

West Burlington Ind School District

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 West Burlington's goal for reading and math will be for 100% of K-3 students to meet grade level standards for Iowa Core by the end of the school year.

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?

WBISD 's goal is to maintain class sizes that allow the teachers to utilize best practice instructional strategies.

WBISD will keep all class sizes at an appropriate range.

The board approved a grade cap of 72 per grade level.

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

- Daily Five
- Jolly Phonics
- Reading recovery
- Lexia reading
- Leveled book room
- Co-teaching
- Title I math and reading support
- Gradual Release of responsibility
- RTI model
- Partnerships in Comprehensive Literacy
- Walk-throughs

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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?

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- Star -Â Â Â Â K-3
- BRIÂ Â Â Â Â K-3
- Literably Progress Monitoring System (K-3)
- Iowa AssessmentÂ 3rd grade
- Observation Survey (K-1)
- Fountas & Pinnell (Progress Monitoring Assessment)
- FAST (grades K-3)
- aReading (grades 1-3)
- IGDI's (preschool)

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

READINGÂ K-12 Standards
Sub-Domain:Â Foundational Skills

Students will demonstrate understanding of the organization and basic features of print
Students will demonstrate understanding of spoken words, syllables, and sounds
Students know and apply grade-level phonics and word analysis skills in decoding words
Students will read with sufficient accuracy and fluency to support comprehension

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?

K-12 Monthly professional development led by in house staff and AEA personnel .

Regularly scheduled Â district curriculum meetings.

K-12 Vertical articulation and curriculum alignment.

Implementation of research-based instructional strategiesÂ Â i.e.Â GRRÂ RTIÂ
Daily FiveÂ PCL

Student Achievement data analysisÂ Â -- Iowa Assessment, STAR reading, and BRIÂ are used to set instructional direction, curriculum focus, and learning goals.Â WBISD'sÂ standards and benchmarksÂ Â are Â aligned with Iowa Core standards.

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

1. Understands and applies problem solving strategies. (K-12)

2. Understands and applies concepts of numbers and operations. (K-12)

3. Understands and applies concepts of measurements. (K-12)
4. Understands and applies properties of geometry. (K-12)
5. Understands and applies concepts of data analysis and probability. (K-12)
6. Understands and applies concepts of algebra and function. (K-12)
7. Communicates and reasons mathematically. (K-12)

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?

- K-12 Monthly professional development led by in house staff and AEA personnel.
- Regularly scheduled district curriculum meetings.
- Vertical articulation and curriculum alignment.
- Implementation of research-based instructional strategies GRR RTI Team
- Student Achievement data analysis -- Iowa Assessment and STAR math.
- K-8 Data Teams will meet monthly. Minutes from each meeting will be available.

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

1. Understands basic features of the Earth. (K-12)
2. Understands basic Earth processes. (K-12)
3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it. (K-12)
4. Knows about the diversity and unity that characterize life. (K-12)
5. Understands the genetic basis for the transfer of biological characteristics from one generation to the next. (K-12)
6. Knows the general structure and functions of cells in organism. (K-12)
7. Understands how species depend on one another and on the environment for survival. (K-12)
8. Understands the cycling of matter and flow of energy through the living environment. (K-12)
9. Understands the basic concepts of the evaluation of the species. (5-12)
10. Understands basic concepts about structure and properties of matter. (K-12)
11. Understands energy types, sources, conversions, and their relationship to heat and temperature. (K-12)
12. Understands motion and the principles that explain it. (K-12)
13. Understands the nature of scientific inquiry. (K-12)
14. Understands the scientific enterprise. (5-12)

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?

- K-12 Monthly professional development led by in house staff and AEA personnel .
- Regularly scheduled district curriculum meetings.
- Implementation of research-based instructional strategies GRR RTI
- Student Achievement data analysis -- Iowa Assessment, and in-house formative

assessments and activities.

- Teachers attend professional development opportunities at GPAEA targeting the Next Generation Science Standards and FOSS Kits

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.

