsibility at the Linn Mar district

**District Leadership Team (DLT)**

The superintendent convenes a District Leadership Team (DLT) two times per month. The team is comprised of the principals, the curriculum coordinators, directors of special education, technology, buildings and grounds, transportation, communications and food services. This group reviews information from Building Improvement Teams (BITs) and analyzes district level data (e.g., Iowa Youth Survey information, graduation rate, and data from the five year comprehensive community wide strategic planning process). In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed to help identify future student learning and program needs.

The DLT ensures that the action plans designed to meet district goals include specific outcomes for each activity designed to support the proposed actions. Implementation data on these activities is also collected and analyzed by the DLT. These data, along with implementation data from state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services, and progress toward district goals.

**Building Improvement Team (BLT)**

Each building in the district has designed a school improvement process that involves faculty members in the collection and analysis of the data related to its level. The Grade Level Improvement Team members examine ITBS/ITED item analysis information and frequency data (e.g., the number of special education students and low socioeconomic students scoring at or below the 40th percentile) as well as building specific indicator data (e.g., other grade level reading and math assessments, discipline data, graduation rate, referrals to BAT/SAT, NWEA MAP data, and attendance). This information is used to develop grade level improvement goals. The building administration compiles the grade level improvement goals into a building improvement plan. The building improvement plans set the direction for student achievement for the school year and are shared and discussed with the school board, district level administration, and directors of curriculum.

**Stakeholder Groups**

Building improvement information is reviewed by the DLT and is shared with various stakeholder groups, including the Linn-Mar School Board, Linn-Mar School Improvement Advisory Committee (SIAC), Linn-Mar Parent Teacher Organizations (PTOs), Equity Advisory Committee, Career and Technical Education Advisory, and district patrons annually. **(LC3 LC4)**

The SIAC studies and discusses data from the building improvement plans and summarizes the findings. The SIAC then makes recommendations to the board regarding district wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The school board makes decisions based on these recommendations.

**C What did we learn through this data analysis?** To answer question 1 C, Linn-Mar provides a summary of the key findings from its analysis of data that were collected from the sources listed in section 1 A. Again, this summary includes state and federal required data points as well as other data that provide a broader picture of students' needs. Reference to specific grade levels is provided as appropriate.

Through analysis of district and building data and comparisons with the state's student performance trajectories, the following was learned: **(LRDA1 LRDA2 LRDA3 and LRDA4)**

The majority of trend lines on the ITBS and ITED assessments show a steady decline in reading comprehension proficiency levels for grades 8 and 11 over the past four years and a steady incline at the elementary level.

The majority of trend lines on the ITBS and ITED assessments show a steady decline in mathematics total proficiency levels for grades 8 and 11 over the past five years and a steady incline at the elementary level.

The trend line data on the ITBS and ITED assessments show no significant change in

science (grades 8 & 11)

Over ninety seven percent of our students participated in all district wide assessments (grades 3-11)

\*Linn Mar Diagnostic measures of reading comprehension show less than 9% of 1st through 3rd grade students are below grade level. Starting in the 2004-05 school year the BRI assessment will be administered to measure reading comprehension.

Kindergarten results on phoneme segmentation show 4.5% are in the lowest performance (at risk or deficit) category.

Third grade Linn Mar Diagnostic results on oral reading fluency show 34% are in the lowest performance (at risk or deficit) category.

\*Performance (proficiency) of students with Individualized Education Plans (IEPs) has increased over time and exceeded the state trajectory in reading at grade 4. At the 8th and 11th grade levels reading proficiencies continue to be below the state trajectory.

Performance (proficiency) of students with Individualized Education Plans (IEPs) has increased over time. Math proficiencies at grades 4, 8 and 11 are below the state trajectory in mathematics.

The percent of low socioeconomic status (SES) students performing below the proficient level is below the state trajectory in reading at the 8 and 11th grades. Low SES students perform below the state trajectory in reading, math and science and the 8th grade level and science at the 11th grade.

Reading and mathematics proficiencies of 11th grade students participating in CTE programs are no lower than the district's overall average for grade 11 students.

Graduation rates are higher than the state average for the general population but students participating in alternative education programs graduate at a lower rate (AR7).

The number of high school students completing the core (4 years of English and 3 years each of mathematics, science, and social studies) is significantly lower than the number reporting desire to pursue post secondary education. Graduation requirements established for students in the class of 2006 meet the core requirements.

Student dropout rate (not continuing their education) was  $9/1280 = 0.7\%$  for the 2003-04 school year. This represents no significant change over previous years (SDF2, SDF4).

\*In 2003-04 school year a total of 404 middle school students (6-8 grade) received Student Assistance services (SDF2, SDF4).

In 2003-04 school year a total of 457 middle school students (6-8 grade) were referred to At Risk interventionist counseling sessions (SDF2, SDF4).

In the 2003-04 school year a total of 223 high school students (9-12 grade) were referred to the Student Assistance Counselor (SDF2). Of those referrals 43% were academic performance related, 17% classroom conduct related, 52% substance use concerns, peer relations, 39% family relation issues, 18% were school attendance related, and 22% were for personal behaviors.

The reporting system at the elementary level provides data on academic and non academic measures of student success.

In March of 2004 the district conducted five comprehensive school improvement community wide focus group sessions. These sessions included community members, parents, administrators, staff, and students. Information was collected on the five questions that outlines the CSIP process and required programming. Through analysis of the focus group data the district learned the following (LC3, LC4 & LC5).

