

**4269 0000-Midland Comm School District**

**CSIP-Assurances**

1. The LEA/agency will fulfill such agency's school improvement responsibilities.  Yes  
 No
2. 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
3. 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
4. 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
5. 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
6. 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
7. 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
8. Coordinate services and programs with other services and programs provided to delinquent youth (e.g., WIA & LEA activities under the Juvenile Justice and  Yes

- Delinquency Prevention Act of 1974; local businesses). No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
9. 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
10. 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
11. 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
12. 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
13. 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
14. 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
15. 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
16. 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
17. Mentoring and Induction: Process for the selection of mentors Teacher  Yes

Quality Program 281-IAC 83.3(2)(b)

- |     |   |                                  |     |                       |    |
|-----|---|----------------------------------|-----|-----------------------|----|
|     |   | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |
| 18. | The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility. No Child Left Behind Act of 2001, Pub. L. No. 107-110  | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |
| 19. | 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.  | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |
| 20. | The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.   | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |
| 21. | 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].  | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |
| 22. | 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   | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |
| 23. | 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 | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |
| 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  | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |
| 25. | 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  | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |
| 26. | 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)   | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No |
|     |   | <input type="radio"/>            |     | <input type="radio"/> |    |

27. 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
28. 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
29. 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
30. 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
31. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)  Yes  No
32. 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
33. 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
34. 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
35. 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
36. 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

37. 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
38. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs.  Yes  No
39. 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
40. 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
41. 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
42. 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
43. 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
44. 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
45. 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  
 Yes
46. 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
- No  
 Yes
47. 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
- No  
 Yes
48. 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
- No  
 Yes
49. To the extent feasible, such programs and projects will provide for family literacy programs.
- No  
 Yes
50. 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
- No  
 Yes
51. A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110
- No  
 Yes
52. 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)
- No  
 Yes
53. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f)
- No  
 Yes
54. The LEA/agency and the delinquent facility will work to ensure that
- Yes

- 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
55. 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
56. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
57. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)  Yes  No
58. 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
59. 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
60. 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
61. 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
62. 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
63. 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

- Yes  
 No
64. 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
65. 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)
66. 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)
67. 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
68. 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
69. 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
70. 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
71. 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
72. 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.
73. 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
74. 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
75. 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
76. 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
77. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a)  Yes  No
78. 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
79. 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
80. 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
81. 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
82. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.  Yes  No

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83. 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
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84. 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
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85. 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
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86. 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
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87. 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
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88. 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
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89. 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
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90. 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
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91. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
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92. 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
93. 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
94. 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

## 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 goal is to provide quality instruction for students in grades k-3 in the area of reading by providing the reading recovery program, Title I instruction throughout the day, Preparing students to read and providing opporunities to promote reading as a key life skill and making reading fun.

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Our primary goal is to have 80% of the students in grades 2-11 reading at the profecient level as measured on the Iowa Assessments by the spring of 2014.

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?

We are trying to maintain class sizes to be between 18 and 22.

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

All K-3 students receive guidance, art, music, physical education, Title 1 reading and math, as well as ELP for 2nd and 3rd grade students and reading recovery for 1st grade students.

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?

Midland CSD utilizes the DIBELS assessment as well as the DRA.

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

By fall of 2013 80% of all students grades 4-11 will be proficient in reading total of the Iowa Assessments.

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?

Midland CSD has implemented Professional Learning Communities to address curricular and instructional practices.

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

By fall of 2013 85% of all students grades 4-11 will be proficient in math total of the Iowa Assessments.

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?

Midland CSD has implemented Professional Learning Communities to address curricular and instructional practices.

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

By fall of 2013 85% of all students grades 4-11 will be proficient in science total of the Iowa Assessments.

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?

Midland CSD has implemented Professional Learning Communities to address curricular and instructional practices.

### ***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.

Midland CSD major education needs remains a stronger focus on literacy. Community input has been taken through SIAC, School Board meetings, and Department of Education Site Visit report.

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.

Midland CSD major education needs remains a stronger focus on literacy. Community input has been taken through SIAC, School Board meetings, and Department of Education Site Visit report.