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- West Burlington Independent School District strives to have all students achieve at high levels, meeting proficiency expectations on the Iowa Assessments and meeting or exceeding yearly growth expectations.
- WBISD staff need to be fully trained in the MTSS process and how it aligns to the Iowa Core, Gradual Release of Responsibility and Partnerships in Comprehensive Literacy.
- WBISD administered a community-wide needs survey during the 2013 - 2014 school year.
- Community input opportunities at board meetings
- WBISD believes reading is the springboard to success for all students. A child's ability to read is crucial for academic success. The district has provided resources to improve literacy... curriculum library, CLM, CIM training, Daily 5, Second Chance Reading, Reading Appreciation Program (RAPP) and Academic Seminars.
- Our student population is becoming more culturally diverse. We continue to open enroll a large proportion of our student body. SIACC committee provides input on district open enrollment practice.
- Board of Education is studying open enrollment policy.
- Our free and reduced lunch population continues to be close to 50%.
- The district is taking site visit recommendations and implementing them.

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.

The school board has adopted district goals aligned with student needs. (LC5)

District Student Learning Goals

West Burlington's student learning goals are the general expectations for all its graduates. Students graduating from West Burlington Independent School District will be able to do the following: (LC6)

- Demonstrate the skills and processes required for effective communication - verbal, non-verbal, written, quantitative, and artistic.
- Select appropriate thinking skills individually and/or collaboratively to solve problems and make decisions.
- Demonstrate the ability to solve problems and make decisions to meet needs in personal,

academic, and social contexts.

- Function as responsible citizens and ethically approach family and social situations.
- Demonstrate an awareness of the arts.
- Demonstrate an awareness of the similarities and differences that exist in our multicultural society.
- Develop and maintain physical and emotional well-being.
- Demonstrate an ability to work independently and cooperatively to attain achievable goals.
- Demonstrate appropriate work ethics and work readiness skills necessary for employment in our changing world.
- Demonstrate an adaptability to using technology effectively.

District Long Range Goals

West Burlington's long-range goals define the desired targets to be reached over an extended period of time. To reach these goals, annual goals need to be set. These will be reported annually in the APR. West Burlington Independent School District has commissioned IASB to conduct a needs assessment.

Goal 1: All students will achieve at high levels* in reading comprehension.

(LRG1,MCGF3,AR6,EIG1)

The following indicators will measure district progress with Goal 1:

- 1a. Percentage of students who score at the proficient level or above on the Iowa Assessment Reading Test in grades 3-11, including data disaggregated by subgroup.
- 1b. Percentage of students in grades 1-6 who are independent readers at grade level on the Basic Reading Inventory (BRI).
- 1c. STAR Reading Assessment

Percentage of students proficient on FAST or IGDIs

* Means at the proficient or advanced proficient level as determined for the assessment(s) used.

Goal 2: All students will achieve at high levels* in mathematics.**(LRG2,AR6,MCGF3)**

The following indicators will measure district progress with Goal 2:

- 2a. Percentage of students who score at the proficient level or above on the Iowa Assessment Mathematics Test in grades 3-11, including data disaggregated by subgroup.

2b.STAR Math Assessment

* Means at the proficient or advanced proficient level as determined for the assessment(s) used.

Goal 3: All students will achieve at high levels* in science. **(LRG3,AR6,MCGF3)**

The following indicators will measure district progress with Goal 3:

- 3a. Percentage of students who score at the proficient level or above on the Iowa

AssessmentsÂ Science Test in grades 4, 6-11, including data disaggregated by subgroup.

3b.Â Curriculum-basedÂ science assessmentÂ grade 11

* Means at the proficient or advanced proficient level as determined for the assessment(s) used.

Goal 4: All students will achieve at high levels* in other academic/vocational programs.
(AR6,MCGF3)

The following indicators will measure district progress with Goal 4:

4a. Percentage of students who score at the proficient level or above on the Iowa AssessmentsÂ social studies grades 6-11, and the Iowa Assessment reading total, including data disaggregated by subgroup.

4b. Percentage of students who meet the competencies outlined for the vocational programs.

* Means at the proficient or advanced proficient level as determined for the assessment(s) used.

Goal 5: All students will use technology in developing proficiency in all academic and vocational programs.(FTP1)

The following indicators will measure district progress with Goal 5:

5a. The indicators identified for Goals 1, 2, 3, and 4.

Goal 6: All students will feel safe at and connected to school.

The following indicators will measure district progress with Goal 6:

6a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).

6b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.

