

**IKM-Manning
Community School
District**

**Comprehensive School
Improvement Plan
(CSIP)**

September 2012

The IKM-Manning Community School District Comprehensive School Improvement Plan

The following pages contain the plan for improving programs, student achievement, and staff development at IKM-Manning. Following the Iowa Department of Education's guidelines, the plan includes the district's answers to the four Constant Conversation Questions pertaining to school improvement. This plan is a "working document" which will be evaluated and updated annually. The strategies to improve student learning and meet the district goals as well as staff development implementation and program evaluation are an integral part of the education provided at IKM-Manning. The CSIP is the guide for improving the education at IKM-Manning Community School District.

The IKM-Manning Community School District's Comprehensive School Improvement Plan was electronically submitted to the Iowa Department of Education website in September 2012 as part of the district's C-Plan.

Vision, Mission, Goals

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

The IKM-Manning elementary schools have incorporated the IDM process, which is a form of RTI, to support the reading-language arts portion of the curriculum. Core instruction is given in the classroom. Students' needs are identified through our DIBELS Next assessment as well as classroom formative assessments. Children are then placed in appropriate supplemental groups during the day four times per week to either provide additional support or to provide more challenging activities to keep them moving even further along on the learning continuum.

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?

The IKM-Manning Community School District uses the DIBELS Next as a diagnostic assessment tool to assist teachers in measuring reading accuracy and fluency skills in the areas of phonemic awareness, oral reading ability and comprehension skills.

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

The performance of all students will improve toward higher levels of achievement on district-wide assessments in reading.

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?

The IKM-Manning Community School District has implemented the following actions and programs to address the improvement of curricular and instructional practices in reading:

- Title I (Grades K-6)
- Instructional Decision Making (IDM) / Response to Intervention (RtI) in grades K-8
- Before / After School Assistance (All grade levels)
- Learning Center (High School)
- Reading Strategies Class (High School)
- Study Table (Grades 6-12)
- Curriculum Mapping (current professional development / collaboration effort)
- SMART Goals (5-12th grade Reading/English teachers)

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

The performance of all students will improve toward higher levels of achievement on district-wide assessments in math.

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?

The IKM-Manning Community School District has implemented the following actions and programs to address the improvement of curricular and instructional practices in mathematics:

- Response to Intervention (RtI) in grades K-4
- Before / After School Assistance (All grade levels)
- Learning Center (High School)
- Study Table (Grades 6-12)
- Curriculum Mapping (current professional development / collaboration effort)
- K-4 SMART Goals (Teacher-developed)
- SMART Goals (5-12th grade Mathematics teachers)

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

The performance of all students will improve toward higher levels of achievement on district-wide assessments in science

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?

The IKM-Manning Community School District has implemented the following actions and programs to address the improvement of curricular and instructional practices in science:

- Before / After School Assistance (All grade levels)
- Learning Center (High School)
- Study Table (Grades 6-12)
- Curriculum Mapping (current professional development / collaboration effort)
- SMART Goals (5-12th grade Science teachers)

What are the educational program goals for at-risk students?

The IKM-Manning Community Schools' At Risk Program is being developed for the purpose of prevention, early intervention, and transition of students through the preschool through twelfth grade. The intent of the program is to create a successful experience in our school district for potential dropout students who are having difficulties in the areas of personal, social, academic, and career preparation skills. The program is designed to help assure that our student population will graduate, are employable, healthy, and drug free.

What are the educational program activities for at-risk students?

EDUCATIONAL PROGRAM ACTIVITIES FOR AT-RISK STUDENTS:

- Preschool early intervention
- Building/Student Assistance Teams
- Small group counseling
- Individualized counseling
- Coordination of outside agencies (see below)
- Mentor programs (Kids Hope through the Methodist Church)
- School Liaison
- Online courses: Odysseyware, ALEKS math
- At-Risk Classroom in the High School
- RTI Groups (Wolf Pack)
- Summer school
- High School Helpers tutoring lower-ability elementary students
- Provide alternative ways to earn credits towards graduation
- DMACC Credit recovery/correspondence courses
- 40 credit career diploma
- Weekly contacts with parents of students on down list
- Remedial study hall
- After school study table

Collaborative Relationships

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 following prioritized list was developed based on the data reviewed:

