2862 0000-Hartley-Melvin-Sanborn Comm School District
CSIP-Assurances

1. 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

2. 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

3. 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

4. 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

5. 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

6. Mentoring and Induction: A mentor training process that provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards. Teacher Quality Program 281-IAC 83.3(2)(c)(4)   ◉ Yes ○ No

7. 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

8. 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

9. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(2)   ◉ Yes ○ No

10. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to observe teaching. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(3)   ◉ Yes ○ No

11. 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

12. 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

13. 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

14. The district/school has adopted the high school graduation requirements for all students to include a minimum satisfactory completion of four years of English and language arts, three years of mathematics, three years of science, and three years of social studies.   ◉ Yes ○ No

15. 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

16. 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

17. 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

18. 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

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

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

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

22. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — ● Yes ○ No

23. 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

24. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A. — ● Yes ○ No

25. 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

26. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7) — ● Yes ○ No

27. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3) — ● Yes ○ No

28. 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

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

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

31. 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

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

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

34. 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 — ● Yes ○ No

Left Behind Act of 2001, Pub. L. No. 107-110

35. The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students. ⦿ Yes ○ No

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

37. 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

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

39. 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

40. 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

41. To the extent feasible, such programs and projects will provide for family literacy programs. ⦿ Yes ○ No

42. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. ⦿ Yes ○ No

43. 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

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

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

46. 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

47. 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

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

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

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

51. 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

52. 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

53. 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

54. 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

55. The LEA/agency will fulfill such agency's school improvement responsibilities. ⦿ Yes ○ No

56. 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. ⦿ Yes ○ No

57. 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

58. 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

59. 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

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

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

62. 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

63. 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

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

65. 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

66. 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

67. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a) — ⦿ Yes ◯ No

68. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b) — ⦿ Yes ◯ No

69. 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

70. 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

71. Mentoring and Induction: A mentor training process that results in the mentor's understanding of the personal and professional needs of new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(3) — ⦿ Yes ◯ No

72. 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

73. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require. — ⦿ Yes ◯ No

74. 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

75. 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

76. 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

77. 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

78. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f) ⦿ Yes ◯ No

79. 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

80. 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

81. 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

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

83. 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

84. 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

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

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

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

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

89. A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand ⦿ Yes ◯ No

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

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

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

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

93. Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation.   ◉ Yes ○ No

94. Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6].   ◉ Yes ○ No

CSIP

Vision, Mission, Goals

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

   ◉ Yes ○ No

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

      The district's goals related to K-3 reading and math include that achievement in Literacy will improve for all students, K-12, and that achievment in Math will improve for all students, K-12.

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?

      HMS will continue to have low teacher/pupil ratios in grades K-3.

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

   Instructional Programs/Services supports currently used in the district:

   At-risk program/service (K-12)

   County Extension Agency
   Differentiated Instruction Pk-12

   Discovery! Program (Gifted and Talented Education)
   Guided Reading Program

   Foster grandparent program (K-8)
   STEM activities (received a grant for 12 kits)
   Higher Order Thinking Skills

Language! program in grade 3-8

O'Brien County Naturalist

After school tutoring program and "What I need - WIN"(K-4)

Reading Recovery and Title One services (K-4)
Reading Renaissance Program/Accelerated Reader
Special Education program/services (K-12)
HELP/SOS (student assistance teams) (K-12)
Technology-based reading and mathematics programs (K-12)
Character Programs (K-12)

Volunteer Program

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?

Iowa Assessments - Reading

Accelerated Reader

Running Records

Tier/FAST Assessments are being used K-4

CBM assessments given at grades 1-8

Guided Reading Observation Survey (Fontas and Pinnel)

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

All K - 12 students will be proficient in reading, based on the standard score provided by Iowa Assessments for all grade levels tested.

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?

During the 2015-2016 all reading teachers are part of our PD in Authentic Intellectual Work. As we continue to revamp lessons based on these principles, instruction will improve and this will improve our students' understanding of reading. Reading teachers will continue to incorporate the Iowa Core based on the Deeper Investigations information from previous years..

