C-Plan – Seven Characteristics of Improving Districts and Schools
Comprehensive School Improvement Plan (CSIP) Rule/Statute Interpretation Matrix

The purpose of this document is to provide regulatory guidance for the consolidation of State and Federal Programs and Initiatives in the CSIP Component of C-Plan

C-Plan or Consolidated Plan is a collection site for reports, data and progress notes for districts and schools. C-Plan functions as a school or district-wide planning tool that guides the instructional focus (goal priorities) for school districts and accredited nonpublic schools in Iowa. C-Plan does not contain all that a school does; it contains actions that are centered on improving teaching and learning, at a minimum, in the areas of reading, mathematics, science, and other local indicators for student achievement. The following five plans have been consolidated into the C-Plan:

- Comprehensive School Improvement Plan (CSIP)
- Annual Progress Report (APR)
- Iowa Core Implementation Plan
- District Developed Service Delivery Plan (DDSDP)
- Schools In Need of Assistance/Districts in need of Assistance (SINA/DINA) Plan

C-Plan is organized around the seven characteristics of improving schools. These characteristics specifically address the actions districts and schools might be taking to continuously improve:

Vision, Mission, and Goals	Curriculum and Instruction
Leadership	Professional Development
Collaborative Relationships	Monitoring and Accountability
Learning Environment	

The elements do not stand alone: they are interdependent and part of a dynamic process. Each element must be revisited time and again as the staff gather and examine relevant data, develop and refine their vision; and employ the resources needed to provide continuous school improvement.

Vision, Mission, and Goals

Citation	Element # Key Idea Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance
281—IAC 12.8(1)(b)(3)	1, 7, 13 **Student Learning** Long-range reading, mathematics, and science goal(s)	The board, with input from its school improvement advisory committee, shall adopt long-range goals to improve student achievement . . .	"Long range goals" means desired targets to be reached over an extended period of time. **<u>Long range goal to address reading achievement under No Child Left Behind</u>** • A school district may choose to use its state trajectory goal(s) under the No Child Left Behind Act of 2001 (100 percent of students proficient in reading by 2013-2014) as its long range goal to address reading and mathematics achievement. **<u>Long range goals under 281—IAC 12.8</u>** For long range goals written under 281—IAC 12.8 (for accredited nonpublic schools and school districts that chose to write long range goals in addition to the state trajectory goals for reading and mathematics), the following criteria apply: • Long-range improvement goals may or may not contain a percentage increase. • A long-range goal may contain more than one content area. • Long-range goals may be based upon a specific subgroup, not necessarily based on an entire population. • Long-range improvement goals must be based on improving student achievement, not maintaining student	**LRG1** The comprehensive school improvement plan (CSIP) does not contain a measurable long-range goal(s) that addresses improvement in the area of reading. 281—IAC 12.8(1)(b)(3) **LRG2** The comprehensive school improvement plan (CSIP) does not contain a measurable long-range goal(s) that addresses improvement in the area of mathematics. 281—IAC 12.8(1)(b)(3) **LRG 3** The comprehensive school improvement plan (CSIP) does not contain a measurable long-range goal(s) that addresses improvement in the area of science. 281—IAC 12.8(1)(b)(3)

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			achievement. • The long-range goal might not contain the words “reading,” “mathematics,” or “science,” but the goal must contain language that leads to the improvement of achievement in those areas (e.g., a literacy goal). • Long-range goals may address areas in addition to reading, mathematics, and science. These additional areas are locally determined. • The long-range goal should be aligned with needs assessment data. *Note: Any accredited nonpublic school or public school district that houses students in grades eight and eleven must have a long range goal(s) for science. A district or accredited nonpublic school is not required to have a long-range goal in science if it does not house grades eight and eleven.* *Note to public school districts only:* *Local long-range goals in the areas of reading and mathematics may be aligned with (or the same as) the NCLB timeline of all students proficient by 2013-14.*	
Programs for Returning Dropouts and Dropout Prevention Iowa Code	132, 133 **Student Learning** *Application for state funding in*	The program plans shall include program goals, objectives, and activities to meet the needs of children who may drop out of school or dropouts who return to school which are consistent with student learning goals and the	*Note: This requirement applies only to districts using additional allowable growth for provisions for at-risk students.* • Whether or not the school district has separate at-risk program goals, objectives, and activities in its CSIP in addition to student learning goals, local indicators, long-range goals,	*For public school districts using additional allowable growth for provisions for at-risk students:* **AR6** The comprehensive school improvement plan (CSIP) does not contain education program goals for at-risk students. Iowa Code subsection 257.38(1)