- Increase the percentage of students in grades 3- 4, & 11 scoring at the proficiency level in reading, math, & science each year to stay above the state trajectory & work toward the 100% goal
- Decrease the gap in proficiency between males and females in all testing areas
- Increase students' oral reading fluency in the elementary grades
- Increase the percentage of students scoring 20 or above on the ACT tests
- Increase graduation rate
- Increase the number of students enrolled in Concurrent Enrollment courses
- Increase the percentage of secondary students who feel teachers care about them by increasing the number of parent notifications made by teachers
- Implement character education focused on creating a safe school environment
- Data from the Spring 2012 Staff/Student/Community Survey identified the following areas need to be addressed: Making sure students in the
- Middle School and High School feel safe and that all students are treated respectfully by all staff.

Describe the district's student learning goals and how the district has sought input from the local community at least once every five years about these goals.

District Student Learning Goals

The students of the IKM-Manning Community School District will:

- A. Demonstrate Effective Communication Skills
 - Work collaboratively
 - In a variety of formats and contexts
- B. Develop Complex Thinking Skills
 - Problem solving
 - Critical thinking
 - Creative thinking
- C. Exhibit Community Awareness
 - Local, State, National, International
 - Credible citizens
 - Contributing members
- D. Improve Personal, Interpersonal, and Social Responsibility
 - Self-directed learning
 - Work collaboratively
 - Effective leadership
 - Contributing members
 - Physical, social, and emotional health

A Staff/Student/Community Survey was conducted in Spring 2012 (at the end of the first year of reorganization). The district School Improvement Advisory Committee analyzed the data gathered from the survey and developed the following areas to be considered priorities for the 2012-13 school year:

- Knowledge of school improvement process communicated to stakeholders
- Opinions about change and policy are listened to and valued
- Students treated more respectfully by adults in the school
- Communication from school board
- Safety in middle school and high school

What are the district's activities and cooperative arrangements with other service agencies/groups and strategies for parental involvement to meet the needs of at-risk students?

COORDINATION WITH COMMUNITY-BASED SUPPORT SERVICES

The following are some agencies that are considered for coordination with community-based support services.

- *Iowa Work Force Development
- *Mental Health (Prairie Rose Mental Health)
- *Department of Human Services
- *Western Iowa Tech CC Educational Talent Search
- *Greenhills Area Education Agency
- *American Red Cross
- *Substance Abuse Centers
- *Hospitals (Denison, Manning, Harlan and Carroll)
- *Churches
- *Job Corps
- *Law Enforcement
- *School Liason
- *County Extension Services
- *Women, Infant, and Children (WIC)
- *Iowa Homework Hotline
- *Iowa Western Community College
- *Des Moines Area Community College
- *Western Iowa Tech Community College
- *Juvenile Court Services
- *Quakerdale
- *New Opportunities
- *Public Health Nursing Service
- *West Central Development
- *Southwest Iowa Mental Health Center

Learning Environment

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

- The district's education program will be free of discrimination and provide equal opportunity for all students.
- The educational curriculum will foster knowledge of and respect for the contributions of diverse cultural groups, as well as men and women, to society.
- The educational curriculum will reflect the wide variety of roles open to men and women with equal opportunity for both.

Curriculum and Instruction

The Iowa Core Standards have been adopted and staff members are currently working on curriculum alignment to meet the grade-level standards.

Professional Development

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. In reading the emphasis will be on phonemic segmentation, vocabulary acquisition, and comprehension. In mathematics, the emphasis will be on problem solving and the implementation of formative assessments (grades k-8). In school climate, building positive attitudes about learning will be the focus. Implementation of the Iowa Core Standards is also a priority in an effort to increase student achievement in all curricular areas with a rigorous and relevant curriculum. I-CAT data from the 2011-12 school year showed holes in the implementation and integration of the 21st Century Skills. Therefore, curriculum mapping with 21st Century Skills integration (into the content area) will be addressed through professional development. This plan aligns with the district's long range goals. The plan describes a process in which professional development efforts will be targeted at student learning (for all students) and sustained until student gains are acquired. Professional development time and resources will be focused on learning content and instructional practices in conjunction with teacher collaboration.

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

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

Reading: Traits of an Effective Reader applied across content areas, Flexible small group instruction (K-4), Comprehensive Literacy (K-4), Instructional Decision Making (K-4)

Mathematics: Daily math routines including mental math and daily math review

Environment: Character education

Science: Inquiry-based science instruction, Hands-on science instruction

*Dimensions of Learning, Project CRISS, Differentiated Instruction, Enhancing Student Achievement Through Collaborative Service Delivery, Providing Effective Feedback, and Assessment for Learning across all content areas

Describe the district's plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement.