6c. Percentage of the student body that receives a suspension or expulsion for an act of violence.
(SDF5,SDF6,SDF7)

6d. Percentage of students in grades 6, 8 and 11 that state they feel safe at school on the Iowa Youth Survey or a school administered survey.(SDF5,SDF6,SDF7)

6e. Percentage of students in grades 6, 8 and 11 that state on the Iowa Youth Survey or a school administered survey that there is a least one adult at school who they could go to for help with a problem.

6f. Percentage of students in grades 6, 8 and 11 who report on the Iowa Youth Survey or a school administered survey that they have carried a weapon to school.(SDF5,SDF6,SDF7)

Goal 7: All students will lead healthy life styles

The following indicators will measure district progress with Goal 7:

7a. Percentage of students in grades 6, 8 and 11 that report that they have used alcohol or

marijuana on the Iowa Youth Survey or a school administered survey.(SDF5,SDF6,SDF7)
 7b. Percentage of students in grades 6, 8 and 11 who indicate on the Iowa Youth Survey or a school administered survey that they have tried to commit suicide.
 7c. Student of the month, grades 7-12.

The district believes that stakeholders impacted by our goals should have a voice in determining how to meet them. The District Leadership Team will seek input from these stakeholders in determining actions and strategies to meet the goals. The district used the Iowa Professional Development Model process to develop its District Career Development Plan. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels to provide K-12 system alignment of efforts. A clear process is followed by the school district in the long range goal implementation process. The SIAC establishes achievement goals. The administrative team brings the recommended goals to the Board of Education. The Board takes action on the goals, examining the administrative team's implementation goal.

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Learning Environment

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

WBISD incorporates multicultural and gender fair curriculum into our core curriculum instruction. The Board of Education approved the district APR goals which includes all students achieving at proficiency levels or exceeding a year's growth in math, reading, and science. Our high school and junior high school character education program, titled SOAR expects all students to treat everyone with respect and dignity, and to celebrate our cultural differences. Our students have bought into our SOAR program and use it's principles in and out of school. We incorporate Junior Achievement into our core curriculum in both the junior high school and the elementary school. Junior Achievement presenters take a global approach to the world market place helping students understand cultural differences and the connection between culture and the region's economy. Our students with disabilities have the same expectations of academic excellence as our regular education students while we make accommodations to help the students with disabilities be successful.

Our K-5 Character Counts program meshes cultural awareness, understanding people with disabilities, gender equality, racial/ethnic appreciation, and diversity into our day to day lessons, projects, and activities. We incorporate this during Falcon Families.

Below are two of our long range CSIP goals.

Continue enhancing a learning environment that is safe, supportive and conducive to learning.

- Fully implement a Character Education program in grades K-5. Character Counts
- SOAR Program 6-12 Positive Behavior Initiative
- Falcon Families
- Iowa Youth Survey

Provide supports that will address ELL students' achievement.

Continue annual identification and provision of appropriate services to ELL students to

increase language proficiency and academic achievement.

Implement programs and support services necessary to increase language proficiency and academic achievement.

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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?

A full scale K-12 Iowa Core alignment was completed in 2010-2011.

Grade Level Teams and Content Level Teams continue to articulate Iowa Core implementation.

K-12 teachers use the ICAT to monitor and assess implementation of the Iowa Core to insure our instruction matches the curriculum.

WBISD K-12 teachersÂ attended Iowa Core training at GPAEA 2012-2013Â to become familiar with the Iowa Core Standards and expectations for teachingÂ learning.

Units of Study are being designed to correlate with the Iowa Core.

Standards and benchmarks are identified in weekly teacher lesson plans.

Building administrators report directlyÂ to the Board of Education on implementation progress.

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?

A full scale K-12 Iowa Core alignment was completed in 2010-2011.

Grade Level Teams and Content Level Teams continue to articulate Iowa Core implementation.

K-12 teachers use the ICAT to monitor and assess implementation of the Iowa Core to insure our instruction matches the curriculum.

WBISD K-12 teachersÂ attended Iowa Core training at GPAEA 2012-2013Â to become familiar with the Iowa Core Standards and expectations for teachingÂ learning.

Units of Study are being designed to correlate with the Iowa Core.

Standards and benchmarks are identified in weekly teacher lesson plans.

Building administrators report directlyÂ to the Board of Education on implementation progress.

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?

A full scale K-12 Iowa Core alignment was completed in 2010-2011.

Grade Level Teams and Content Level Teams continue to articulate Iowa Core implementation.

