Iowa Department of Education

School Year:	F o r m:
	District: **4437** Name: **Montezuma Comm School District**

Division of PK-12 Education

Print Summary All 2010-2011
District allowed to certify on or after: 9/1/2011
District certification due date: 9/15/2011
Five-Year Site Visit Plan within 2009-2010 -- 2013-2014

CSIP Answers Cannot Be Changed.
The entire certification process has been completed for this district.
CSIP answers have been automatically ported over to a future year to be modified.

CSIP answers have been started for a newer school year, this year's answers can no longer be changed or certified.

Comprehensive School Improvement Plan
I. What do data tell us about our student-learning needs?

The district collects the following required data: (**LRDA1**)
Trend line and subgroup data for ITBS/ITED reading and mathematics for grades 3-5, 6-8, and 11.
Trend line data for ITBS/ITED science for grades 3-5, 6-8 and 11
Graduation rate
Grade 7-12 dropout percentages (aggregate and by subgroup)
Percentage of graduates planning to pursue postsecondary education
Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science, and social studies)
Career and technical education (CTE) student data (e.g., 11th grade participants' proficiency in reading and mathematics, program completers, and occupational competency)

Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the ACT, SAT, PSAT and PLAN tests.
Trend line data from the Iowa Youth Survey (grades 6, 8, and 11) (**SDF1**, **SDF3**, and **SDF4**)
A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff, and students (completed once every five-years) (**LC3**)

Data from the Measures of Academic Progress (MAP)(Grades 3-11)

Data from the district developed science assessment (grade 8)
Participation rates for required district-wide assessments (grades 3-5, 6-8, and 11)
Aggregate and subgroup attendance data (grades K-12)
Dynamic Indicators of Basic Early Literary Skills (DIBELS) data (grades K-2)

These data have been used to establish biennium trend lines, which are updated annually and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information from the ITBS and ITED assessments, we also monitor the progress of each peer group over time in the areas of reading comprehension, mathematics, science, and social studies. (**LRDA1**)

The district has the following additional data available:
District demographic data
Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender)
ITBS/ITED data for other grade levels and subject areas (grades 3, 5, 6, 7, 9, & 10)
Instructional time allocations (grades K-12)
Student work/course grades (grades 7-12)
Student discipline data (e.g., office referrals, suspensions, and expulsions) (K-12) (**SDF1**, **SDF3**)
Student participation in the district's breakfast and lunch program (K-12)
Referrals to student assistance teams (SATs) (K-12)
District Leadership Team (DLT)
The District Leadership Team (DLT) meets monthly during the school year. The team is comprised of teachers, principals, counselor, curriculum coordinator, technology coordinator and superintendent. This group reviews information, collects and analyzes district-level data (e.g., Iowa Youth Survey information, graduation rate, and data from the five-year comprehensive community-wide needs assessment). In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed to help identify future student learning and program needs. The DLT ensures that the action plans designed to meet district goals include specific outcomes for each activity designed to support the proposed actions. Implementation data on these activities is also collected and analyzed by the DLT. These data, along with implementation data from state and federal programs and services, are incorporated into

annual conversations about supports for established student needs, adjustments to actions, programs and services, and progress toward district goals.

Content Area Teams
The content area teams meet periodically throughout the school year. The teams are comprised of selected teachers from grade level areas in the elementary and subject area teachers from the junior and senior high schools. The teams study and review data, evaluate and update standards and benchmarks, work on curriculum and assessment alignment, and review and recommend texts and materials to be used in the classroom.

Stakeholder Groups
District and building information reviewed by the DLT and Content Area Teams is shared with various stakeholder groups, including the Montezuma School Board, Montezuma School Improvement Advisory Committee (SIAC), district patrons, and various community organizations.

The SIAC studies and discusses data from the DLT and summarizes the findings. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The Montezuma school board makes decisions based on these recommendations.
Through analysis of district and building data and comparisons with the state's student performance trajectories, the following was learned: (**LRDA1**, **LRDA2**, **LRDA3**, and **LRDA4**)
Fourth grade students are maintaining a high and consistent level of performance in reading and math on the ITBS.
The percentage of eighth grade students scoring at or above proficient on the mathematics and reading portions of the ITBS have shown improvement over the past 5 years.
The percentage of students scoring at or above proficient in grade 11 increased from grade 8 but is still below our expectations.
One hundred percent of our students participated in all district-wide assessments. (grades 3-11)
Proficiency levels in science on the ITBS for Grade 8 have risen dramatically over the past few years.
Proficiency levels for science on the ITEDs for Grade 11, while at or above state levels are not at the levels we expect.