In addition to the professional development plan, we will continue to use technology to improve these practices by:

- Continued use of Accelerated Reader as a reading management tool
- Continued research in to current best practices addressing the use of technology and the impact on student achievement in reading
- FAST/Tier Assessment - K-4
- Star Reading - 5-8

- Academy of Reading - 9-12

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

All K - 12 students will be proficient in math, based on the standard score provided by Iowa Assessments for all grade levels tested.

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?

During the 2015-2016 all math teachers are part of our PD in Authentic Intellectual Work. As we continue to revamp lessons based on these principles, instruction will improve and this will improve our students' understanding of mathematics. Math teachers will continue to incorporate the Iowa Core based on the Deeper Investigations information from previous years. Modifications of courses is being done to best meet the Iowa Core grade-level expectations.

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

All K - 12 students will be proficient in Science, based on the standard score provided by Iowa Assessments for all grade levels tested.

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?

During the 2015-2016 all science teachers are part of our PD in Authentic Intellectual Work. As we continue to revamp lessons based on these principles, Instruction will improve and this will improve our students' understanding of science. Science teachers will continue to incorporate the Iowa Core based on the Deeper investigations information from last year. Staff are attending meeting at NWAEA in Subject Area specialties to stay current with the Iowa Core. Also, High School staff are experimenting with "flipped" classes in physical science.

In addition to the professional development plan, we will continue to use technology to improve these practices by:

- Continued research in to current best practices addressing the use of technology and the impact on student achievement in science

- STEM initiative - K-4

- Hands-on science instruction

- Vernier probes and modules that collect data (9-12)

- use of, and extension of the knowledge of the software, Easiteach, to further model scientific concepts

- use of Moodle and Google Docs for testing, discussions, and assignments

- utilizing the NGSS standards, that we, as a district, adopted last year

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.

The educational needs studens of HMS are many. Obviously, we need to increase our student achievment, particularly in the areas of Reading and Math. We need to continue to improve our teaching skills in the classroom and align our curriculum, instruction, and assessment. We also need to make sure that our students

are and feel safe on a daily basis. Providing a real-world education is vital in impoving students' success. We determine these needs based on input from the board, SIAC, needs assessments, the Iowa Youth Survey, and input from both staff and parents.

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.

Goal 1: All students will achieve high levels in reading comprehension.
Goal 2: All students will achieve at high levels in Mathematics.
Goal 3: Students will achieve at high levels in science.
Goal 4: Students will use technology in developing proficiency in reading and mathematics.
Goal 5: Students will demonstrate improvement of students' perception of school climate.

Our main way of seeking input from the local community on these five goals is by having conversations at our SIAC. The superintendent convenes SIAC meetings approximately three times a year. The council is comprised of teachers from each building, a principal, at least 1 school board member, community members with children attending HMS at various levels, curriculum coordinator, and High School students. This group makes recommendations for educational improvements to the school board. They participate in the annual review of the C-Plan, the monitoring of the district's comprehensive fees, and oversee vocational education, multi-cultural/gender fair, and early childhood programs. This group also oversees curriculum standards and benchmarks. The SIAC studies and discusses data from the district leadership team meetings and summarizes its findings. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to the goals, and the programs and services provided to students. The HMS school board makes decisions based on these recommendations.

Additionally, we have the following general expectations of our graduates:

- Effectively generate and communicate thoughts, ideas, and information to a variety of audiences.
- Utilize critical and creative thinking skills to solve problems.
- Display interpersonal skills maximizing their ability to work responsibly with one another, maintain a positive view of ones self, set personal goals, and assess one"s self.
- Use technology and other sources of information in problem solving and decision-making. *Select goals, make plans, and engage in activities to achieve and maintain optimum health. *Understand and accept cultural diversity. *Know the rights and responsibilities of citizenship.

Learning Environment

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

"The mission of the Hartley-Melvin-Sanborn Community School District is to nurture and prepare students to become responsible citizens equipped to meet the challenges of an ever-changing world."

"The Board of Education believes that all children can learn. However, the board recognizes the fact that not all children have the same abilities, motivations and interests. For this reason, the board believes that so far as is economically feasible, the district's program must be sufficiently broad to effectively meet the needs of all students, and also believes that teaching materials and methodologies must be of a nature so as to provide maximum learning opportunities for all students.