K-12 teachers use the ICAT to monitor and assess implementation of the Iowa Core to insure our instruction matches the curriculum.

WBISD K-12 teachers attended Iowa Core training at GPAEA 2012-2013 to become familiar with the Iowa Core Standards and expectations for teaching learning.

Integrated Units of Study are being designed to correlate with the Iowa Core at the elementary level.

Science teachers will continue to attend GPAEA opportunities for professional development to enhance instructional practices in order to meet the expectations of the Next Generation Science Standards.

Standards and benchmarks are identified in weekly teacher lesson plans.

Building administrators report directly to the Board of Education on implementation progress.

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?

A full scale K-12 Iowa Core alignment was completed in 2010-2011.

Grade Level Teams and Content Level Teams continue to articulate Iowa Core implementation.

K-12 teachers use the ICAT to monitor and assess implementation of the Iowa Core to insure our instruction matches the curriculum.

WBISD K-12 teachers attended Iowa Core training at GPAEA 2012-2013 to become familiar with the Iowa Core Standards and expectations for teaching learning.

Integrated Units of Study are being designed at the elementary to correlate with the Iowa Core.

Standards and benchmarks are identified in weekly teacher lesson plans.

Building administrators report directly to the Board of Education on implementation progress.

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?

A full scale K-12 Iowa Core alignment was completed in 2010-2011.

K-12 teachers use the ICAT to monitor and assess implementation of the Iowa Core to insure our instruction matches the curriculum. with the Iowa Core Standards and expectations for teaching learning.

WBISD K-12 teachers attended Iowa Core training at GPAEA 2012-2013 to become familiar. Units of Study will be designed to correlate with the Iowa Core.

Standards and benchmarks are identified in weekly teacher lesson plans.

Building principals report directly to the Board of Education on implementation progress.

Vocational Departments meet bi-annually with Regional Advisory Boards to discuss implementation of Iowa Core 21st Century Learning Skills.

MS has implemented the Gateway to Technology STEM initiative.

WBISD has implemented a 1:1 computer initiative for grades 3-12. K-2 classrooms have KUNOS available and the preschool program has a Promethean Table.

At the Jr./Sr. High School classes are required that address 21st Century Skills.

Learning Environment

19. Does your district offer any online courses?

Yes No

1. Please provide a description of your online curriculum.

- WBISD offers concurrent enrollment online coursework through local community colleges.
- WBISD offers online coursework through E2020 for multiple curricular areas. These courses include credit recovery and enrichment.
- WBISD provides advanced placement classes through Iowa Learning Online.

Professional Development

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

Student achievement data is used to determine the focus of professional development. The professional development decided upon by the district leadership team is designed to improve instruction which will have a direct impact on student achievement which aligns with the district long range goals. The district leadership team, comprised of teaching staff, provides much input to PD offerings. Long-range goals align with PD.

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

- Response to Intervention
- Gradual Release of Responsibility
- Positive Behavior Supports

- Daily Five
- Lexia Reading program
- Interactive Read Alouds
- Comprehensive Literacy Model
- Reflective Practice
- STAR / AR
- Writing Workshop Model

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.

WBISD's building leadership teams and district leadership team meet periodically to discuss student achievement data and professional development needs indicated by the data.

WBISD provides PD time to work on curriculum articulation of content areas.

AEA personnel assist in the planning, presentation, and implementation of professional development initiatives.

Administrative staff provide frequent updates to the board on PD progress.

We use the ICAT alignment tool to monitor and assess implementation of the Iowa Core to ensure our instruction matches the curriculum. We have district wide in-service time where vertical alignment with the Iowa Core is undertaken. Analysis of the Iowa Assessment data along with district curriculum maps and the ICAT tool will target areas within the curriculum that need more or different classroom instructional approach.

The PCL Model has been adopted for implementation in literacy for grades K-5

Data Teams are established in grades K-8 following the Iowa Professional Development Model

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

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

Standard #2: Demonstrates competence in content knowledge (specifically criteria 2a, 2b, and 2d)

Standard #3: Demonstrations competence in planning and preparation for instruction (specifically criteria 3a, 3b, 3d and 3e)

Standard #4: Uses strategies to deliver instruction that meet the multiple learning needs of students (specifically criteria 4a, 4b and 4f)

Standard #7; Professional development (specifically criteria 7a, 7b, 7c and 7d)

The PCL Model specifically attends to the Iowa Teaching Standards as a feature of the model.