Subgroup Data, Multiple Data Sources DIBELS, Measures of Academic Progress--MAP, Iowa Youth Survey
MAP data shows that most students are making target growth from fall testing to spring testing in Reading, Math and Science but there are students who are not meeting their goals.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)— We have the following baseline data:
Kindergarten DIBELS

Need substantial intervention: 6.3%

Need some intervention: 9.4%
1st Grade DIBELS

Need substantial intervention: 11.4%
 Need some intervention: 13.9%
2nd Grade DIBELS

Need substantial intervention: 8.9%
 Need some intervention: 26.1%

Trend line data for junior high school students indicate that student performance is at or slightly above AYP trajectories but is relatively flat for the last three years in reading and math. (Grade 8)
The trend lines for gender don't indicate any significant difference between males and females in math at the 8th or 11th grade levels. Females tend to score higher than males in reading at both levels.
Socio-economic data indicates that most years the non SES students score higher than the SES students though there are years that some of the SES subgroups have scored higher than the non SES groups.
Performance (proficiency) of students with Individualized Education Plans (IEPs) is less than 33%. (grades 4, 8, & 11)
Graduation rate meet state AYP targets and increased this past year.
The number of high school students completing the core (4 years of English and 3 years each of mathematics, science, and social studies) is significantly lower than the number reporting desire to pursue post secondary education.
Attendance trendlines have stayed relatively flat for elementary, junior high and high school but meet state AYP attendance trajectories.
No students have been expelled or given long term suspensions for violent behavior. (**SDF2**)
Office referrals for disruptive behavior decreased for grades 7-12. (**SDF2**)
91% of our surveyed students indicated that they have not smoked a cigarette in the 30 days previous to the survey (100% of 6th graders, 92% of 8th graders and 80% of 11th graders) (**SDF2**)
81% of our surveyed students indicated that they have not had a drink of alcohol in the 30 days prior to the survey (98% of 6th graders, 84% of 8th graders and 53% of 11th graders). (**SDF2**)

Summarize Community Needs Assessment
In November 2007, the district distributed a comprehensive, community-wide needs assessment survey to community members, parents, administrators, staff, and students Through analysis of the survey data, the district learned the following: (**LC3**)

Areas of strong agreement:
Students feel safe
Students feel that they are held accountable for their actions
Students feel that they have support for learning at home
A very strong belief that students can do well in school
Staff and community feel strongly that:
The district should provide present level of programs while

Continuing to look for ways to improve opportunities for students
Share programs and staff with neighboring districts when possible
and appropriate
Areas of strongest concern:
Concern about not having fun or being engaged in learning
Concern about student behavior (more so at the secondary level)
Concern about lack of recognition for good work
Concern about the lack of respectful treatment of students by
students

Based on the data reviewed, we developed the following list of
prioritized student needs: (**LC4**)
Continued reinforcement of reading practices at elementary
Increase student achievement in reading comprehension in grades 7-
12
Increase student achievement in math in grades 7-12
Sustain the greatly improved upper elementary and junior high
science achievement through high school

The district leadership team and the Montezuma SIAC will use the
prioritized needs to generate and recommend goal statements to the
board for adoption. The district leadership team in collaboration
with content area teams and community stakeholders as appropriate
will design strategies and actions that align with and support the
established goals.

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Comprehensive School Improvement Plan
II. What do/will we do to meet student-learning needs?

Based upon recommendations of the District Leadership Team and
the School Improvement Advisory Committee (SIAC), the school
board has adopted district goals aligned with student needs. (**LC5**)

District Student Learning Goals
Montezuma's student learning goals are the general expectations for
all its graduates. A graduate of Montezuma Community Schools is
expected to be: (**LC6**)
A responsible citizen
Well founded in the basic skills
An effective communicator
A productive worker
A self directed learner
Prepared to live a healthy lifestyle
A proficient problem solver

District Long-Range Goals
Montezuma's long-range goals define the desired targets to be
reached over an extended period of time. These long-range goals
serve two purposes: 1) to meet locally determined student needs

goals and 2) to address state and federal student accountability.

Goal 1:   All K-12 students will achieve to their potential in reading comprehension, and their preparation will be relevant to success beyond high school(**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 (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
1b. Percentage of students in grades 3-8 and grade 11 who are proficient readers as measured by the Reading Goals Survey score on the Measures of Academic Progress (MAP).
1c. Percentage of students in grades K-2 who are established readers at grade level on the DIBELS.
1d.   Percentage of students who express satisfaction with their preparation in our 1 and 5 year follow-up studies.

Goal 2:   All K-12 students will achieve to their potential in mathematics, and their preparation will be relevant to success beyond high school. (**LRG2**, **LRG3**, **AR6**, **EIG1**)

The following indicators will measure district progress with Goal 2:
2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
2b. Percentage of students in grades 4, 8, and 11 who achieve at the 41st %ile or higher on the Math Goals Survey of the Measures of Academic Progress (MAP).
2c. Percentage of students who express satisfaction with their preparation in our 1 and 5 year follow-up surveys.
2d. The perscentage of students meeting or exceeding growth targets for Iowa Tests and Measures of Academic Progress (MAP) shall increase from the 2005-07 biennium.