The district-wide professional development plan focuses on increasing student achievement by strengthening teacher instructional practices with the integration of 21st Century Skills and assessment for learning strategies. The plan focuses specifically on implementation of the Iowa Core Standards. Instructional staff will work in building-level collaborative teams on a weekly basis developing curriculum maps and instructional supports. The integration of 21st Century Skills will be a priority as I-CAT data from the 2011-12 school year showed several holes in the implementation of 21st Century Skills. Curriculum mapping will include the integration of assessment for learning strategies with respect to student learning targets and formative as well as summative assessment.

In an effort to strengthen support to teachers in the area of technology, a tech leader group, made up of teachers, technology coordinators, the library/media instructor, and principals, will receive training in various applications, websites, etc. which can be used for classroom instruction and/or by students. Members of this group will implement the technology as appropriate and provide instruction and support to small groups of teachers. These teacher and tech leader small groups will work collaboratively to plan implementation of the technology into their enacted curriculum.

The plan aligns with the District Student Learning Goals as well as the District Long Range Goals across all content areas and grade levels. During the 2012-13 school year the elementary staff will work in collaborative teams on a weekly basis developing curriculum maps and instructional supports in the area of Math based on the Iowa Core Standards. The plan aligns with the following district student achievement goal:

The students of the IKM-Manning Community School District will develop complex thinking skills i.e. problem solving, critical thinking and creative thinking.

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

The plan addresses the following Iowa Teaching Standards & Criteria:

Standard 1 – Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.

Criteria The teacher:

- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

Standard 2 - Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Standard 3 - Demonstrates competence in planning and preparing for instruction.

Criteria The teacher:

- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Standard 4 - Uses strategies to deliver instruction that meet the multiple learning needs of students.

Criteria The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- f. Uses available resources, including technologies, in the delivery of instruction.

Standard 5 - Uses a variety of methods to monitor student learning.

Criteria

- a. Aligns classroom assessment with instruction.

Standard 6 - Demonstrates competence in classroom management.

Criteria The teacher:

- e. Creates a safe and purposeful learning environment.

Standard 7 - Engages in professional growth.

Criteria The teacher:

- b. Works collaboratively to improve professional practice and student learning.

Standard 8 - Fulfills professional responsibilities established by the school district.

Criteria The teacher:

- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Describe how the district uses data analysis (goals, student achievement data and other data) to guide professional development. Include specific activities, resources and timelines.

Our analysis of the Iowa Assessment data showed a discrepancy between our enacted curriculum and the Iowa Core. Therefore, the district-wide focus is on curriculum mapping the standards within the Iowa Core to our intended and enacted curriculum in all areas with specific attention on Mathematics in grades K-4.

Analysis of our I-CAT data showed a discrepancy between our enacted curriculum and the Iowa Core. Therefore, curriculum mapping will include the integration of 21st Century Skills into the content areas. A specific focus on technology integration will be a priority in grades 9-12.

Describe how professional development 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.

Professional Development Learning Opportunities. Implementation of the district career development plan will involve these components:

- Common (K-12) training sessions on two inservice days during the school year and early release day meetings for learning opportunities (theory presentations, reading literature, discussions, collaboration) and collaboration at the building level
- Periodic meetings of the staff development committee (collecting, organizing, & analyzing data)
- Teachers working in collaborative teams on a weekly basis to share instructional strategies as well as provide feedback on the implementation of instructional strategies and 21st Century Skills
- Building level meetings (observing demonstrations, working with data, developing lessons, reviewing theory)

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

All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. The principals and central office staff will also be actively involved. We will work with the AEA ensure quality professional development based on the Iowa Professional Development Model. Collaborative teams will be made up of building-level classroom teachers and teachers of specific subjects such as music, guidance, art, PE, etc.

GreenHills AEA provides support as well as building principals & teacher leaders in all buildings.

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.

Professional development pertaining to the use of technology in the classroom as well as professional growth is provided to teachers throughout the school year and during the summer. The District Technology Coordinator provides instruction on webpage design, Microsoft Office (Word, Excel, PowerPoint), Google Apps, and Electronic Portfolios. The District Technology Coordinator is approved by the local AEA to provide instruction to teachers for renewal or graduate credit.