Although the district currently does not have a larger population of ELL students the community indicated a desire to provide programming opportunities within the district rather than outside.

Gifted education is valued and the program should be broadened to include extended learning in the science area. The TAG program was recommended to serve as many students who qualify by the district guidelines.

Early Intervention Reading programming is a critical component of the District's reading program. Early identification of students with reading needs should be a priority for future resource allocations.

More parent involvement in school at risk programming should be emphasized (SDF4) (AR6).

Students with at risk behaviors should be identified early and provided with support and training (SDF4) (AR4).

The district needs to continue to serve special needs students in their local attendance centers. Resources and staff development should be created to ensure that special education teachers are prepared to serve the needs of the special education students (SPED1)

The district should continue to support the teaching of MCGF approaches through staff development, creating a safe school environment, addressing harassment and bullying behaviors.

**D From the data analysis, what are our prioritized student needs?** To answer question I D, Linn Mar identifies the findings from section I C that indicate the highest need for direct intervention, either through goal setting or through specific actions to support the established goals. Some of the needs identified are connected to specific academic skills, while others are more general.

Based on the data reviewed, we developed the following list of prioritized student needs (LC4)

The improvement of the percentage of students that are proficient in reading and mathematics at the middle and high school levels.

The District needs to collect data on the implementation of the K-8 technology standards and benchmarks.

The high school needs to increase the participation in Advanced Placement courses.

The District needs to improve the learning environment in grades K-8, with a focus on eliminating bullying and humiliation behaviors (SDF1)

The District needs to improve the district graduation rate for alternative education students (AR4)

To improve the reading performance for IEP students and low SES students as evidenced in grades 4, 8, and 11.

To improve the mathematics performance of IEP students as evidenced in grades 4, 8, and 11.

\*Provide alternative extended educational opportunity for at-risk populations to increase academic proficiency (SDF7)

Implement scientifically based staff development on instructional strategies (PD5)

**E How will we develop goals and actions based upon the prioritized needs?** To answer question I E, Linn Mar describes the process it will use to establish long-range goals that support the priorities listed in section I E. (These goals will appear in guidance for Part II, Constant Conversation Question #2, What do/will we do to meet student learning needs?)

The Directors of Curriculum and Instruction, along with the Associate Superintendent, will outline long-range goal areas using the priority areas listed in section I D. These long-range goals will place emphasis on the improvement of the state and local indicators to accomplish the state proficiency trajectory. The long-range goals will be reviewed by the district leadership team and the SIAC prior to recommending goal statements to the board for adoption. The district and building level leadership teams, in collaboration with community stakeholders as appropriate, will design strategies and actions that align with and support the established goals.

## II What do/will we do to meet student learning needs?

**A What long-range goals have been established to support prioritized student needs?** Based upon recommendations of the District Leadership Team and the School Improvement Advisory Committee (SIAC), the school board has adopted district goals aligned with student needs (LC5, LC6)

District Student Learning Goals

Linn-Mar's student learning goals are the general expectations for all its graduates. Students **graduating** from Linn-Mar Community School District will be able to do the following **(LC6)**

**Competent in Core Skills** – learners who are proficient in reading comprehension, computation, mathematical reasoning, and technology skills.

**Users of Core Skills and Knowledge** – learners who can use cultural, artistic, historical, and scientific concepts to explain, assess, and anticipate change; who learn new skills and knowledge as needed.

**Thinkers** – learners who independently access information and resources; who create and critically investigate multiple options; who make decisions that effectively solve a variety of problems.

**Self-Directed Learners** – learners who are aware of their strengths, needs, interests, and wants; who can set achievable goals; monitor and evaluate their progress; who are resourceful in responding to change.

**Responsible Citizens** – learners who recognize the relationships between self and others; who accept responsibility for their personal actions; who actively participate in improving themselves, their families, and local communities.

**Effective Communicators** – learners who listen, speak, write, read, and respond clearly to a variety of audiences and purposes.

**Collaborative Workers** – learners who use their interpersonal skills to develop constructive relationships with diverse individuals and groups.

#### District Long Range Goals

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

**Goal 1** All K-12 students will achieve at high levels in reading comprehension prepared for success beyond high school **(LRG1, 2 & 3; MCGF3; AR6; EIG1; DWAP1-4; DWA6 7 & 8)**

The following indicators will measure district progress with Goal 1:

1a Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup, will meet or exceed the state trajectory. (Required state reporting)

1b Percentage of students in grades 1-3 who are independent readers at grade level on the Basic Reading Inventory (BRI) will increase from the fall to spring assessment. (Multiple measure reporting) **(EIG1; IEH1)**

**Goal 2** All K-12 students will achieve at high levels in mathematics prepared for success beyond high school **(LRG2; LRG3; AR6; EIG1)**

The following indicators will measure district progress with Goal 2:

2a Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup, will meet or exceed the state trajectory. (Required state reporting)

2b Percentage of students in grades 5-8 and 10 who achieve at the intermediate level or above on the NWEA MAP assessment will increase from fall to spring. (Multiple measure reporting adjusted to the 41% on ITBS/ITED)

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

The following indicators will measure district progress with Goal 3

3a Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11 including data disaggregated by subgroup will continue to show increased achievement (Required state reporting)

3b Percentage of students in grades 8 and 11 who achieve at the proficient level or above on the district developed science assessment will show increased achievement (Multiple measure reporting)

Goal 4 All K 12 students will use technology in developing proficiency in reading mathematics and science (FTP1)

The following indicators will measure district progress with Goal 4

4a The indicators identified for Goals 1 2 and 3

4b Percentage of students at grade 7 who score at the proficient level or above on the locally developed technology course