Goal 3:   All K-12 students will achieve to their potential in science, and their preparation will be relevant to success beyond high school. (**LRG3**, **MCGF3**, **AR6**, **EIG1**)

The following indicators will measure district progress with Goal 3:
3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
3b. Percentage of students in grade 8 who achieve at the proficient level or above on the science assessment developed by the Montezuma Schools.
3c. Percentage of students in grades 4 through 11 who acieve at the 41st%ile or higher on the Science Goals Survey of the Measures of Academic Progress--MAP.

3d. Percentage of students who express satisfaction with their preparation in our 1 and 5 year follow-up surveys.
3e. Percentage of students meeting or exceeding growth targets for Iowa Tests--ITBS & ITED-- and Measures of Academic Progress--MAP.

Goal 4:   All K-12 students will use technology in developing proficiency in reading, mathematics, and science. (**FTP1**)

   The following indicators will measure district progress with Goal 4:
4a. The indicators identified for Goals 1, 2, and 3.
4b. Percentage of students at grade 8 who score at the proficient level or above on a technology assessment developed by the Montezuma Schools.
4c. percentage of students who express satisfaction with their preparation in our 1 and 5 year follow-up surveys.

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

The following indicators will measure district progress with goal 5:
5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).
5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
5c. Percentage of student body in middle and high school that receives any discipline referrals (i.e., office referrals, suspensions, and expulsions). (**SDF5**, **SDF6**, **SDF7**)
5d. Percentage of students in grades 6, 8, and 11 that report that they have used alcohol, tobacco, or other drugs on the triennial Iowa Youth Survey. (**SDF5**, **SDF6**, **SDF7**).
5c. Percentage of students who express satisfaction with their experiences in our 1 and 5 year follow-up surveys.

The Montezuma Schools leadership and content area teams will analyze data from multiple sources to determine the actions and strategies that the district will employ to meet our goals. The information gathered by these teams will be shared with the appropriate stakeholder groups who will then be involved in the decision-making process. Our district will use the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making goal progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels (e.g., elementary, junior high, and high school) to provide K-12 system alignment of efforts.

The primary service providers for professional development training will be AEA 267 and the local district's professional development team. (**TQ6**)
1. Instructional Strategies Currently Used in the District
Every Child Reads
- Think alouds (K-3)

- Explicit instruction
- Talk Alouds (K-3)
- Read Alouds (K-3)
- PWIM (K-3)
Access to Print (balance between fiction and non-fiction) (K-3)
Leveled reading instruction (2-6)
Hands-on science (4-8)
Inquiry-based science (K-12)
Daily Oral Language (2-8)
Flexible small group instruction (3-12)
Standards-Based Instruction (K-12)
Content Area Reading Strategies (3-12)

2. Instructional Programs/Services Supports Currently Used in the
District
District Career Development Plan (Professional Development
Program K-12)
At-risk Program/Services (K-12)
Gifted and Talented Program/Services (TAG) (K-12)
Special Education Program/Services (preK-12)
Mentoring and Induction Program
Alternative High School (9-12)
Student Assistance Team (K-12)
Student service partnerships (e.g., mental health services and
community health services) (K-12)
Every Child Reads (K-3)
Technology-based reading and mathematics programs (Success
Lab/CCC) (K-6)

Montezuma delivers the following programs and accesses these
program funds:
Perkins: Vocational and Technical Education Programs (9-12)
Dual Credit Tech Prep Programs
Title I, Part A: Reading Program/Services (1-6)
Title II, Part D: E-Rate
Title III, Teacher Quality-Mentoring and Induction
Title IV: Safe and Drug-Free Schools Program/Services
Title VI: Innovative Programs (Media Center)
Iowa AP Academy
REAP

3. System-wide Management Supports Currently Used in the District
Resource allocation (e.g., financial and personnel)
Technology (e.g., data management system and infrastructure)
Policy development
Personnel evaluation systems (includes administrators, teachers, and
paraeducators)
Curriculum development
Iowa Technical Adequacy Project (ITAP) (curriculum/assessment
alignment)
Leadership for CSIP implementation
Using an action research process, we considered the available
research base and local student data. Both the research and local data
indicate that our current practices should contribute (or have

contributed to) positive student results. We relied upon the Iowa Content Area Networks, the AEA, and local content area experts to access information about practices supported by scientifically-based research.