During the 2012-13 school year, a lead group of teachers, technology coordinators, the library/media instructor, & principals will attend the E-Boot Camp conducted by Green Hills AEA where they will receive training in various applications which can be used for classroom instruction and/or by students. Members of this group will implement the applications as appropriate and provide instruction and support to small groups of teachers. These teacher & tech leader groups will work collaboratively to plan implementation of the technology into their enacted curriculum.

Monitoring and Accountability

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

Principals or designees of each building attend all individualized education program meetings and have an opportunity at that time to monitor goal attainment for each child. Principals are also able to view the charted progress posted on web IEP charts for children on IEPs.

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

IKM-Manning has a highly integrated program that supports a least restricted environment for its special education students. The preschool program has a certified early childhood special education teacher and the classroom has more than 51% regular education students in attendance within the classroom.

How does the district evaluate its at-risk program?

The following methods are used for program evaluation:

- Standardized test scores will be charted and analyzed for individual students and for whole classrooms.
- Attendance records will be continuously updated and monitored by counselors, the school liaison, and administrators.
- Student assistance teams will meet to evaluate progress for students with at-risk behaviors. At-risk behaviors include social relations, academics, low self-esteem, attendance and inappropriate classroom behavior.
- Counselors and administrators will work with classroom teachers on a regular basis to monitor classroom achievement.
- Staff development will be assessed yearly by administration and staff.

How does the district evaluate its gifted and talented program?

Gifted and Talented Program Self-Audit/Reflection Tool

- On-going evaluation of Gifted Education programming by the Gifted Education teacher
- Program components are completed on a cycle, using a year-by-year time table.

Test scores are analyzed regularly to monitor growth, alignment with local standards and benchmarks, and student participation. These may include....

- Scores from standardized tests such as ITBS, ITED, NWEA, ACT.
- Results of individualized programs such as Wolf Pack

Feedback from staff, students, and parents is sought regularly and recorded in the TAG files. This includes....

- Evaluations from staff, parents, peer, or self.
- Self-Evaluation by students, who rate their progress after each unit and set goals for areas of improvement.
- Feedback from classroom teachers: regular informal updates on students and/or formal meetings or written communication.

Data gathered by the TAG teacher from student products or performances, including....

- Observation of a student's aptitude and interest areas, student's ability to work as an effective member of a team, and student's ability to solve problems and make decisions.
- Samples of performance, portfolio, and product.

Long-term effects of student participation in the TAG program are monitored through....

- Former students earning honors and success.
- Numbers of students voluntarily seeking TAG classes, projects and contests.

The TAG program is also rated through.....

- End-of-Year Parent Survey
- End-of-Year Student Survey

End-of-Year Teacher Survey concerning the program, in-class differentiation, needs, and concerns.

How does the district conduct an annual review of the effectiveness of parental involvement in Title I programs?

The effectiveness of the Title I program is reflected by measurable means. It is shown by the results between pretest and post-test on various informal and formal assessments. The Parent Advisory Committee has input on the evaluation of the Title I program. Title I parents are also asked to evaluate the program by means of a questionnaire. End of the year teacher surveys provide data for evaluation and program adjustments. Parent-Teacher-Student Compacts are developed with parents. Parents are invited to attend a yearly informational meeting about the Title I program and their right to be involved. Title I teacher qualifications are sent to parents at the beginning of their child's entry into the Title I program each year. A booklet is also given to parents describing the Title I program and offering suggestions on how to work with their child to improve achievement. Attendance numbers at meetings and the amount of feedback given are used as measures to help determine the effectiveness of parental involvement.

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

The district collects & analyzes data using the following groups:

District Advisory Committee

The IKM-Manning Community School District has a School Improvement Advisory Committee that is comprised of community members, is appointed by the Board of Education, & has staggered terms on the committee. The committee meets a minimum of three times per year with participation by students, teachers, administrators, parents, & representatives of the district. Membership reflects the diversity of the community in occupation, gender, disability, national origin, race, & school enrollment. The advisory committee serves as the Safe & Drug Free Schools Committee, the Title VI (Innovative Education) Committee, & the Early Childhood Committee for the district. Input to the committee comes via personal communication, needs assessment surveys, & yearly graduate surveys. The most recent needs assessment survey was conducted in Spring 2012.