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

The following indicators will measure district progress with goal 5

5a Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR) will meet or exceed the state attendance target (AR4 AR6)

5b Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report will meet or exceed the state graduation target

5c Less than 30% percentage of student body in middle and high school will receive any discipline referrals (i.e. office referrals suspensions and expulsions) (SDF5 SDF6 SDF7)

5d Less than Percentage of students in grades 6 8 and 11 that report that they have used alcohol tobacco or other drugs on the triennial Iowa Youth Survey will be less than the Iowa average (SDF5 SDF6 SDF7)

5e Percentage of students in the eighth grade who successfully complete the study skills course called High School Prep (AR7)

5f The percentage of teachers that incorporate MCGF principles into the educational program (MCGF3)

**B What process will be used to determine what we will do to meet the long range 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. The steps that will be employed are

Collecting and analyzing student achievement data. This process will be conducted at the building level by grade level teams or content departments. Multiple data sets will be analyzed for each goal area.

Goal setting. Analysis of district building and grade level data will determine goals and strategies that will be aligned with the long range goals of the district.

Selecting technical support. The district will assist building administration with technical support using both internal and external content experts. Staff development will be developed through the collaboration with the building administration and teaching staff, district technical support and other outside technical providers.

Designing the professional development process. The district will assist each building with the development of professional development to achieve the building improvement goals. The district has scheduled five full days to accommodate the professional development training and learning opportunities.

Ongoing data collection. Each building will collect and evaluate data that address the accomplishment of the building improvement goals that align with the district's long range goals. This formative information will be used to track student achievement, make instructional and assessment decisions and guide future improvement goals.

As actions are developed to support each goal, implementation plans will be developed.

at the appropriate levels (e.g. elementary, middle school, and high school) to provide K-12 system alignment of efforts

**C What is our current practice to support these long range goals? 1 Research Based Practices Currently Used in the District (PD1 PD5 TQ3)**

Differentiated K-12 learning  
Leveled reading groups (K-8)  
Inquiry based science (K-8)  
Daily Oral Language (1-8)  
Flexible small group instruction (K-12)  
Standards-Based Instruction (K-12)  
Reading Recovery (1st grade)  
Reading Mastery  
Reading Counts  
Soar to Success  
CRISS Strategies  
Search Institute Assets  
Get Real About Violence  
Group and Individual Mentoring  
Research Based Professional Staff Development

**2 Instructional Programs/Services Supports Currently Used in the District (TQ1 TQ3 TQ7 TITL1 TPTR1 SDF4 SDF6 SDF9 SDF10 PD1 7 % TQ1-10))**  
District Career Development Plan (Professional Development Program K-12) that is aligned with the District Goals, Iowa Professional Development Model and Iowa Teaching Standards

At risk Program/Services (K-12)  
Safe and Drug Free Schools  
Gifted and Talented Program/Services (TAG) (K-12)  
Special Education Program/Services (preK-12)  
Mentoring and Induction Program  
Alternative High School Program (9-12)  
Building Assistance Team (preK-12)  
Student Assistance Team (preK-12)  
Student service partnerships (e.g. mental health services and community health services) (preK-12 including At risk program, TeenScreen)(AR 4-6-7)  
Early Intervention

**Technology based reading and mathematics programs (FTP1 FTP2)**

- 1 Type to Learn
- 2 Reading Counts
- 3 Read Naturally
- 4 SRI

Success Four – Covey Training, GO program, Elementary Harassment Prevention training ((SDF2 10)

Linn-Mar delivers the following programs and accesses these program funds as a result of identified student need

Perkins Vocational and Technical Education Programs (9-12)  
Title I Part A Reading Program/Services (1-6)  
Title II Part A Teacher and Principal Training and Recruiting Fund  
Title II Part D Technology Usage (Consortium)  
Title IV Safe and Drug Free Schools Program/Services  
Title V Innovative Programs

**3 System wide Management Supports Currently Used in the District**

Resource allocation (e.g. financial and personnel)  
Technology (e.g. data management system and infrastructure)  
Policy development  
Personnel evaluation systems (includes administrators, teachers, and paraeducators)  
Curriculum development (AK-12 Curriculum Mapping)

Iowa Technical Adequacy Project (ITAP) (curriculum/assessment alignment)  
 Leadership for CSIP implementation  
 Grant Wood Assessment/Student Services System

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

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

**Current Practices Supported by Research and/or Local Data** The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following (TQ1 TQ5)

**Reading**

Comprehension Strategies – Best practices identified by the Iowa Reading Team (researched during the 2003-04 school year and implemented during the 2004-05 school year)

Explicit instruction – Scholastic Reading Program aligned to 5 reading components identified by the National Reading Panel  
 Reciprocal teaching – SOAR to Success

**Reading Recovery**

Flexible small group instruction

Additional reading support in grades 1-5 with primary focus on early Intervention (IEI1)

**Mathematics**

Standards based mathematical content and strategies

Additional math support in grades 3, 4 & 7 – Title I Mathematics

**Science**

Standards based science content and strategies

**Environment**

Success 4 Indicators

Safe and Drug Free Schools – Bullying, Harassment and Humiliation

Classroom management procedures – Harry Wong

Code of Conduct – LM PRIDE

SODA TRY Lean on Me Mentoring Breakfast Club Club ED

**Career and Technical Education**

Staff development for career and technical education staff, general education teachers, guidance counselors and administrators on how to include career education into the curriculum