Current Practices Supported by Research and/or Local Data. The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following:
Reading:
Content Area Reading Strategies
Every Child Reads
o Think alouds (K-3)
o Explicit instruction
o Talk Alouds (K-3)
o Read Alouds (K-3)
o PWIM (K-3)

Mathematics:
Cooperative learning strategies applied to mathematics content
Environment:

Research Needed. A K-12 Effective Practices Committee, which includes a member of the SINA Support Team, was formed to collect and review the literature base on practices beyond reading and mathematics. This committee will establish timelines within the next five years for each of the following areas of study. (**AMN1**, **AMN2**)
Science: (**AMN3**)   Inquiry-based science instruction
        Hands-on science instruction
Cooperative Learning strategies applied to science content
Technology: Strategies designed to enhance instruction in reading, mathematics, and science
Environment: Alternative Scheduling
   Alternative high school programming (**AR7**)

Program/Services Current Practice. The team will also use a goal-oriented approach to program evaluation (clear expectations, results data, and targeted program/service evaluation) to determine program effectiveness relative to CSIP goals and other program goals.

Curriculum/Assessment Alignment. We have developed standards and benchmarks in all content areas. Over the past two years, we have focused on aligning our reading and mathematics curriculum, both vertically and horizontally. We completed an alignment review of our curriculum and district-wide assessments during the 2002-2003 school year using the Iowa Technical Adequacy (ITAP) process. We are working with our Mid Iowa School Improvement Consortium partners to align our local and MISIC standards and benchmarks with the Iowa Core Curriculum.

Instructional Strategy Decisions. In review of our instructional practices, it became apparent that we have some practices with a

documented research base, some practices with a weak research base, and some practices with no research base. Within the next five years, we must address the following two issues:
1) The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results, and
2)   The consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement.

Reading: Success Lab/CCC, Accelerated Reader, Star Reader, Second Chance Reading, ECR (No Gaps), Content Area Reading Strategies (No Gap)

Mathematics: Success Lab/CCC, Star Math, Manipulatives

Science: Inquiry Based Instruction, Hands On

Climate: Success 4
Implement the district career development plan (professional development program). (**AMN1**, **AMN2**, **IEI1**, **PERK1**, **SPED1**, **TQ7**)
The Montezuma Schools career development plan describes district-level professional development efforts aligned with prioritized student needs. In reading, the professional development target will be comprehension. In mathematics, the emphasis will be on problem solving. The selection of the professional development target was based on student data and the availability of research based strategies. This aligns with long range goals #1, and #2. (**PD6**, **TQ1**, **TQ2**) The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. At least 80 percent of professional development time and resources will be focused on learning new content and instructional practices. (**TQ3**, **TQ4**, **FTP3**, **LEP1**)

Research-based Strategies. Montezuma Schools Professional Development Team, consisting of representatives from the building and district leadership teams, reviewed research on the strategies below and found that they have resulted in significant student achievement gains. In addition, we applied the following federal criteria to determine if a program/strategy has a quality research base:
a) Evidence of positive student results demonstrated by research that employed systematic empirical methods and
b) The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. (**PD5**, **SDF9**)

Participation. All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. The principals and central office staff will also be actively involved. We will work with the AEA so that teachers can receive licensure renewal credits for participation in district-wide and building-wide professional development meetings and for

their work with implementation of new strategies within their classrooms. (**PERK1**, **SPED1**, **LEP1**, **TQ8**)

Professional Development Content. Beginning with 2004-2005 school year, professional instructional staff has implemented the following instructional strategies: (**FTP2**, **FTP4**, **FTP5**)
a) Content Area Reading Strategies (3-12)
b) Problem Solving approach to mathematics instruction

High school staff members are implementing the Iowa Professional Development Model by studying their data and working on selecting strategies.

Alignment with the Iowa Teaching Standards. These professional development actions align directly with the following Iowa Teaching Standards and Criteria: (**TQ5**)
Standard #1
o Demonstrates ability to enhance academic performance and support student achievement goals (specifically criteria 1b, 1c and 1f)
Standard #2
o Demonstrates competence in content knowledge (specifically criteria 2c and 2d)
Standard #3
o Demonstrates competence in planning and preparation for instruction (specifically criteria 3a, 3b, 3d, and 3e)
Standard #4
o Uses strategies to deliver instruction that meet the multiple learning needs of students (specifically criteria 4a, 4b, and 4f)
Standard #7

o Professional Development (specifically criteria 7a, 7b, 7c, and 7d)

Professional Development Learning Opportunities. Implementation of the district career development plan will involve these components: (**TQ8**):
Common training sessions on three inservice days during the school year and one late start day per month for learning opportunities (theory presentations, reading literature, discussions)
Periodic meetings of the professional development team (planning next building meeting; collecting, organizing, and analyzing data; practicing demonstrations)
Teachers working in collaborative teams
Building level meetings (observing demonstrations, working with data, developing lessons, reviewing theory)

2. Enhance instructional materials and resources.
Update curriculum mapping in the all content areas.(**AMN1**, **AMN2** and **AMN3**)
Review alignment of instruction with curriculum
Update math texts and teaching materials