In June 2011 the committee recommended a district mission which was adopted by the Board of Education. Likewise, the board adopted student learner goals & Long Range Goals in October 2011 after recommendation from the committee.

Professional Development Committee

The Professional Development Committee's primary function is to review the district goals (Student Learner Goals & Long Range Goals), review data analysis, & approve staff development efforts which meet these goals.

Teacher Groups/Staff

The IKM-Manning Community School staff meets as building level groups during faculty meetings and early-out professional development /collaboration time. They also meet as a district-wide group during staff development days. Elementary staff members also meet in teaching partner groups at least once a week. The IKM-Manning Community School staff groups analyze student achievement data by looking at trends, item analysis, & individual student achievement results. They also look at the data collected from other building or district indicators. From the results of their analysis building & district goals are established, students in need of assistance are identified & teachers create action plans to help individual students to increase their achievement.

Secondary Administration/Guidance Counselor/DMAcc Administration

The Secondary Principal & Guidance Counselor meet periodically with DMAcc (Carroll Campus) Administrators to discuss issues involving Concurrent Enrollment courses. These meetings focus on the relationship between Manning Community School & DMAcc as well as course scheduling & course enrollment data.

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

The district collects the following data:

Student Achievement Data

- Trend line & subgroup data for Iowa Assessments reading, mathematics, & science at grades 2-11
- Trend line ACT data
- DIBELS in kindergarten, grades 1 - 6
- NWEA (Northwest Evaluation Association) Measures of Academic Progress (MAP) Reading Assessment in grades 7-11
- NWEA (Northwest Evaluation Association) Measures of Academic Progress (MAP) Math Assessment in grades 7-8
- NWEA (Northwest Evaluation Association) Science Assessment in grades 6, & 8

The ITBS & ITED / Iowa Assessment data is updated annually & reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information from the ITBS & ITED assessments and Standard Scores from the Iowa Assessments, we monitor the progress for each reported group over time in the areas of math, reading, & science.

In addition to the required measures of academic achievement stated above, we collect & use the data on a variety of other indicators in order to provide a complete picture of our students' learning needs.

State Indicators

- High school seniors intending to pursue post-secondary education
- High School student/indicators of post-secondary success
- Dropout rate

Survey Data

- One & five year graduate surveys
- Community / Staff / Student survey (Spring 2012)

Safe & Drug-Free Data

- Iowa Youth Survey trend data

Program Data

- Student/Teacher ratio
- Vocational Tech/Prep courses
- TAG
- School liaison records / data
- Male / female course enrollment (non-traditional areas)
- "Highly Qualified Teacher" data

Demographic Data

- Attendance rates
- Transportation information
- Percent free & reduced

Culture – Climate Data

- Iowa Youth Survey
- Discipline records
- SAT (Student Assistance Team) meeting logs
- Suspension/Expulsion data

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

The following was learned about Student Academic Achievement:

- Data from DIBELS indicates the percent of students reaching the end of year benchmark in Oral Reading Fluency has shown no major gain with slight increase or decrease at some grade levels and buildings for all.
- ITBS / Iowa Assessments trend line data shows the percentage of students proficient in reading, math, & science to be in the mid 50's to mid 90's in grades 2-8.
- ITED / Iowa Assessments trend line data shows the percentage of students proficient in reading, math, & science to be in the low 70's to mid 90's over the past three years in grades 9-11.

- Data for the current year show the IKM-Manning High School is on the Watch list for Reading & Math.
- Data for the current year show the IKM-Manning Middle School is on the Watch list for Reading.
- Data for the current year show the Manning Elementary is on the Watch list for Reading & Math
- NWEA MAP show percent proficient of spring participants to be higher than 79%.
- % of graduates took the ACT and % of them had a composite score of 20 or higher.

Detailed information for:

Reading

- Data for reading comprehension indicates some difference in percentage of proficient females in grades 4 & 5 compared to males with the percent of females being higher.
- Data indicates a significant difference in percentage of students proficient in reading comprehension, based on SES, at grades 4, 5, 6, 9 & 10 (low SES student proficiency was lower). The difference is not as significant at the other grade levels. However, this data must be analyzed further due to a low number of students in the low SES subgroups in some grade levels.
- The data is inconclusive with regards to IEP due to a low number of students at each grade level with an IEP.
- NWEA MAP Reading data indicates an increase in the percent of students proficient and above in the High School cohorts.