Our district wide student learning focus is to improve literacy. Our goal is that 80% of 4th through 11th grade students will show they are proficient on Reading Total of the Iowa Assessment in the 2013/14 school year.

### ***Learning Environment***

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

Midland CSD has a multicultural and gender fair board policy that is followed. The district welcomes all learners.

### ***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?

We have identified the power standards at all grade levels.

Through our professional development time and PLC process teachers have had the opportunity to share with each other as to what is working and how those strategies can be implemented.

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?

WE have begun the identification of the power standards in math. This work was done late in the spring of 2013. The power standards and subsequent instructional plans will be a part of the collaboration time and PLC process that will be implemented during the 2013-14 school year.

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?

Thought the PLC process, the science teachers will also be identifying the power standards and those will be the focus of the PLC process and PD time.

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

The social studies staff members have been and will be identifying the power standards through the PD plan we have in place.

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?

The entire staff have been involved in learning what the 21st century skills are and how they are taught in their own subject matter. This has been done for grades k-12.

### ***Learning Environment***

19. Does your district offer any online courses?

Yes  No

1. Please provide a description of your online curriculum.

We offer an online course through the APEX system that is administered by the Kirkwood Community College HSDL program.

### ***Professional Development***

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

Teachers are required to have individual professional development plans, building and district leadership teams meet monthly, building administrator walk throughs.

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

Midland CSD has started implementing Professional Learning Communities, Daily 5, guided reading, KU strategies, and LETRS training.

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.

Alignment of district curriculum with the Iowa Core.~ Instructional practices improved through the PLC process.~ Common assessments will be used to track growth.

The focus of the SINA professional development will be the development of teaching strategies for large, small groups and individual instruction in the area of vocabulary development and decoding skills.~ With these strategies it is our goal to have student become more fluent readers.

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

Everything we do aligns with the Iowa Teaching Standards.

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 district leadership team attends data analysis classes through the Grant Wood AEA.~ Data is also reviewed weekly through the PLC team meetings.

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.

All of these elements are encompassed in our professional learning communities.

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

Attendance is recorded and required.

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

Grant Wood AEA support staff, building administrators.

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.

Midland implemented a 1:1 Laptop initiative in January of 2012.~ We have instituted a plan to put interactive whiteboards in each classroom in the district.~ A portion of our professional development time is spent on the integration of technology as an instructional strategy.~ These PD opportunities are provided by AEA staff and our own staff members who have expertise in the use of technology.

We have invested in mini ipads for the elementary level so each classroom would have a set of ipads(4) and an ipad cart for the school to use.~ We provided PD training in ipads

and also in the use of google.

The library collection is in the process of being automated for checking out and inventory purposes.

Student information system, Powerschool, is used to create grade book material, attendance and other information that assists in the administration of the school

### ***Monitoring and Accountability***

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

IEP goals are monitored and reviewed yearly. The district works with Grant Wood AEA weekly to review 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?

Midland offers Guided Reading, Reads Naturally, KU strategies, LETRS strategies, Think Social, Superflex, Do the Math, Write to Learn, PWIM.

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

Credit checks are completed at the end of each grading period. Guidance referrals. Discipline referrals through PBIS.

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

We develop periodic progress reports on those students in our alternative program through communicating with the teacher at the alternative program with our counselor and principal.

Our students who are taking online courses receive a weekly update from their instructor and that is shared with the counselor and principal as well.

Reports for ASAC are received when a student is referred for services.

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

Through testing of gifted and talented criteria.

We also use classroom and extended learning assessments.

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.

District leadership teams and building leadership teams meet monthly to evaluate our data as well as PLC teams meeting weekly.

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.

Based on the data reviewed Midland CSD needs to show an increase on the Iowa Assessment scores in reading and math totals for grades 3rd-11th.

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

District leadership and building leadership teams meet monthly to analyze district needs.

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

Based on the data reviewed Midland CSD needs to show an increase on the Iowa Assessment scores in reading and math totals for grades 3rd-11th.