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

We ensure PD includes all K-12 people by requiring all certified staff to participate. The

evaluation process, specifically Standard #7; Professional development (specifically criteria 7a, 7b, 7c and 7d).

The District-Wide leadership team provides meaningful assessment of PD practices and PD implementation. The leadership team is continually seeking input from colleagues in the spirit of improvement and the enhancement of student achievement.

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

- AEA consultants and local staff members serve as the professional development providers for the district.
- Paid professional consultants for research based professional development.
- UNI provides professional development for the Instructional Coach and CIM Coach.

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.

- Annual technology training at beginning of each school year.
- Periodic technology integration updates from GPAEA
- Technology is an integral part of our entire PD program.
- We provide hands- on PD training in the area of technology.
- Our technology director is continually looking for ways to improve instruction with the relevant integration of technology.
- 1:1 computer initiative

Monitoring and Accountability

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

Goal attainment is monitored through established progress monitoring procedures as outlined by the AEA and reported on the goal progress monitoring sheet within the IEP. AEA special education consultants work closely with special education teachers to ensure this occurs regularly and is accurate.

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

WBISD uses:

- iPlan process for struggling learners at the elementary. This involves frequent progress monitoring and changes to an individual plan if strategies are not working.
- Title 1 school wide model of push in and pull out
- SPED program strategy of push in and pull out.

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

West Burlington uses a combination of data points to evaluate the at-risk program. Data points include but are not limited to: Iowa Assessments, STAR math and reading assessments, student grades, student behavior logs, attendance reports, and WB monitors credits toward graduation. Elementary Intervention teams meet monthly to study the progress of at-risk students and determine instructional needs for students and identify potential at-risk students. At the high school and Jr. High level Intervention Teams meet weekly to discuss student academic, behavioral, and social needs, and make program determinations. During the budgeting process West Burlington Independent School District thoroughly studies program needs and matches program needs to budgetary resources.

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

District Cabinet discusses strategies for improving dropout prevention programs.

SIAC discusses strategies for improving dropout prevention programs.

The Iowa Youth Survey

WBISD commissioned ISAB to do the needs assessment.

The district analyzes student credit attainment and course failures to determine intervention strategies to serve returning and potential dropouts.

District has established intervention teams and/or struggling learners team which studies strategies to serve returning and potential dropouts.

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

West Burlington uses the following indicator to determine the effectiveness of its gifted and talented program:

-Participation numbers

-Iowa Assessments and other assessments

-COGAT is utilized in the elementary to identify gifted and talented students.

-WBISD recognizes that standardized achievement scores are not the only criteria for student involvement in the talented and gifted program. WBISD recognizes that students are talented and gifted in academics, fine arts, athletics, performance arts, and other areas. Students are evaluated on an as needed basis.

-WBISD provides ability appropriate instruction.

- Differentiated Instruction: flexible math groups and flexible reading groups

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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 through an AEA consortium?

Yes No

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

ELL teacher is expected to follow the Iowa Core Curriculum so that ELL students meet the expectations of the Iowa Core.

ELL teacher regularly attends regional professional development meetings in an effort to improve instruction.

Local PD time is provided to work on curriculum, instruction, and assessment.

WBISD has developed a LAU Plan.

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

WBISD English Language Learners are evaluated annually with a standardized English language development instrument recommended by the state of Iowa. The state is currently using the Iowa-ELDA (Iowa English Language Development Assessment) to measure growth. This test is given annually between February 1 and April 30th. The ESL certified teacher or qualified designee would administer this assessment. ALL identified ESL students will be tested using this test annually including those whose parents have waived/refused services. The results of these tests are used to measure progress and assist in meeting individual student needs. Information will be disseminated to appropriate staff for instructional decision-making and program development.

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

ELL students are given the baseline assessment to determine English language proficiency.

This assessment is used to develop the ELL students' program of study.

The ELL instructor collaborates with regular education teachers on instructional needs of ELL students.