3. Provide supports that will address ELL students' achievement.
Implement 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. (**AR7**)

4. Provide supports that will address CTE students' achievement in reading and mathematics.
Integrate reading and mathematics skill development into the career and technical education curriculum. (**PERK1**)

Actions for CSIP Goal 4

1. Provide support that continues the process of infusing technology into all curricular areas.

Actions for CSIP Goal 5

1. Support students and families in order to increase student participation, attendance, and graduation.
Continue an alternative education supports for at-risk students at the elementary and junior high and high school. (**AR7**)
Continue a follow-up procedure with parents at all levels, when absenteeism is a concern. For chronic absenteeism provide a family interview and follow-up support that may include a truancy referral to law enforcement when needed.

2. Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect).
Maintain the work on systems of school-wide Success 4 at the elementary, junior high and high school. (**AR7**, **SDF9**)
We will devise implementation plans for the actions previously described for CSIP goals 1, 2, 3, 4, and 5. Implementation plans will address the following components:
Clear expectations at the district, building, and classroom levels.
Baseline data for each action, if available
Resources to support each action including timelines, personnel, and budget (including state and federal programs support as necessary)
Specific implementation outcomes for action steps
Persons responsible for oversight of implementation
Evaluation of action implementation effectiveness

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Comprehensive School Improvement Plan
III. How do/will we know that student learning has changed?

Montezuma Schools 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 content area teams will ensure that data from these assessment measures are collected, analyzed, and shared with the District Leadership Team as outlined in Question 1B. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. (**DWAP1**)

Monitoring Progress with Long-Range CSIP Goals
As stated previously (see Question #2A), Montezuma will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:
ITBS reading comprehension and mathematics total tests at grades 4 and 8, and the science test at grades 4 and 8 (Goals #1-#4). We are moving towards analyzing data for grades 3-8.
ITED reading comprehension, mathematics, and science tests at grade 11. (Goal #1-#4) We are moving towards analyzing data for grades 9-11.
MAP Reading Goals Survey at grades 3-6 (Goal #1) (**DWAP6**) (partially meets **DWAP3**, **DWAP4**)
DIBELS test at grades K-2 (Goal #1) (**DWAP6**) (partially meets **DWAP3**, **DWAP4**)
MAP Math Goals Survey tests at grades 4, 8, and 11 (Goal #2) (**DWAP7**)
District Developed Science Assessment at grade 8 (Goal #3) (**DWAP8**)
District Developed Technology Assessment at grade 8 (Goal #4) with the intent of expanding the assessment to multiple grade levels.
Attendance data from district's student information management system (JMC) (Goal #5)
District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report) (Goal #5)
The percentage of the students in grades 6, 8, and 11 that reports having used alcohol, tobacco, or other drugs as reported through the Iowa Youth Survey (Goal #5)
The percentage of the middle school and high school student body that receives a discipline referral (i.e., office referral, suspension, and/or expulsion) (Goal #5)

Alignment of Standards and Assessments—Iowa Technical Adequacy Project (ITAP)
To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum, Montezuma completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, BRI, DIBELS, and ICAMs.

Student Indicator Data Used for Evaluation of Programs and Services
The same student indicator data used to measure progress with CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by Montezuma:
Professional development for teachers and principals (e.g., District

Career Development Plan)
Supplemental reading and mathematics services for eligible students
(e.g., Title I, Part A)
Use of technology to improve student achievement (e.g., Title II,
Part D)
Programs and services to assist English Language Learners (Title
III, Part A)
Drug and violence prevention program (Title IV, Part A)
Early Intervention program for grades K-3
K-12 at-risk program
K-12 gifted and talented (TAG) program
Special education services
Career and Technical Education (CTE) programs

Note: More specific details regarding Montezuma's program/service
evaluation process are included in the next section of the CSIP.

Additional Data Gathering and Analysis
To help provide a more complete picture of student learning needs,
Montezuma will continue to monitor the following data sources:
All data points included in the district's Annual Progress Report
(APR).
The percentage of students who participate in district-wide
assessment
The percentage of students in the lowest (at-risk or deficit) category
on DIBELS in grades K-2. (**DWAP3**, **DWAP4**, **DWAP6**)
Student performance on the MAP reading assessment for grades 3-5,
6-8 and 11 and math assessment for grades 3-5, 6-8 and
11.(**DWAP6**)
Annual cohort performance from grade 3 through grade 11 as
measured by the ITBS and ITED in the areas of reading,
mathematics, science, and social studies.
Career and technical education student data from the end-of-year
program report (Perkins report)
The percentage of students indicating a safe learning environment
and that other students treat them with respect as reported through
the Iowa Youth Survey

Future Data Gathering
Montezuma is aware that it will need to collect additional
information to allow for more informed evaluation of programs and
services. Currently, the district uses the following measures:
During the 2004-05 school year:
MAP and ITBS in grades 3-6 to help monitor effectiveness of the
District Career Development Plan for reading in grades 3-6

District developed performance tasks in mathematics problem
solving and use of representations to help monitor effectiveness of
the District Career Development Plan for mathematics in grades 7-8
NWEA map testing in the areas of reading, math, and science.