**Research Needed** K-12 Content Committees, which includes members from each grade level team or content department, collect and review the literature base on best practices in reading, mathematics and science. These committees meet quarterly and establish timelines for each of the following areas of study with support from AEA content consultants (TQ6)

Reading/Language Arts: Best practices and strategies for reading instruction

Mathematics: Best practices and strategies for reading instruction

Science: Inquiry based science instruction (AMN3)

Technology: Strategies designed to enhance instruction in reading, mathematics, and science is provided to all staff (teachers, principals, administrators and school media personnel) (FTP3 FTP4)

Safe & Successful: Indicators and data related to violence, illegal drug use and other risky behaviors

Learning Environment: Differentiated instruction (PD1&5 TQ1 3 SPED1)

Alternative high school programming (AR7)

Middle school concept

TeenScreen

## Bullying and Harassment training (SDF5 7)

### Program/Services Current Practice

The District curriculum staff and building leadership directs program evaluation by setting clear expectations results data and targeted program/service evaluation to determine program effectiveness relative to CSIP goals and other program goals

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

**Curriculum/Assessment Alignment** We have developed standards and benchmarks in all content areas Over the past two years we have focused on aligning our reading and mathematics curriculum both vertically and horizontally We completed an alignment review of our curriculum and district wide assessments during the 2002 2003 school year using the Iowa Technical Adequacy (ITAP) process The District continues to work towards common formative and summative assessments to measure standards and benchmarks in all content areas (TQ2)

**Instructional Strategy Decisions** In review of our instructional practices the majority of practices have a documented research base Within the next five years we must address the following two issues

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

**Differentiated Instruction** In the process of considering possible gaps in reading and mathematics and science and other content areas we discovered the need for more understanding and implementation of differentiated instruction for regular and special education teachers

**Reading Instruction** In the process of evaluating Linn Mar s reading program we discovered gaps in the consistency and fidelity with which best practices research-based reading strategies were being implemented

**Mathematics Instruction** The research base in mathematics indicates that student achievement will improve if instruction uses the NCTM Standards based approach is problem centered focuses on meaning and understanding and incorporates the use of multiple representations In the process of evaluating Linn Mar s math program we are investigating the possible gaps and the consistency and fidelity with which these best practices were being implemented

**Science** The research base in science suggests that inquiry oriented teaching can result in outcomes that include scientific literacy familiarity with science processes vocabulary knowledge conceptual knowledge procedural knowledge critical thinking and positive attitudes toward science Linn Mar accomplishes this by using hands on science kits provided by GWAEA s (Grant Wood Area Education Agency) science kit program We use these kits in AK 6th grade In the process of evaluating Linn Mar s science program we discovered gaps in the amount of consistent time devoted to teaching science in K 5 due to scheduling conflicts with other subjects especially reading and math

**Technology** We discovered that not all students in all grade levels were receiving the same technology experiences and opportunities Implementation of the district s newly developed K 12 Technology Standards and Benchmarks will allow students a more consistent and equitable technology experience

**F What actions/activities will we use to address prioritized needs established goals and any gaps between current and research based practice?** Actions for CSIP Goals 1 2 3 4 and 5

1 Implement the district career development plan (professional development program)  
(AMN1 AMN2 IE11 PERK1 SPED1 TQ7)

Our district career development plan outlines district level professional development efforts aligned with student needs. In reading the professional development target will be focused on the five components by the National Reading Panel. In mathematics the emphasis addresses problem solving integrated with NCTM content standards. In Science the professional development target focuses on inquiry based strategies. The selection of the professional development target was based on current teacher instructional strategies and practices and supported by Iowa Content Network recommendation in mathematics reading and science. Research on scientifically based best instructional practices and strategies that support student achievement continue to be identified and implemented. In technology the emphasis is on the integration of technology skills and applications in the content areas. This aligns with long range goals #1 #2 #3 and #4 (PD6 TQ1 TQ2). The plan is a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. At least 80 percent of professional development time and resources will be focused on learning and refining content and instructional practices (TQ3 TQ4 FTP3 LEP1)

#### Research based Strategies

Our professional development teams in reading math and science consisting of representatives from the building curriculum and instruction and district leadership teams reviewed research on best practice strategies for curriculum instruction and assessment. In addition we applied the followed the recommendations of the Iowa Content Network outlining the Federal criteria

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

#### Participation

All teachers will be engaged in training including those responsible for Title I Special Education At Risk and Gifted and Talented. The leadership team and curriculum and instruction staff will be involved. Work with the AEA will ensure that teachers can receive licensure renewal credits for participation in district wide and building wide professional development and work with implementation of new strategies within their classrooms (PERK1 SPED1 LEP1 TQ8)

#### Professional Development Content

Beginning with the 2004 2005 school year differentiated instruction learning will guide the professional staff in the implementation of the following instructional strategies (FTP2 FTP4 FTP5)

- a) Reading – Reading processes that integrate fluency strategies CRISS strategies and reading in the content area strategies (K 12)
- b) Mathematics – Mathematics strategies applied to mathematics content including a problem centered approach to mathematics instruction (K 12)
- c) Science – Science inquiry strategies applied to science content
- d) Technology – Technology skills and application into classroom instruction (K 12)
- e) Safe and Connected to School – Workshops & Training on Bullying and Harassment
- f) Career and Technical Education Workshops on the infusion of career education into the curriculum
- g) MCGF education Workshops on the infusion of MCGF principles into curriculum

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

- Standard #1
- Standard #2
- Standard #3

Standard #4  
Standard #7  
Standard #8

Professional Development Learning Opportunities Implementation of the district career development plan components (TQ8)