The board believes that students learn best and teachers teach most effectively in an environment that includes a clear sense of purpose, high expectations of individuals and the schools, effective instructional and administrative leadership, frequent monitoring of progress, sense of personal safety and security and comfortable surroundings. Therefore, it is

imperative that the communities are involved and committed to the pursuit and maintenance of educational excellence in the Hartley-Melvin-Sanborn Community School District."

The school district is looked upon as an ever-changing social community where young people live. Here they are provided opportunities to determine and work toward goals that are purposeful and significant to them. They are given experiences designed to develop their talents and characteristics, experiences essential to a wholesome child life. Subject matter is thought of in terms of units of living and learning.

We believe that in every experience the whole child must be considered: the whole mental, physical, moral, emotional, spiritual and social being.

In teaching, as in parenthood, we must start where the child is. We must provide challenges for the child according to his/her abilities. We should not expect all children to develop at the same rate. The school program must be adjusted to the child's needs, interests, abilities, and rate of growth.

Human Relationships - In order to develop in children attitudes and proficiencies for wholesome human relationships, it is essential:

1. To develop in them an understanding of cooperative effort in work and play with others.

2. To provide for them enjoyable experiences that will produce wholesome, sincere friendships.

3. To develop in them the realization that family relationships influence the manner in which an individual conducts himself/herself in a group, since consideration for others is the core of good living.

4. To help them cultivate an appreciaiton and regard for the interrelationships of individuals and groups in the home, the schools, the community, the state, the nation, and the world in preparing of the democratic way of life.

Civic Responsibility - In order that our children may learn that liberty with security demands civic responsibility, it is essential:

- To give immediate and continuing attention to the promotion of peace.
- To lead them to acquire attitudes of tolerance and desire for understanding.
- To assist them in learning to operate in groups as a working democracy where students can be taught respect for law, for civic duties, and for honest difference of opinion.
- To help them comprehend and practice the basic elements of world understanding, tolerance, and good will.

Economic Efficiency - In order that young people may acquire a sense of economic accountability and productive efficiency, it is essential for the school:

- To lead them to feel the dignity of labor in all fields.

"Statement of Guiding Principles for the Educational Program"
"The Board of Directors recognizes its obligation and duty to provide an educational program equally available to all young people of the school district. The Board of Directors believes that all children should have the opportunity to be educated to the full extent of their abilities, aptitudes and interests through a program that recognizes and provides for the individual needs of each child. Innovation and change--based upon thorough research, study and deliberation and evaluation--shall be encouraged."

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

The board has approved the Iowa Core Curriculum to be our curriculum in all areas. All staff are utilizing the ICAT on an annual basis to review what is being taught. In Literacy, we went through multiple meetings to discuss the Iowa Cores' implementaiton, along with a multitude of additional things, mainly in the areas of Reading aquisition and resource selection in the literacy area. K-4 PD is being provided to continue to fully

implement the FAST/Tier regarding reading readiness.

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

The board has approved the Iowa Core Curriculum to be our curriculum in all areas. All staff are utilizing the ICAT on an annual basis to review what is being taught. Teams of teachers from all levels were required to attend NWAEA meetings to continue to have conversations about implementation. A purchase of new materials was completed at the end of 2013-2014. Implementation of these materials will be ongoing for the next three years.

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

The board has approved the Iowa Core Curriculum to be our curriculum in all areas. All staff are utilizing the ICAT on an annual basis to review what is being taught. Teams of teachers from all levels were required to attend NWAEA meetings to continue to have conversations about implementation. The National Science Standards, NGSS, were adopted by the Iowa DE. We, as a district have adopted these standards and are using them as a framework to make necessary changes to our curriculum and offerings, particularly at the HS level.

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 board has approved the Iowa Core Curriculum to be our curriculum in all areas. All staff are utilizing the ICAT on an annual basis to review what is being taught. Based on comunicae from Erica Cook and Stepjhanie Wagger, we are going to focus on the ELA standards that apply to social studies and not change any content at this time.

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 board has approved the Iowa Core Curriculum to be our curriculum in all areas. All staff are utilizing the ICAT on an annual basis to review what is being taught. The team of teachers has used, and will continue to do so, the online components of the "I Have a Plan" site in the area of Financial Literacy.