Math

- Data indicates no significant gap between males and females on the Iowa Assessments.
- Data on the Iowa Assessments indicates 3rd grade male & female subgroups to be below 60% proficient.
- SES subgroup data shows significant differences in proficiency at grades 4, 5, & 6 but trendline data is inconclusive due to a low number of students in the low SES subgroups.

Science

- Data indicates a significant difference in the proficiency rates based on gender for students in 3rd grade (females lower). However, there is no significant difference based on gender at the other grade levels.
- Not low SES students significantly out performed low SES students in grades 4, 5, & 6. Trendline data is inconclusive due to a low number of students in the low SES subgroups.

Survey/Climate

- Data from the Spring 2012 Staff/Student/Community Survey identified the following areas need to be addressed: Making sure students in the Middle School and High School feel safe and that all students are treated respectfully by all staff.
- Over 10% of office referrals in grades 9-12 were for attendance policy violations (tardy, truant, unexcused absence). 49% of referrals were for cell phone usage. Less than 20% of referrals were for disciplinary reasons.
- In the elementary (Preschool-4th grade), more boys than girls had office referrals for disciplinary reasons.

- In the elementary approximately one-third of referrals were for inappropriate behavior at recess and under 15% were for inappropriate behavior on the bus.
- According to the 2008 Iowa Youth Survey the percentage of students in grade 11 who responded favorably in the Bullying Construct was 44.3%. When asked if adults in the school try to put a stop to incidents where a student is being bullied, 57.5% responded favorably.
- According to the 2008 Iowa Youth Survey the percentage of students in grade 8 who responded favorably in the Bullying Construct was 31.6%. When asked if adults in the school try to put a stop to incidents where a student is being bullied, 47.5% responded favorably.
- According to the 2008 Iowa Youth Survey 89.8% of 8th graders and 97.2% of 11th graders responded favorably to questions in the Safe (Nonviolent) School Environment Construct but only 80.7% of 8th graders and 84.9% of 11th graders responded that they feel safe at school.
- According to the 2008 Iowa Youth Survey 43.1% of 8th graders & 51.4% of 11th graders responded favorably to questions in the School Staff/Student Support Construct.
- The percentage of female students in the non-traditional vocational areas of industrial technology and agriculture education has increased to 44%.
- The percentage of male students enrolled in Family & Consumer Science courses is lower than female students but shows a slight increase from 36% to 44% over the past year.
- The percentage of senior students who participate in at least one dual credit course is 62.5%.
- The percentage of female students enrolled in Concurrent Enrollment (high school credit/college credit) courses (68%) is higher than the percentage of male students (32%).
- A high percentage of parents & community members feel the Concurrent Enrollment courses are beneficial to students.

Due to the infusion of the Core Program into graduation requirements, 100% of IKM-Manning graduates completed the core.

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.

Administration of District-Wide Assessment

The IKM-Manning School District administers district-wide assessments to all students groups and subgroups (ie. IEP, ELL, etc) in the appropriate grade levels. Accommodations are given students as specified according to each student's IEP. To ensure standardization of testing procedures, district staff (ie. teachers, paraeducators) are provided training in administration of district-wide assessments.

The Iowa Assessments are administered to students in grades 2-11. Students are placed in small groups (25 students or less), and test administration takes place in shorter sessions spread out over multiple days. As previously stated, accommodations are provided as specified according to each student's IEP.

DIBELS are administered to students in Kindergarten through Grade 6 according to the standardized procedures. District staff are trained in DIBELS administration in order to ensure standardization of testing procedures.

The Northwest Evaluation Association's Measures of Academic Progress in the areas of reading and mathematics are administered to students in grades 7-8. The reading assessment is also administered to students in grades 9-11. These assessments are computer-based and administered in a small group setting (25 or less). District staff are trained in MAP administration to ensure standardization of testing procedures.

Data Collection and Analysis

The district collects & analyzes data using the following groups:

Teacher Groups/Staff

The IKM-Manning Community School staff meets as building level groups during faculty meetings and early-out professional development /collaboration time. They also meet as a district-wide group during staff development days. Elementary staff members meet in teaching partner groups at least once a week. The IKM-Manning Community School staff groups analyze student achievement data by looking at trends, item analysis, & individual student achievement results. From the results of their analysis building & district goals are established, students in need of assistance are identified, & teachers create action plans to help individual students to increase their achievement.