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
Spelling Tests	
STAR	
STAR Reading Assessment	
Teacher Assessments	
Teacher Created Assessment	
Teacher Designed Authentic Tasks	
CBM - Curriculum-based Measurement	
PLAN (ACT product)	
ACT Assessment (ACT product)	
Classroom Assessments	
Classroom Observations	
DIBELS - Dynamic Indicators of Basic Early Literacy Skills	
District Curriculum Tests	

District developed benchmark list	
District Developed Tests; District Wide Assessments	
District developed writing rubrics	
District Developmental Assessments	
District Reading Curriculum	
Teacher Grades/Report Authentic Assess	
Unit Tests	
Vocabulary	
Woodcock-Johnson	
Word Wall	
write a story	
ITBS - Iowa Tests of Basic Skills	
Letter Identification	
Letter Recognition	
letters known a-z	
NAEP (National Assessment of Educational Progress) This does not provide school or district level scores	
Observation Data	
ITED - Iowa Tests of Educational Development	
ASVAB - Armed Services Vocational Aptitude Battery	

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
STAR Math	
Teacher Assessments	
Teacher Created Assessment	
Teacher Designed Alternate Assessments	
PLAN (ACT product)	
Pre-Post test	
Progress Monitoring	
Progress Reports	
Reading and Math Rubrics	
Reading and Math Series	
Rubrics	
ACT Assessment (ACT product)	
Chapter Tests	
Child Observation Record	
Classroom Assessments	

Classroom Observations	
common tasks	
District Curriculum Tests	
District Rubric	
Teacher Grades/Report Authentic Assess	
Teacher made tools	
teacher observations	
Text Designed Tests	
Text Developed Tests	
ITBS – Iowa Tests of Basic Skills	
Local Design Test	
Locally Developed Assess	
Locally Developed Tools	
Math Counts	
NWEA (Northwest Evaluation Association)	
Observation Data	
Observation tools	
Oral Response	
First Grade Screening	
ITED – Iowa Tests of Educational Development	
Kindergarten Assessment	
Learning Styles Inventory	
Locally Developed Checklist	
Measures of Academic Progress	
ASVAB – Armed Services Vocational Aptitude Battery	

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
Standards and Benchmarks	
STAR	
Teacher Assessments	
Teacher Created Assessment	
PLAN (ACT product)	
Progress Monitoring	
Progress Reports	
Running Records	
Achievement Level Test (ALT) (a.k.a. NWEA (Northwest Evaluation Association Achievement Level Tests))	

ACT Assessment (ACT product)	
Authentic performances (a.k.a. Authentic Tasks)	
Chapter Tests	
Checkpoint Assess	
Child Observation Record	
Classroom Assessments	
Classroom Observations	
common tasks	
District made tools	
District Curriculum Tests	
District developed benchmark list	
District Developed Tests; District Wide Assessments	
District developed writing rubrics	
District Developmental Assessments	
District Rubric	
Teacher made tools	
teacher observations	
Text Designed Tests	
Text Developed Tests	
Textbook assess	
WISC-R	
ITBS - Iowa Tests of Basic Skills	
Linn County Kindergarten Assess (a.k.a. - Linn County K-Assessment; Linn County Assess)	
Local Design Test	
Locally Developed Assess	
Locally Developed Tools	
NAEP (National Assessment of Educational Progress) This does not provide school or district level scores	
Observation Data	
Observation tools	
ITED - Iowa Tests of Educational Development	
Learning Styles Inventory	
Level tests	
Locally Developed Checklist	
Measures of Academic Progress	
ASVAB - Armed Services Vocational Aptitude Battery	

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.

Midland CSD has a district leadership team that meets in conjunction with Grant Wood AEA. During these meetings the team analyzes district wide reading and math data, to present to the rest of the staff.

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.

The funds are used to help pay the salaries and benefits of a teacher in grades k-3 to keep the class sizes at a reasonable level.

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

Grant Wood AEA provides support for our mentoring and induction program for new teachers.

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

Teachers are evaluated by using the Iowa Teaching Standards. The plans are monitored by administration yearly.

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

Student achievement data drives our professional development plan as well as our district goals. Effectiveness is monitored by this data.

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

Student achievement data drives our professional development plan as well as our district goals. Effectiveness is monitored by this data.

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?

We are in a consortium with the help of Grant Wood AEA and Kirkwood Community College.

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.

Workshops are conducted by the AEA and Kirkwood staffs.

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