Common training sessions on five inservice days during the school year will focus learning on

- 1 CSIP building improvement work data analysis goal setting
- 2 technology competencies and curriculum development
- 3 career development and teacher collaboration opportunities
- 4 targeted instructional improvement strategies and curriculum mapping

Monthly meetings of the content development teams (planning next professional development meetings collecting organizing and analyzing data practicing demonstrations)

\* Teacher teams working in collaborative teams on a weekly basis

Building level meetings (observing demonstrations working with data developing lessons reviewing theory)

Professional Development Providers

AEA consultants will serve as the professional development provider for the district The Iowa Department of Education accredits this provider (TQ6)

2 Enhance instructional materials and resources

\* Complete an audit/inventory of the non fiction books available for student use at grades K 8

Complete curriculum mapping in the area of science (AMN3)

Implement student performance and data organization tool

3 Provide supports that will address CTE students achievement in reading and mathematics

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

Actions for CSIP Goal 5

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

Implement an alternative education programming and supports for at risk students at the elementary middle school and high school levels This programming will address the cognitive and social/emotional needs of students (AR7)

Implement an electronic student assessment program to assist with the identification of students in high risk categories for mental illnesses The TeenScreen program will be implemented during the 2004 05 school year to achieve this goal (SDF5 SDF6 SDF7 FTP2)

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

Continue to expand the mentoring program for middle school students to include community members (AR7 SDF9)

Implement an at risk reading study skills program for students that are non proficient in district wide assessments (AR7 SDF9)

Maintain the system wide At risk Interventionist and Social Worker services at the elementary and middle school level (AR7 SDF9)

Provide staff development to K 12 staff on MCGF principles

**G How will we support implementation of the identified actions? We will devise**

implementation plans for the actions previously described for CSIP goals 1 2 3 4 and 5  
 Implementation plans will address the following components  
 Clear expectations at the district building and classroom levels  
 Baseline data for each action if available  
 Resources to support each action including timelines personnel and budget (including state and federal programs support as necessary)  
 \*Specific implementation outcomes for action steps  
 Persons responsible for oversight of implementation  
 Evaluation of action implementation effectiveness

**III 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?** Linn Mar CSD 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 District Leadership Teams will ensure that data from these assessment measures are collected analyzed and shared with the Building Leadership 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 (LRDA3 LRDA4 DWAP1 DWA3 DWA4 DWA6 7 DWA8)

As stated previously (see Question #2A) Linn Mar will monitor progress on its long range goals through analysis of aggregate and disaggregated trend line data from the following sources

ITBS reading comprehension and mathematics total tests at grades 3 8 and the science test at grades 5 8 (Goals #1-#4)

ITED reading comprehension mathematics and science tests at grades 9 11 (Goal #1 #4)

DRP reading comprehension at grades 8 and 10 (Goals #1-#4)

BRI test at grades 1 5 (Goal #1) (DWAP6 DWAP3 DWAP4)

\*NWEA MAP Test mathematics tests at grades 3 5 6 7 8 and 10 (Goal #2) (DWAP7)

District Developed Science Assessment at grades 8 and 10 (Goal #3) (DWAP8)

District Developed Technology Assessment at grade 7 (Goal #4)

Attendance data from district's student information management system (Goal #5)

District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report) (Goal #5)

The percentage of the students in grades 6 8 and 11 that reports having used alcohol tobacco or other drugs as reported through the Iowa Youth Survey (Goal #5)

The percentage of the middle school and high school student body that receives a discipline referral (i.e. office referral suspension and/or expulsion) (Goal #5)

Drop out rates (Goal #5)

ACT scores in reading mathematics and science (Goal #1-#4)

Completion of the Core Program

AP Exam Data (Goal #1 #4)

Alignment of Standards and Assessments—Iowa Technical Adequacy Project (ITAP)

To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum Linn Mar CSD completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS ITED BRI DRP and NWEA. Through completion of this process the district found that it was necessary to revisit its reading and mathematics standards and benchmarks. The district discovered that the range of knowledge for the Process of Reading standard was not sufficiently covered at any grade span (3 5 6 9 and 10 12). In the area of mathematics the comprehensiveness of coverage of the 'Geometry' and 'Data Analysis and Probability' standards was insufficient in the 3 5 grade span. Actions to correct these issues will be completed by June 30 2004.

### Student Indicator Data Used for Evaluation of Programs and Services (ECSIP1)

The student indicator data used to measure progress with CSIP goals and will be used to help inform decisions regarding the effectiveness of the following programs and services provided by the Linn Mar CSD is listed below

\* Professional development for teachers and principals  
Student Data?

- a District Career Development Plan and Programming
- b Title II Part A
- c ISL funding budgeted for staff development and professional growth  
Career and Technical Education Programs (CTE) – (Carl Perkins funding)

a ITED reading math and science data

b DRP reading

c NWEA math 10th grade

d Program completer and concentrator data

e Program competency data

f Attendance data

g Graduation data

\* Supplemental reading (Title I Part A At Risk Allowable Growth)

a BRI reading

b ITBS reading

c Scholastic Reading series

d DRP

e Gates

Supplemental mathematics (Title I Part A At Risk Allowable Growth)

a ITBS mathematics

b NWEA math 6 7 8th grade

c Linn Mar math assessment 6 8th grade

Use of technology to improve student achievement

a Reading Counts

b Career and Technical Education competency data

c Career and Technical Education completer and concentrator data

Drug and violence prevention program (Title IV Part A)

a Iowa Youth Survey

b At Risk program summary data (Intervention Specialists reports Social Worker reports)

c Disciplinary reports (suspensions expulsions attendance)