Learning Environment

19. Does your district offer any online courses?

◉Yes ◯No

1. Please provide a description of your online curriculum.

Currently, we have an agreement with Northwest Iowa Community College to offer the following courses, which were taken by at least 1 student this past year:

- Introductory Biology
- Nutrition
- Introduction to Business
- Principles of Macroeconomics
- West. Civ: Ancient to Early Modern
- Western Civ: Early Modern to Present
- Medical Terminology
- Nurse Aid
- Applied Math Topics

- College Algebra
- Calculus 1
- Machine Trade Print Reading 1
- OSHA/Shop Safety
- Music Appreciation
- Intro to Ethics
- Intro to Psychology
- Intro to Sociology
- Oxy Fuel Welding and Cutting
- Shielded Metal Arc Lab 1
- Welding Fabrication/Certification
- Human anat and Phys.
- Microbiology plus lab
- Human Relations
- Earth science
- Composition 1
- Intro to Criminal Justice
- College Chemistry

Professional Development

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

Our district professional development plan describes district-level professional development efforts aligned with prioritized student needs. The professional development target will be the acquired knowledge, implementation and effective application of research-based instructional strategies. The selection of the professional development target was based on student data. Teacher practices and student achievement data in all instructional areas were studied to help identify professional development needs. This aligns with our long-range reading, mathematics, and science goals and will be designed to provide supports that will address the achievement gaps identified between our SES population and non-SES population.

The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. Professional development time and resources will be focused on learning new content and instructional practices. Our Professional Development Committee, consisting of representatives from the District Iowa Core Leadership team and certified staff, reviewed research on instructional strategies that have been found to have resulted in significant students achievement gains. All teachers will be engaged in training, including those responsible forTitle 1, Special Education, At-Risk, ELL, and Gifted and Talented. The principals will also be actively involved. We will continue to work with implementation of new strategies within all classrooms.

During the 2013-2014 school year, all professional instructional staff began the full implementation, of the Authentic Intellectual Work (AIW). We will continue AIW for the next 3-4 years. Also, continued implemntation K-12 of the Iowa Core Curriculum in the areas of Mathematics, Literacy, and 21st Century Skills is still a focus. Next Generation Science Standards are also being utilized in our district. All of these activities support the long-range student learning goals.

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

Our district employs the Iowa Professional Development Model (IPDM.) We have used this model successfully for more than 14 years. Our Professional Development Committee, which is now our District Leadership Team, reviewed research on instructional strategies that have been found to have resulted in significant student achievement gains.

Some of the practices that we are currently using are:

- AIW
- FAST/Tier Assessments K-4
- Incorporating Technology, specifically One-to-One (4-12)

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.

Curriculum

- During the 2015-2016 school year, professional instructional staff will continue the full implementation K-12 of the Iowa Core Curriculum in the areas of Mathematics, Literacy, and 21st Century Skills. We are also implementing the Next Generation Science Standards. We are also going to focus on the ELA components that relate to our Social Studies Curriculum.

Instruction

- Authentic Intellectual Work (AIW) will continue to be our main emphasis in professional development. We started by focusing on student tasks, and we are now entering into analyzing instruction. We are still continuing the "Train the trainer model," in AIW, utilizing approximately 10 additional days for each of the anchor team members, so that they can continue to plan effective implementation. We added 3 anchors to our group so that we could have smaller groups and due to some turnover.

Assessment

- Continuing our past practice of assessing all students in all areas available in Iowa End of Course Exams (IEOC), with an emphasis in analyzing the data resulting from a longitudinal study of these results. This will occur at the high school. This has particular focus on comparing the differences of block vs. period class structure at the high school.

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

Authentic Intellectual Work (AIW) will continue to be our main emphasis in professional development. We started by focusing on student tasks, and we are now entering into analyzing instruction. We are still continuing the "Train the trainer model," in AIW, utilizing approximately 10 additional days for each of the anchor team members, so that they can continue to plan effective implementation. These activities support the long-range student learning goals. These long range learning goals are supported by all of our professional development activities. These activities are directly connected to the following Iowa Teaching Standards:

- Standard #2 Demonstrates competence in content knowledge
- Standard #3 Demonstrates competence in planning and preparation for instruction
- Standard #4 Uses strategies to deliver instruction that meet the multiple learning needs of students
- Standard #7 Professional Development

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

All teachers are required to be engaged in training, including those responsible for Title 1, Special Education, At-Risk, ELL, and Gifted and Talented. The principals and superintendent will also be actively involved in AIW teams, which requires some flexibility. We will work with NWAEA so that teachers can receive licensure renewal credits or graduate credit for participation in district-wide and building-wide professional development meetings and for their work with implementation of new strategies within their classrooms.