Individualized learning plans for ELP (TAG) students

Additional data will be collected as deemed necessary by the district

leadership team and CSIP advisory committee.

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Comprehensive School Improvement Plan
IV. How will we evaluate our programs and services to ensure improved student learning?

Goal-Oriented Approach to Program Evaluation
Montezuma has adopted a goal-oriented approach to formally
evaluate the programs and services it offers to meet prioritized
student needs as identified in its CSIP. (**ECSIP1**) This goal-oriented
approach to program evaluation includes the following components:
Identification of programs that contribute to progress with CSIP
goals (program expectations)
Identification of any additional program goals (program
expectations)
Identification of variables which 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
Comparison of the information regarding performance with the
expected CSIP/program goals
Communication of results of the comparison to appropriate
audiences

Montezuma will use a combination of formative and summative
evaluation processes within the program evaluation process. (**TQ12**)
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
Montezuma incorporates into its CSIP will occur within a five-year
rotation. Note: Montezuma will submit, as required, any annual
evaluation/reporting data for state and federal programs.

The following program rotation and timelines for in-depth
summative program evaluation, using both student achievement data
and teacher implementation data has been adopted and is in effect:

Program   In-Depth Program Evaluation Rotation
Professional Development Program (District Career Development
Plan)   Annually, beginning in 2005 (**TQ10**, TQ 11)*
Title I, Part A (Parent Involvement)   Annually, beginning in 2005
(**TITL1**)*
Title II, Part D (E2T2)   Every two years, beginning in 2005
(**FTP6**)*

Title IV   (Safe and Drug Free Schools)   Every three years, beginning in 2005 (**SDF10**)
Mentoring and Induction Program   Every three years, beginning in 2006 (**TQ9**)*
Title III (Language Instruction for LEP Students)   Every two years, beginning in 2006 (**LEP3**)*
Talented and Gifted Program   Every five years, beginning in 2007 (**GT2**)
Perkins (Vocational/Career and Technical Education Programs) Every five years, beginning in 2007 (**PERK2**, **PERK3**)*
At-risk Program   Every five years, beginning in 2008 (**AR4**)*
Special Education Programs and Services   Every five years, beginning in 2008 (**ESPE1**, **ESPE2**)*

Montezuma will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward meeting program/service expectations will be reported to the District Leadership Team, the Board of Education, and the SIAC.
CSIP Indicator Data to Measure Program Effectiveness
Montezuma will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, Building Leadership Teams, and District Leadership Team, the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the following programs:
Professional Development Program (district career development plan) (**TQ11**)
At-Risk Program (**AR4**)
Perkins (Vocational/Career and Technical Education Programs) (**PERK2**, **PERK3**)
Mentoring and Induction Program (**TQ9**)
Special Education Programs and Services (**ESPE2**)
Title I, Part A (Parental Involvement Program) (**TITL1**)
Title II, Part D (E2T2) (**FTP6**)
Title III (Language Instruction for Limited English Proficient and Immigrant Students Program) (**LEP3**)
Title IV (Safe and Drug Free Schools) (**SDF10**)

Additional Indicator Data to Measure Program Effectiveness
The district decided that it needs additional information to determine the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals listed in Montezuma's Constant Conversation #2, the district will also collect, analyze, and use the following data to inform effectiveness with the following programs:

Professional Development Program (**TQ10**, **TQ11**, **TQ12**)
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

Percentage of 3-6 students who are independent at grade level on the BRI

Percentage of students in grades K-2 who are established readers at grade level on the DIBELS.

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

Gifted and Talented Program (**GT2**)

Montezuma is going to use the following indicator to determine the effectiveness of its gifted and talented program:

Percentage of all students participating in the gifted and talented program who meet goals in their individualized learning plans

Perkins (Vocational/Career and Technical Education Programs (**PERK2**, **PERK3**)

Percentage of all career and technical students including special population subgroups in career and technical programs who are proficient in occupational skills

Percentage of all career and technical graduates including special populations who were program concentrators who receive a high school diploma or equivalent

Percentage of senior program completers by subgroups who participate in career and technical programs who indicate their intention to continue their education, non-military employment, or military employment

Mentoring and Induction Program (**TQ9**)

All beginning teachers will have a mentor for two years as required by teacher quality legislation.

Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment

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

Percentage of all special education students who meet their Individualized Education Program (IEP) goals

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

Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of schools served under Title 1, Part A

Title III (**LEP3**)

Percentage of ELL students who are proficient in English

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Planning Assurances

Verified	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.
Verified	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).
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. No Child Left Behind Act of 2001, Pub. L.

	No. 107-110
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	Mentoring and Induction: Goals for the program. Teacher Quality Program 281—IAC 83.3(2)(a)
Verified	Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281—IAC 83.3(2)(b)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281—IAC 83.3(2)(f)
Verified	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)
Verified	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)
Verified	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
Verified	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
Verified	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
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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

Verified	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
Verified	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
Verified	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
Verified	Subpart 4 of the Educational Technology legislation incorporates into the ESEA the requirements of the Children's Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the Educational Technology program, LEAs must submit a CIPA certification form to the SEA. The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The CIPA requirements in the ESEA do not apply to schools that receive e-rate discounts. (These schools are governed by other CIPA provisions and must submit their CIPA certification to the Federal Communications Commission.) Title II, Part D, Enhancing Education Through Technology
Verified	Each Educational Technology recipient must use at least 25 percent of its funds to provide ongoing, sustained, and intensive, high-quality professional development. (This requirement applies to both formula and competitive grant funds.) The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. However, the professional development requirement does not apply if the Educational Technology recipient demonstrates, to the satisfaction of its SEA, that it already provides, to all teachers in core academic subjects such professional development, which is based on a review of relevant research. Title II, Part D, Enhancing Education Through Technology
Verified	The Educational Technology application contains a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards. Title II, Part D, Enhancing Education Through Technology
Verified	The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.
Verified	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)
Verified	Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)

Verified	The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)
Verified	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
Verified	The LEA assures the Iowa Department of Education that the LEA conducted a needs assessment and based all relevant elements in this application upon the needs assessment as required by the various entitlement programs represented within. [Section 212,2(b)] [Section 5133(b)] [Section 1111(b)(3)]
Verified	The LEA assures that federal funds will be used to supplement, and not supplant, programs that are state or locally funded or funded by other federal programs.[Section 1706]
Verified	The LEA assures that representatives of eligible private schools within the LEA have engaged in meaningful consultation with the district in the development of this application and in determining the allocation of funds that support services to eligible private school students. The applicant agency will maintain records, which document private involvement and impact of programs at private sites. All private schools have been given an invitation to participate in programs for which they are eligible. [Section 212,2 (11)] [Section 5142] [Section 5133 (5)] [Section112,0]
Verified	The LEA assures that all stakeholders, including parents, have been consulted with, and were involved in, the planning, design, and review of this application and that those parents listed as members of the Consolidated Planning Committee have actively participated in the application development and review process. [Section 212,2(2)] [Section 3116(c)(5)]
Verified	The LEA assures that services, materials, and equipment provided to private school students will be secular, neutral, and non-ideological in nature. [Section 9501 (2)]
Verified	The LEA assures that materials and equipment provided to public and private schools will be labeled according to the funding entitlement.
Verified	The LEA assures that it will account for the need for equitable access to, and equitable participation by both public and private, in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age (General Education Provisions Act, Section 427).
Verified	The LEA assures that it will disaggregate data by sex, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
Verified	An Area or a local education agency (LEA) that applies for and receives E2T2 funds must provide assurance that its project contains all the content and professional development elements

	as laid out in the NCLB Title II part D. It must also assure that children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program on an equitable basis. To accomplish this, an AEA or LEA seeking E2T2 monies must engage in a timely and meaningful manner consultation with appropriate private school officials during the design and development of a E2T2 project. The consultation should address how the needs of the private school children would be identified, the services that would be offered, how and where those services would be provided, and service assessment. The consultation should also address the opportunities of private school teachers and other educational personnel to participate in professional development activities. The LEA assures that Private schools will implement activities funded by the No Child Left Behind Act of 2001 in accordance with program regulations. Each local educational agency shall maintain in the agency's records and provide to the state educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this Section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.
Verified	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. Mentoring and Induction Beginning Administrators Program HF 2792, 256.7 [Subsection 21] — 2007 IAC 284A,.2
Verified	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].
Verified	Certification of Compliance with NCLB Religious Expression: The District has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary or secondary schools pursuant to guidance of the Secretary of the United States Department of Education with respect to No Child Left Behind Act of 2001, Pub. L. No. 107-110, [Section 7904]
Verified	The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following: * The provision of specially designed instruction and related activities through: - cooperative efforts of special education teachers and general education teachers in the general education classroom; and/or - on a limited basis by a special education teacher; and/or - consultation with a general education teacher. * The provision of accommodations and modifications to the general education environment and program, including settings and programs for eligible individuals aged 3 through 5 * The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served. IAC 281-41.408(2)a