Early Intervention program for grades K 3

a BRI

K 12 at risk program

a Drop out rate

b Iowa Youth Survey

c Disciplinary reports (suspensions expulsions attendance)

d Student Mentoring participation

e SODA and TRY participation

f Graduation rate

K 12 gifted and talented (TAG) program

a ITBS

b NWEA

Special education services

a IEP goal achievement

b Graduation rate

c Drop out rate

d Participation in general education data

Note More specific details regarding program/service evaluation process are included in the next section of the CSIP

### Additional Data Gathering and Analysis

To help provide a more complete picture of student learning needs Linn Mar CSD will

continue to monitor the following data sources

\*All data points included in the district's Annual Progress Report (APR)

\*The percentage of students who participate in district wide assessment

The percentage of students in the lowest (at risk or deficit) category in grades K-3 using diagnostic reading data (**DWAP3 DWAP4 DWAP6**)

Student performance on the NWEA math assessment at grades 5, 8, and 10 (**DWAP6**)

Annual cohort performance from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, and science

Career and technical education student data from the end of year program report (Perkins report)

The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey

TeenScreen data

#### Future Data Gathering

Linn Mar CSD is aware that it will need to collect additional information to allow for more informed evaluation of programs and services. Currently, the district plans to add the following measures:

During the 2004-05 school year:

BRI in grades K

NWEA MAP reading – grades 6-8

ITBS science – grade 4 & 5

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#### IV How will we evaluate our programs and services to ensure improved student learning?

**A What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question 2 (What do/will we do to meet student learning needs?) were implemented?** Goal Oriented Approach to Program Evaluation (**ECSIP1**)

Linn Mar CSD has adopted a plan-do-study-act approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP (**ECSIP1**). This comprehensive approach to program evaluation includes the following components:

Identification of programs that contribute to progress with CSIP goals

Identify each program's goals/expectations

Identification of variables which affect performance

Identify indicators of program effectiveness that will be used to judge effectiveness

Development of procedures for collecting information related to performance

Collect performance data

Comparison of the information regarding performance with the expected CSIP/program goals

Communication of results of the comparison to appropriate audiences

Linn Mar CSD will use both a formative and summative evaluation processes (**TQ12**)

The frequency of the formative and summative evaluation processes for each of the programs/services will consider two factors: 1) legal mandates and 2) local data.

Annually, each program/service will submit a report of progress to the District addressing the accomplishments towards the program/services goals. At a minimum, an in-depth formal summative evaluation for all of the programs in the Linn Mar CSD CSIP will occur during a five-year rotation. Note: Linn Mar CSD will submit, as required, any annual evaluation/reporting data for state and federal programs.

Linn Mar CSD will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward meeting program/service expectations will be reported to the District Leadership Team, the Board of Education, and the SIAC.

The District Leadership Team recommended the following program rotation and timelines for in depth summative program evaluation using both student achievement data and teacher implementation data

Professional Development Program (District Career Development Plan  
Annual report beginning in 2004 05 (TQ10 TQ 11)\*  
Summative in depth review Annually beginning in 2004 05

Title II Part A (Teacher and Principal Training/Recruiting)  
Note Title II Part A is embedded into the district s career development plan Annual  
report beginning in 2004 05 (TPTR1)  
Summative in depth review Annually beginning in 2004 05

Title I Part A (Parent Involvement)  
Annually beginning in 2004 05 (TITL1)  
Summative in depth review Annually beginning in 2004 05

Title II Part D (E2T2)  
Every two years beginning in 2004 05 (FTP6)  
Summative in depth review Every two years beginning in 2006

Title IV (Safe and Drug Free Schools)  
Annual report beginning in 2004 05 (SDF10)  
Summative in depth review Every two years beginning in 2005 06

Mentoring and Induction Program  
Annual report beginning in 2004 05 (TQ9)  
Summative in depth review Annually beginning in 2004 05

Talented and Gifted Program  
Annual report beginning in 2004 05 (GT2)  
Summative in depth review Every two years beginning in 2006 07

Perkins (Vocational/Career and Technical Education Programs)  
Annual report beginning in 2004 05 (PERK2 PERK3)  
Summative in depth review Annually beginning in 2004 05

At risk Program  
Annual report beginning in 2004 05 (AR4)  
Summative in depth review Every two years beginning in 2005 06

Special Education Programs and Services  
Every five years beginning in 2006 07 (ESPE1 ESPE2)  
summative in depth review Every five years beginning in 2008 09

**B What implementation/student data will we collect analyze and use to determine how well each program/service described in Question 2 has been implemented to support our CSIP goals? CSIP Indicator Data to Measure Program Effectiveness**

Linn Mar CSD 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 Constant Conversation Question #2 Based on input from the program providers Building Leadership Teams and District Leadership Team 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 career development plan) (TQ11)  
At Risk Program (AR4)

Perkins (Vocational/Career and Technical Education Programs) (**PERK2 PERK3**)  
 Mentoring and Induction Program (**TQ9**)  
 Special Education Programs and Services (**ESPE2**)  
 Title I Part A (Parental Involvement Program) (**TITL1**)  
 Title II Part A (Teacher and Principal Training and 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 decided that it needs additional information to determine the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals listed in Westlake's Constant Conversation #2, the district will also collect, analyze, and use the following data to inform effectiveness with the following programs:

- Professional Development Program and Title II Part A (**TQ10 TQ11 TQ12 TPTR1**)
- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-6 teachers who accurately use the strategies as measured by observations and implementation logs
- Percentage of K-12 teachers who document technology usage in their implementation logs
- Percentage of K-6 students who are independent at grade level on the BRI
- Percentage of 7-8 students who improve on district-developed performance tasks

**Gifted and Talented Program (GT2)**

Rather than judging the effectiveness of its gifted and talented program through CSIP goal indicators, since Westlake does not believe that disaggregating its district-wide assessment data by gifted and talented student participants provides meaningful information, Westlake 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

**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 career development plan, as appropriate to their teaching assignment
- Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

**Special Education Programs and Services (ESPE1)**

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

**Title I Part A Parental Involvement (TITL1)**

- Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of schools served under

Title 1 Part A

**District Information**

|                          |   |
|--------------------------|---|
| <b>Authorized Agency</b> | Linn-Mar Comm School District<br>3333 N 10th St<br>Marion Iowa 52302<br>AEA 10<br>Current Public District Enrollment Size in 2005<br>Grades Served PreKindergarten Kindergarten 1st 2nd 3rd 4th 5th<br>6th 7th 8th 9th 10th 11th 12th |
| <b>CSIP Coordinator</b>  | Name<br>Title<br>Telephone      Extension<br>FAX<br>Email   |

**Certified Dates**

District: District not yet certified  
 Readers: Readers not yet certified  
 State: State not yet certified

Comprehensive School Improvement Plan (CSIP)  
 Current Date and Time: 9/13/2004 3:44:51 PM  
 (REFRESHING WEB PAGE UPDATES DATE AND TIME)



# Iowa Department of Education



School Year: 2004 2005

Form: Other Requirements

District: 3715 Name: Linn Mar Comm Sch District

## Other Requirements

The Certify District button will appear on the *CERTIFY* form after:

- 1) answering each question on the *QUESTIONS* form
- 2) verifying the rules have been met for each question on the *STATUS* form,
- 3) verifying the other requirements have been met on this web form (*OTHER REQUIREMENTS*); as well as
- 4) verifying that the assurances have been met on the *ASSURANCES* form and
- 5) the contact information has been completed on the *CERTIFY* form and
- 6) the date is equal to or after 9/1/2004

Certification must be completed by or on 9/15/2004

You must click Update to save changes... the Go and Help buttons do NOT save changes to the form below!

CHECK, to indicate Other Requirements have been verified then UPDATE

Verified

These requirements are not incorporated into the CSIP; however the Department is using the CSIP web site to collect this information

Content standards for reading for all grade levels of students who attend the school/school district Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)

Standards and Benchmarks  
Language Arts / Reading  
CONTENT STANDARDS  
WHAT STUDENTS ARE EXPECTED TO KNOW AND BE ABLE TO DO

Kindergarten through Twelfth Grade

A STUDENTS APPLY EFFECTIVE STRATEGIES TO COMPREHEND INTERPRET EVALUATE AND APPRECIATE A VARIETY OF TEXTS

B STUDENTS READ A WIDE RANGE OF LITERATURE TO BETTER UNDERSTAND THE HUMAN EXPERIENCE AND DIVERSE CULTURES

C STUDENTS EMPLOY A WIDE RANGE OF STRATEGIES INCLUDING ELEMENTS OF THE WRITING PROCESS TO COMMUNICATE EFFECTIVELY WITH DIFFERENT AUDIENCES FOR DIFFERENT PURPOSES

The maximum number of characters allowed including spaces and punctuation is 2 000  
The current character count is 894

Verified

Content standards for mathematics for all grade levels of students who attend the school/school district Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)

Standards and Benchmarks  
Mathematics  
CONTENT STANDARDS  
WHAT STUDENTS ARE EXPECTED TO KNOW AND BE ABLE TO DO

Kindergarten through Twelfth Grade  
Revised 11/04/03

A Number and Operations

B Patterns Functions and Algebra

C Geometry & Spatial Sense

The maximum number of characters allowed including spaces and punctuation is 2 000  
The current character count is 449

✓ Verified

Content standards for science for all grade levels of students who attend the school/school district Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)

Standards and Benchmarks

Science

CONTENT STANDARDS

WHAT STUDENTS ARE EXPECTED TO KNOW AND BE ABLE TO DO

Kindergarten through Twelfth Grade

A INQUIRY AND THE NATURE OF SCIENCE

B LIFE SCIENCE

C PHYSICAL SCIENCE

D EARTH AND SPACE

The maximum number of characters allowed including spaces and punctuation is 2 000  
The current character count is 383

✓ Verified

At Risk Allowable Growth: Activities and cooperative arrangements with other service agencies and service groups and strategies for parental involvement to meet the needs of at risk students.Iowa Code subsection 257.38(11)

Activities

- 1 TeenScreen
- 2 DARE
- 3 Substance Use/Abuse Treatment
- 4 Suicide Counseling
- 5 Psychological Counseling
- 6 Eating Disorders Counseling
- 7 Mentoring Programs
- 8 Grant Wood AEA
- 9 Service Learning
- 10 Red Ribbon

Cooperative Arrangements

- Columbia University and Grant Wood AEA
- Marion Police Dept
- ASAC and Sedlacheck Rehab Center
- St ukes Hospital
- Linn Co Juvenile Court Foundation II
- Merch Hospital
- Cedar Rapids Boys and Girls Club
- Leadership Training and TERP
- Department of Corrections
- American Red Cross