Staff Development

The Staff Development Committee reviews the Teachers Groups/Staff's data analysis and uses the information to plan staff development focused on improving instruction to increase student achievement.

District Advisory Committee

The IKM-Manning Community School District has a School Improvement Advisory Committee that is comprised of community members, is appointed by the Board of Education, & has staggered terms on the committee. The committee meets a minimum of three times per year with participation by students, teachers, administrators, parents, & representatives of the district. Membership reflects the diversity of the community in occupation, gender, disability, national origin, race, & school enrollment. The advisory committee analyzes data from the Iowa Assessments annually and uses the information to establish annual progress goals in the areas of reading, math, and science. The committee also uses district-wide assessment data to establish district long range and student learning goals. In October 2011, the board of education approved the committee's recommended Student Learning and Long Range Goals for adoption.

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

These funds are used to supplement teacher salaries in order to reduce class sizes in grades K-2. Teachers implement research-based strategies to improve student achievement on a classroom level as well as with small groups and individual students.

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

The district participates in the program led by Green Hills AEA, Journey to Excellence. Staff retention is reported in the Superintendent's Annual Report.

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

The district will evaluate the effectiveness of its district career development plan through analysis of the following teacher implementation data:

- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-4 teachers who accurately implement a Comprehensive Literacy program as measured by observation and weekly lesson plans
- Percentage of K-12 teachers who accurately implement completed curriculum map components as measured by principal observations and walk-throughs
- Percentage of 21st Century Skills integrated into K-12 classroom instruction as measured by I-CAT

The Professional Development Committee, including administrators, will periodically analyze the above data to monitor the effectiveness of the career development plan.

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

The district will evaluate the effectiveness of its career development plan through analysis of the following student achievement data:

- Trend line & subgroup data for Iowa Assessments reading, mathematics, & science at grades 2-11
- DIBELS in kindergarten, grades 1 - 6
- NWEA (Northwest Evaluation Association) Measures of Academic Progress (MAP) Reading Assessment in grades 7-11
- NWEA (Northwest Evaluation Association) Measures of Academic Progress (MAP) Math Assessment in grades 7-8
- NWEA (Northwest Evaluation Association) Science Assessment in grade 6 & 8
- Classroom formative and summative assessments (K-12)

Teacher groups along with building principals will periodically analyze the above data for improvement in student achievement. Instructional strategies and curriculum map components (and implementation) will be adjusted as needed based on the data. The Professional Development Committee will analyze the above data to monitor the effectiveness of the career development plan.

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

The district will evaluate the effectiveness of its career development plan through analysis of the following formative and summative data:

- Trend line & subgroup data for Iowa Assessments reading, mathematics, & science at grades 2-11
- DIBELS in kindergarten, grades 1 - 6
- NWEA (Northwest Evaluation Association) Measures of Academic Progress (MAP) Reading Assessment in grades 7-11
- NWEA (Northwest Evaluation Association) Measures of Academic Progress (MAP) Math Assessment in grades 7-8
- NWEA (Northwest Evaluation Association) Science Assessment in grade 6 & 8
- Classroom formative and summative assessments (K-12)
- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-4 teachers who accurately implement a Comprehensive Literacy program as measured by observation and weekly lesson plans
- Percentage of K-12 teachers who accurately implement completed curriculum map components as measured by principal observations and walk-throughs
- Percentage of 21st Century Skills integrated into K-12 classroom instruction as measured by I-CAT

The Professional Development Committee, including administrators, will periodically analyze the above data to monitor the effectiveness of the career development plan. Teacher groups along with building principals will periodically analyze the above student achievement data to monitor progress toward district goals.

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

IKM-Manning is a member of a consortium of schools in Green Hills AEA that pool resources and collaborate to improve the quality of CTE programs in each member school. IKM-Manning teachers participate in advisory committees through the consortium and the advisory participants have been provided a CTE Program Self-Assessment tool.

Describe the comprehensive professional development that is provided for career and technical teachers, academic teachers, guidance staff, and administrative personnel?

CTE teachers have professional development opportunities through the Green Hills AEA CTE Consortium including Program of Study workshops. During the 2011-12 school year all IKM-Manning teachers, including CTE teachers, guidance staff, and administrators participated in a professional development initiative focused on Assessment for Learning (formative assessment) and the Iowa Core.