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

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

26. Describe the district's sustained professional development related to the integration and effective use of

technology for teachers, principals, administrators, and school media library personnel.

We have offered PD in connection with new software and hardware that we've acquired, and plan to continue that practice. Examples of this would be: Pearson SuccessMaker, JMC, Destiny library software, 1:1 Learning for HS & MS staff from Educational Consultants, Google Apps for Education for the entire staff from AEA.

Monitoring and Accountability

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

In each building, each IEP team moniters goal attainment for each IEP. This data is then analyzed at the district level when we meet with the NWAEA staff (currently Region B leadership) and our School Psychologist/Strategist.

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

The district uses the success of individual students at each of the IEP meetings to determine how to improve individual student performance.

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

Both formal and informal assessments will be used to monitor students at-risk. The type of assessment/s used to monitor each student will be dependent on the particular student's individual education plan. Students at-risk will be monitored to determine appropriate exit and entry into programs.

1. Schools at all levels (elementary, middle, and high school) will utilize a monitoring system to allow no less than an annual review of student performance in social, emotional, academic, behavioral development. Monitoring systems include follow-up studies, behavior checklists, peer observations, individualized career education plans, letters, notes, emails, sent to parents, attendance records, etc.
2. Parents are included and in some cases asked to monitor student performance in academics, personal, social, and career development.
3. Students are involved in self-reviews, of progress and evaluation of the teaching and learning processes.
4. Schools at all levels utilize a monitoring system to verify student progress in basic academics (reading, math and science). At-risk populations are broken out and examined to determine progress resulting from support services provided. Examples include standardized tests, grades, Iowa Core Curriculum guides, portfolios of work, performance tests, teacher observation, personal review of ability to perform.
5. Administration along with counselors from all levels use an assessment process for each component of the at-risk program including identification of at-risk populations, modified instructional practices, specialized curriculum, parent involvement, in-school support services, and community-based support services.

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

Student Assistance Teams are responsible for the evaluation of dropout provention data at each of the schools.

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

This program is evaluated annually by the administrative team as to its' effectiveness of programming, determination of students, and best use of resources that support our plan.

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

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

though an AEA consortium?

◉Yes ○No

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

> Staff are required to attend NWAEA meetings that pertain to Title III. Our staff works with the Title III coordinator for NWAEA in writing our LAU plan, implementing our LAU plan, and assessing our students based on the LAU plan.

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

> Our district utilizes the ELPA 21 in our assessment annually of our LEP students.

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

> Our students are monitored using the TELPA annually for all LEP students. This data is analyzed in conjunction with progress made in the General Education program. This progress is monitored by the building principal. The administration then looks at all of the data to determine progress of the LEP students.

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

> HMS has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its C-Plan.
>
> This goal-oriented approach to program evaluation includes the following components:
>
> - Identification of programs that contribute to progress with C-Plan goals.
> - Identification of any additional program goals.
> - Identification of variables that affect performance.
> - Identification of the indicators by which program effectiveness will be judged relative to performance.
> - Development of procedures for collecting information about performance .
> - Collection of performance data.
> - Communication of results of the comparison to appropriate audiences.
>
> HMS will use a combination of formative and summative evaluation processes within the program evaluation process. The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that HMS incorporates into its C-Plan will occur within a five-year rotation.
>
> The SIAC, recommended the following program rotation and timelines for summative program evaluation, using both student achievement data and teacher
>
> implementation data:*
>
> PROGRAM
> Program Evaluation timelines -
> 1. Professional Development - Annually
> 2. Parent Involvement - Annually

3. Mentoring and Induction Program - Anually
4. English Language Learners - Annually
5. Talented and Gifted Progran - Annually
6. Perkins (Vocational/Career and Technical Education Programs) Annually through NWAEA consortium
8. At-risk Program - Annually
9. Special Education Programs and Services - Annually through NWAEA

HMS will collect formative evaluation data for each program on a regular basis. Progress toward meeting program/service expectations will be reported to the Iowa Core Leadership Team, Professional Development Committee, the Board of Education, and the SIAC.