Strategies for Parental Involvement in clubs and informational sharing

- 1 SODA and TRY Activities
- 2 Mentoring Program
- 3 Rotary Luncheon
- 4 TeenScreen Reports
- 5 Senior Recognition

The maximum number of characters allowed including spaces and punctuation is 2 000  
The current character count is 1 115

✓ Verified

Technology: A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources. Title II, Part D, Section 2414(b)(8)

Delivery of rigerous academic courses is a goal of the Linn Mar CSD On going auditing of the curriculum is utilized to ensure that students have experiences that are rigorous and include technologies that will lead to employment in all aspects of the industry

Development/Utilization of strategies include

- 1 Cooperative agreements with Kirkwood Community College to provide course instruction and leadership for
  - a Computer Programming Academy
  - b Local Area Network Academy
  - c Information Systems Management Academy
- 2 Implementation of Career Edge Career Academy courses that utilize technology
  - a Information Systems Management Academy courses

3 Utilization of ICN Network to provide courses that are not offered by the district

The maximum number of characters allowed including spaces and punctuation is 2 000  
The current character count is 778

✓ Verified

Technology: A description of the supporting resources (such as services software, other electronically delivered learning materials and print resources) that will be acquired to ensure successful and effective uses of technology Title II Part D Section 2414(b)(12)

Supportive Resources Acquired to ensure successful and effective use of technologies

Services

- 1 Grant Wood AEA Information Management Systems
- 2 Grant Wood AEA On Line Assessment System

Software

- 1 SASI
- 2 Virtual Education

Learning Materials

- 1 SRI
- 2 Read Naturally
- 3 Marco Polo

Other resources will be acquired to ensure successful and effective use of technologies will be reviewed on an annual basis Assistance from Grant Wood AEA is sought when additional supportive resources or technical support is required to

The maximum number of characters allowed including spaces and punctuation is 2 000  
The current character count is 560

Verified

Technology: A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents including a description of how parents will be informed of the technology being applied in their child s education so that the parents are able to reinforce at home the instruction their child receives at school. Title II, Part D, Section 2414(b)(9)

| Parent Involvement/Increased Communication  | Description   |
|---|---|
| 1 Vitrual Education communications (building and district newsletters web site registrations) | Parents are informed of the on line tool through district communications (building and district newsletters web site registrations)   |
| 2 District Web Page communications (building and district newsletters)                        | Promotion of the District s web page occurs in District communications (building and district newsletters)  |
| 3 Building/Classroom Web Page communications  | Buildings and classrooms have initiated web sites to better communicate both building and classroom activities Information about these tools is provided through registration information and building and classroom communications |
| 4 District E mail registry  | Linn Mar parents and patrons are able to register for e mail communications to their homes or businesses This e mail messaging system provides current information about the district and events                                    |

The maximum number of characters allowed including spaces and punctuation is 2 000  
The current character count is 878

Verified

Technology: A description of how programs will be developed where applicable in collaboration with adult literacy service providers to maximize the use of technology. Title II, Part D, Section 2414(b)(10)

The District working with Kirkwood Community College and Grant Wood AEA has developed an adult education program that supports and utilizes the use of technology on the Linn Mar campuses The adult education program utilizes on line ICN and site based technologies to provide educational opportunities to the community

The maximum number of characters allowed including spaces and punctuation is 2 000  
The current character count is 322

Verified

Athletic Eligibility Report for the Iowa State Board of Education: Course Status (Pass/Fail) Enter the number of courses in a grading period that student athletes in grades 9 12 must pass to be eligible in your district for participation in athletics

4 Enter the number of courses; no decimals please

Check if NOT applicable  
Currently Applicable

Verified

Athletic Eligibility Report for the Iowa State Board of Education: GPA Enter the minimum grade point average that student athletes in grades 9 12 must earn to be eligible in your district for participation in athletics

0.00 Enter the eligibility grade point average; decimal is acceptable

Check if NOT applicable  
Currently Not Applicable

Verified Athletic Eligibility Report for the Iowa State Board of Education: Assistance for Student Athletes Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12. You may check more than one.

- Classroom teacher interventions
- Coach interventions
- Study hall/study table
- Tutors
- Parent involvement
- Classroom interventions
- Problem solving team
- Before/after school help
- Counseling services
- At risk program
- Progress reports

Not Yet Verified Athletic Eligibility Report for the Iowa State Board of Education: Other Describe any other student athletic eligibility standards or assistance mechanisms for your school district.

Please complete and verify

Athletic eligibility Standards

- 1 Student in good standing Board Regulation 502.5.R.1
- 2 Pass 20 hours of class work the preceding semester and currently passing 20 hours of class work Board Policy 502.6
- 3 Submit a physical prior to participation of the activity

Assistance Mechanisms

- 1 Student Assistance Program Counseling through District Student Support Service Intervention Specialist
- 2 Academic counseling through Guidance and Counseling services

The maximum number of characters allowed including spaces and punctuation is 2000  
The current character count is 475

[Update](#) [Help](#)

Form Comprehensive School Improvement Plan (CSIP) Certified Dates

Other Requirements -- District Completes and Verifies 3715 0000 Linn Mar Comm School District District District not yet certified

Date Form Modified by District R q i e m t T b l 9/13/2004 1:56 03 PM R d rs

State not yet certified

Comprehensive School Improvement Plan (CSIP)  
For questions regarding this form, please contact  
Email: [Tom.Cooley](mailto:Tom.Cooley) Phone: (515)242-5132  
Bureau of Administration and School Improvement Services