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

The data collected are used to establish annual and biennium trend lines in reading, math, and science which are updated annually and reported in our Annual Progress Report (APR) and Annual Yearly Program (AYP) report. We have also started to monitor the progress of each peer group over time in these areas as well as other areas assessed on the Iowa assessments. The district believes that these required measures of academic achievement do not provide a complete picture of student learning needs. It collects and analyzes information on a variety of other indicators including the following:

- District demographic data
- Climate surveys
- Basic Educational Data Survey (BEDS) data
- Equity data for all courses, programs, and extra-curriculars
- Student discipline data (e.g., office referrals, suspensions, and expulsions) (Grades K-12) (SDF1, SDF3)
- Iowa Assessments data for all grade levels 3-11 and subject areas besides the required AYP grades and subject areas. The process involves the establishment of a building leadership team (BLT) that is responsible for the collection and analysis of the data. Each BLT consists of six teachers, the guidance counselor and the principal. The BLT meets to examine Iowa Assessments item analysis information and frequency data as well as building specific indicator data. This information is then shared initially with the rest of the building staff and then with the district leadership team (DLT). The DLT consists of the superintendent, the PK-12 administrators, the technology coordinator, a special needs instructor from each building and a general education instructor from each building. The DLT meets to review information from the BLTs as well as collect and analyze district-level data. In addition, information regarding the implementation of actions and activities to support current district goals are collected and analyzed to help identify future student learning and program needs. These data, along with implementation data from state and federal programs and services, will be built into annual conversations about supports for established student needs, adjustments to actions, programs and services as well as progress towards meeting district goals.
- STAR data for reading and math is used as screening data and as a progress monitor to inform student growth and achievement in these content areas.

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 SIAC reviews ACT data, Iowa Assessment data and WB's APR goals on an annual basis. The district administrative reviews instructional standards and Iowa Assessment results looking for parallels and gaps. PD time is used completing vertical articulation of WB's standards, Core curriculum, and best instructional practices.

WBISD guidance department complete a post-secondary survey which outlines what educational institutions our students attend after graduation.

Our Elementary and Secondary schools have active data teams who are continually studying data and exploring ways to improve instruction and better prepare our students for life after

graduation.

The WBISD utilizes the Iowa Youth Survey to examine student safety and other types of concerning behaviors and perceptions

The WBISD Board of EducationÂ commissioned IASB to do a thorough Needs Assessment.

District will analyze and take appropriate measures to resolve concerns.

WBISD's student council addresses issues such as student satisfaction, learning environment, and school culture.

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

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WBISD'd student council addresses issues such as school safety, bullying, elarning enviornment, school lunch , and campus security.

The WBISD utilizes the Iowa Youth Survey to examine student safety and other types of concerning behaviors and preceptions.

The SIACC, Cabinet, and District Leadership Team study data trends for purposes of setting long range goals.

WBISD Board of EducationÂ commissioned ISAB to do a formal needs assessment. The Board of Education has received the survey findings.

SOAR program and Character Counts provide common langauge to students.

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

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The SIACÂ provides input on APR goals.Â The Board of Education reviews these goals annually and examines how the APR goals mesh with what we are trying to achieve in a long-term context.

Our principals serve as instructional leaders in their respective buildings.Â Our principals present data to the board on a regular basis.Â We discuss how the data supportsÂ or doesn't support our long-range academic goals.

We have laminated our long-term goals and have them placed at the board table for our regular school board meetings. They provide a constant reminder of where our decision-making process should take us.

Data teams look at short-term and long range goals i ntheir building specific team meetings.

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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.

Assessment	Other
Fluency Tests (a.k.a. - Fluency Probes; Fluency)	
Fountes-Pinnell Word List	
FRY	
Guided Reading Assessment (a.k.a. - Guided reading benchmark assessment)	
STAR	
STAR Reading Assessment	
BRI - Basic Reading Inventory (a.k.a. â€“ Johnâ€™s BRI)	
Brigance	
CAT - Cognitive Abilities Test (a.k.a. - COGAT)	
CBM â€“ Curriculum-based Measurement	
Progress Monitoring	
Progress Reports	
Reading Recovery	
Reading Unit Test	
Running Records	
Accelerated Reader (a.k.a. - Accelerated Reader Computer Assessment; Accelerated Reading Program; Accelerated Reading Tests)	
ACT Assessment (ACT product)	
Chapter Tests	
Checklists	
Classroom Assessments	
Classroom Observations	
Concepts of Print (part of the Clay OS)	
DIBELS â€“ Dynamic Indicators of Basic Early Literacy Skills	
District Developmental Assessments	
District Kindergarten Readiness	
District Phonological Processing	
Dolch Words	
Every Child Reads	
Writing Assessments	
Writing Portfolios	
Letter and Sound (a.k.a. â€“ Letter Sound Identification; Letter/sound knowledge)	
Letter Identification	
Marie Clay Observation Survey of Early Literacy Achievement (a.k.a. â€“ Marie Clay Observation; Marie Clay; Observation Survey (OS))	

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.