Verified	The district assures that, by July 1, 2009, and every CSIP revision cycle thereafter, it will have taken the following actions concerning the District Developed Service Delivery Plan: * Approval by the school board of the development of a plan for organizing and providing special education services. * Development of the delivery system by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative will be selected by the AEA Special Education Director. * Verification by the AEA Special Education Director will verify that the delivery system is in compliance with the Iowa Administrative Rules of Special Education prior to the school board adoption. * Plan was available for public comment for 30 days prior to adoption. * Approval by the school board of the plan prior to implementation. IAC 281-41.408(2)c
Verified	The District Developed Service Delivery Plan will be described in writing and will include the following components by July 1, 2009, and every CSIP revision cycle thereafter: * A description of how services will be organized and provided to eligible individuals, consistent with the requirements of the Iowa Administrative Rules of Special Education and the provisions described in 41.408(2)a * A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented. * A description of the procedures a special education teacher can use to resolve caseload concerns. The procedures will provide timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures will also identify the person or persons who are responsible for reviewing a concern and making a decision, including any corrective actions. * A description of the process that will be used to evaluate the system's effectiveness. * A description of how the delivery system will meet the targets identified in the state's performance plan. * A description of how the delivery system will address needs identified by the state in any determination made under the Iowa Administrative Rules of Special Education. IAC 281-41.408(2)b

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Other Requirements
Verified	**Content standards for reading** for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2) MONTEZUMA K-12 LITERACY STANDARDS STANDARD 1: Uses the general skills and strategies of the writing process to write for a variety of purposes and audiences. STANDARD 2: Uses the grammatical and mechanical conventions of written language. STANDARD 3: Uses a variety of print and non-print resources to locate and gather information. STANDARD 4: Uses the general skills and strategies of the reading process. STANDARD 5: Reads, interprets, and responds to a variety of literary and informational texts. STANDARD 6: Uses speaking and listening strategies for a variety of purposes. *STANDARD 7: Communicate effectively using technology and multi-media.

Verified	**Content standards for mathematics** for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2) MONTEZUMA K-12 MATH STANDARDS Standard 1: Acquire and use powerful, flexible and widely applicable skills in all areas of mathematics. Standard 2: Understand and apply basic and advanced properties of the concepts of numbers. Standard 3: Use basic and advanced procedures while performing in the processes of computation. Standard 4: Understand and apply basic and advanced properties of the concepts of measurement. Standard 5: Understand and apply basic and advanced properties of the concepts of geometry. Standard 6: Understand and apply basic and advanced concepts of statistics and data analysis. Standard 7: Understand and apply basic and advanced concepts of probability. Standard 8: Understand and apply basic and advanced properties of functions and algebra.
Verified	**Content standards for science** for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2) MONTEZUMA K-12 SCIENCE STANDARDS Standard 1: Understands and applies the skills of scientific inquiry. Standard 2: Understands and applies scientific concepts, principles, and theories pertaining to the Earth and the universe. Standard 3: Understands and applies concepts, principles, and theories pertaining to life and its interactions. Standard 4: Understands and applies concepts and theories pertaining to matter, its composition, and the forces that govern it. Standard 5: Learns how scientific knowledge develops and changes over time. Standard 6: Understands personal and societal changes and responsibilities that affect health, world resources and the Earth's environment.
Verified	**At-Risk Allowable Growth:** Activities and cooperative arrangements with other service agencies and service groups and strategies for parental involvement to meet the needs of at-risk students.Iowa Code subsection 257.38(11) Entry with other service agencies and service groups for activities and cooperative arrangements as needed. Parents are involved in the design of their student's plan.
Verified	**Technology:** A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources. Title II, Part D, Section 2414(b)(8) ICN room and AP online academy are used to give students opportunities for courses not locally available.
Verified	**Technology:** A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology. Title II, Part D, Section 2414(b)(12) District employees a fulltime technology coordinator. Media online access through EBSCO, etc. AEA media services and ordering on line.

Verified	**Technology:** A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school. Title II, Part D, Section 2414(b)(9)
	Student information system allows for parental access to their student's grades, attendance, lesson plans. E-mail communication between parents and school are heavily encourage. APR and district newsletter are online.
Verified	**Technology:** A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology. Title II, Part D, Section 2414(b)(10)
	Not applicable

District Information

Authorized Agency	**Montezuma Comm School District** **504 N 4th St** **Montezuma, Iowa 50171** AEA: **AEA 267** (district filed under aea control code 9207)
CSIP Coordinator	Name: **Darin Jones** Title: **Elementary Principal** Telephone: **641 - 623 - 5129** Extension: FAX: 641 - 623 - 5733 Email: jonesd@montezuma.k12.ia.us
Year Site Visit Scheduled	2007
Certified Dates	District: 9/14/2011 9:20:03 PM Readers: 9/30/2011 12:49:37 PM State: 9/30/2011 12:50:16 PM

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