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

The District Leadership Team will plan and prioritize analysis of the state indicators. Current factors (building decisions) regarding long range planning has occupied the majority of the board's focus and will continue to do so for the remainder of the 2015-2016 school year. It is the responsibility of the adminstration, when working with their staff, to determine the effectiveness of our programs based on the available data that we currently utilize.

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

Current factors (building decisions) regarding long range planning has occupied the majority of the board's focus and will continue to do so for the remainder of the 2015-2016 school year. It is the responsibility of the adminstration, when working with their staff, to determine the effectiveness of our programs based on the available data that we currently utilize.

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

Current factors (building decisions) regarding long range planning has occupied the majority of the board's focus and will continue to do so for the remainder of the 2015-2016 school year. It is the responsibility of the adminstration, when working with their staff, to determine the effectiveness of our programs based on the available data that we currently utilize. We will continue to implement AIW for all staff, implement Iowa Core in the areas of Reading, Math, and the 21st Century Skills, and implement the Next Generation Science Standards. All of these initiatives support our student learning goals.

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

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

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

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

Iowa Assessments are given 1st - 11th grade in the Midyear testing window.

HMS 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 Iowa Core Leadership Team, now called the District Leadership Team, Grade Level Teams, and Building Teams will ensure that data from theses assessments measures are collected, analyzed, and shared with the SIAC and School Board. The district will continue to ensure that all students enrolled at the specified grade level are included in the district-wide assessments.

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

◉Yes ○No

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

Integral to the learning environment is the classroom teacher. These funds ensure that the best possible teacher is in the classroom. The district hires highly qualified teachers. As of this year, we have 100% of our teachers considered highly qualified, as determined by the federal guidelines.

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

Based on conversations with begining teachers and their mentors, we will continue our practice of attending, and supporting the Mentoring and Induction Program that is offered by NWAEA. We find it to be comprehensive, and it has built very important relationships that continue to grow between our begining teachers and their mentors.

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

Our district professional development plan describes district-level professional development efforts aligned with prioritized student needs. The professional development target will be the acquired knowledge, implementation and effective application of research-based instructional strategies. The selection of the professional development target was based on student data. Teacher practices and student achievement data in all instructional areas were studied to help identify professional development needs.

The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. Professional development time and resources will be focused on learning new content and instructional practices. Our Professional Development Committee, consisting of representatives from the District Iowa Core Leadership team and certified staff, reviewed research on instructional strategies that have been found to have resulted in significant students achievement gains. All teachers will be engaged in training, including those responsible fertile 1, Special Education, At-Risk, ELL, and Gifted and Talented. The principals will also be actively involved. We will continue to work with implementation of new strategies within all classrooms.

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

Annually, all certified staff are part of an evaluation of Iowa Assessment data. We, in particular, look at an item analysis that helps teachers make decisions on where to focus more time, and organize curricular issues across grade levels. We also look at aggregate data for the district, including, Iowa Assessments, and Iowa End of Course exams, which are taken in all of the classes that we offer in which there are exams that match. Based on these data, decisions are made that then go to the District Leadership Team planning team.

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

Fomative data is analized by grade level teams on an ongoing basis. Other existing groups, such as student assistance teams evaluate progress based on our at-risk plan and what are main goals for those groups are. Teams that analize both formative and Summative date include:

- grade level teaching teams
- subject area teams by grade band
- subject area teams by teaching area, ie, music, CTE, etc.
- Student Assistance Teams
- Administrative Teams
- SIAC
- School Board

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

◉ Yes ○ No

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

The performance of our CTE classes has been evaluated in the past using our SIAC committee. Based on a conversations with the DE at our site visit, we are part of a consortium of a couple of schools that organized a committee, which will then report to our SIAC with reccomendations and evaluation of our programs compared to others schools in the area.

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.

All professional instructional staff are part of the full implementation, of the Authentic Intellectual Work (AIW). Authentic Intellectual Work (AIW) will continue to be our main emphasis in professional development. We started by focusing on student tasks, and we are now entering into analyzing instruction. We are still continuing the "Train the trainer model," in AIW, utilizing approximately 10 additional days for each of the anchor team members, so that they can continue to plan effective implementation. Good teaching is good teaching, and AIW allows us to have conversations on how to improve teaching in all of our classrooms.