Assessment	Other
STAR	
STAR Math	
Teacher Designed Authentic Tasks	
Progress Monitoring	
Progress Reports	
Reading and Math Rubrics	
Rubrics	
Running Records	
ACT Assessment (ACT product)	
Chapter Tests	
Checklists	
Classroom Assessments	
Classroom Observations	
common tasks	
District developed writing rubrics	
Unit Tests	
write a story	
Local Design Test	
Locally Developed Checklist	
Accelerated Math	

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.

Assessment	Other
STAR	
CAT - Cognitive Abilities Test (a.k.a. - COGAT)	
CBM – Curriculum-based Measurement	
ACT Assessment (ACT product)	
Authentic performances (a.k.a. Authentic Tasks)	
Chapter Tests	
Checklists	
Classroom Assessments	
Classroom Observations	
common tasks	
Fine Motor Skill Assess	
Text Developed Tests	
Unit Tests	
Benchmarks (a.k.a. Benchmark Books; Benchmark Reading; Curriculum Benchmark Tasks)	

ASVAB – Armed Services Vocational Aptitude Battery	
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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.

WBISD requires all students grades 3 to 11 to take the Iowa Assessment. IEP, ELL, FRL students are all required to take the test.

WBISD met all NCLB participation requirements.

The board of education is presented the results of these assessments.

The district leadership team utilizes the data to make program decisions.

Instructional staff utilizes the data to make instructional decisions.

PD time is used to study the data and make recommendations

The SIAC studies student achievement data and makes APR recommendations.

The District-Wide leadership team uses assessment results to formulate a PD plan.

Grade Level and Content Data Teams study achievement data.

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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.

WBISD utilizes Title II funds for class size reduction. WBISD has kept sections in grades K-3 at a level of less than 22 students per classroom. Title II monies has contributed in making this happen.

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

WBISD evaluates its mentoring program by:

- 1, New teachers attend AEA mentor program with mentor teachers.
2. Surveying the mentees.
3. Surveying the mentors
4. Administrative team program study.

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

Building and district leadership teams analyze data gathered by AEA and administrative classroom walk-throughs which illustrate the implementation of PD maintains its fidelity.

Administrative staff meet regularly with teachers to review each teachers PLP.

Summative evaluations at the end of each summative cycle.

Percentage of faculty responsible for instruction who participate in district and building career development opportunities.

Percentage of K-12 teachers who accurately use the strategies as measured by observations and implementation logs.

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

District and building leadership teams analyze student achievement data from the Iowa Assessments and STAR assessments, to monitor the effectiveness of the career development and to make adjustments to the plan as reflected by the student achievement results.

Certified staff professional learning plans are based on Iowa Core Teaching Standards and the Iowa Professional Model.

Teaching staff examines student achievement data and make instructional decisions based on the data.

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

The WBISD administrative team utilizes Walk-through data to monitor the implementation of professional development. This provides data to indicate where areas of improvement are needed with the career development plan.

The use of classroom observations provides data about the implementation of district development plans.

Summative evaluations are used to evaluate the career development plans as indicated by the Iowa teaching standards.

District Cabinet studies the effectiveness of the career development plan and makes needed changes in conjunction with the District Leadership Team.

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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?

There is an active regionalÂ vocational advisory board.

Staff attends the semi-annualÂ area vocational meetings and discusses latest trends in vocational education.

Staff studies national standards for vocational studies during professional development.

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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.

Professional development is provided to study the national standards for vocational standards.

District staff is implementing the Iowa Core which includes the technical education program.

Regional vocational meetingsÂ where teachers create aÂ program of studyÂ for vocational areas.

Guidance counselor attends the regional, vocational Â meetings, area guidance counselor meetings, and she also attends SCC sponsored program meetings.

Administrators attend the program of study meetings, Regional Academy meetings, schools and career meetings, and LEGO League.

Administrators and guidance counselors attend STEM partnership meetings.

Administrators, guidance counselors, and vocational teachers attend an annual educatorsÂ conference for the Project Lead the Way Program.