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subsection 257.38(1)	*allowable growth* At-risk students, returning dropouts, and dropout prevention: program goals and activities	content standards established by the school district or for school districts participating in a consortium.	content standards, annual improvement goals, and/or action plans is locally determined. • The district determines the kinds of appropriate, ongoing education activities to meet its students needs. These are locally determined. • How the school district incorporates at-risk program goals into its CSIP is locally determined.	**AR7** The comprehensive school improvement plan (CSIP) does not contain education program activities for at-risk students. Iowa Code subsection 257.38(1)
281—IAC 12.8(1)(d)	120, 122, 124 **Student Learning** Actions to meet the needs	Actions shall include, but are not limited to, addressing the improvement of curricular and instructional practices to attain the long-range goals and annual improvement goals.	• The actions are aligned with long range goals. • Specific district-wide actions are locally determined. *Note for public school districts only: District-wide actions to meet student needs may be the same activities that are included as part of the district career development plan.*	**AMN1** The comprehensive school improvement plan (CSIP) does not contain actions that address the improvement of curricular and instructional practices for obtainment of long range and annual improvement goals in reading. 281—IAC 12.8(1)(d) **AMN2** The comprehensive school improvement plan (CSIP) does not contain actions that address the improvement of curricular and instructional practices for obtainment or long range and annual improvement goals in mathematics. 281—IAC 12.8(1)(d) **AMN3** The comprehensive school improvement plan (CSIP) does

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				not contain actions that address the improvement of curricular and instructional practices for obtainment or long range and annual improvement goals in science. 281—IAC 12.8(1)(d)
281—IAC 12.5(18)	93, 94, 96 **Early Interven-tion** *Application for state funding* Early intervention program: early intervention goals	[Each school district receiving Iowa early intervention program funds] shall incorporate into its comprehensive school improvement plan goals . . . for kindergarten through grade 3 students to achieve a higher level of success in the basic skills, especially reading.	*Note: This requirement applies only to public school districts receiving Iowa Early Intervention Program funds.* • Early intervention goals may be the same as fourth grade reading or mathematics or the school district may have reading and mathematics goals specific to K-3. These are locally determined. • The district's Adequate Yearly Progress (AYP) goals for NCLB may be used as its early intervention goals.	*For public school districts receiving Iowa Early Intervention Program funds:* **EIG1** The comprehensive school improvement plan (CSIP) does not contain early intervention goals. 281—IAC 12.5(18)
281—IAC 12.5(18)	136 **Early Interven-tion** *Application for state funding* Iowa Early Intervention Program:	Each school district shall incorporate into its comprehensive school improvement plan goals . . . for kindergarten through grade 3 students to achieve a higher level of success in the basic skills, especially reading.	*Note: These requirements apply only to public school districts accessing Iowa Early Intervention Program funds.* • Specific activities for K-3 students are locally determined. • Early Intervention Program activities may be the same activities that are included as part of the district career development plan.	*For public school districts accessing Iowa Early Intervention Program funds:* **IEI1** The comprehensive school improvement plan (CSIP) contains no evidence that activities exist for K-3 students to achieve a higher level of success in the basic skills. 281—IAC 12.5(18)

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	activities for K-3 students			
281—IAC 12.8(1)(f) and Iowa Code subsection 256D.1(b)	135 **Early Interven-tion** *Application for state funding* Diagnostic reading assessments	*Chapter 12* A school district shall, at a minimum, biannually inform parents of their individual child's performance on the results of diagnostic assessments in kindergarten, first grade, second, grade, and third grade *Iowa Early Intervention Block Grant Program* …shall identify diagnostic assessment tools that can be used to assist teachers in measuring reading accuracy and fluency skills, including but not limited to phonemic awareness, oral reading ability, and comprehension skills, to improve student achievement in kindergarten through grade 3.	*Note: These requirements apply only to public school districts accessing Iowa Early Intervention Program funds.* • Diagnostic assessments need to be administered at every grade K, 1, 2, and 3. • Every student in every grade K-3 must be assessed at least twice a year so that parents can be notified at least two times each year of their individual child's reading progress and interventions planned to improve performance. • Districts do not have to assess all three areas (phonemic awareness, fluency, and comprehension) at each grade level; however, all three areas must be assessed at some time in the K-3 grade span. • Districts must determine the grade level at which to assess skills most appropriately.	*For public school districts accessing Iowa Early Intervention Program funds.* **DWAP3** The comprehensive school improvement plan (CSIP) does not contain diagnostic assessments at each of the grades K, 1, 2, and 3. 281—IAC 12.8(1)(f) **DWAP4** The comprehensive school improvement plan (CSIP) does not contain diagnostic assessments that cover phonemic awareness, fluency, and comprehension at some time in the K-3 grade span. Iowa Code subsection 256D.1(b)

Collaborative Relationships

Citation	Element # Key Idea Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance	
281—IAC 12.8(1)(a)(1)(2)	116 **Student Learning** Major educational needs	*Chapter 12* The school or school district shall involve the local community in decision-making processes as appropriate. The school or school district shall seek input from the local community about, but not limited to, the following elements at least once every five years: …major educational needs….	• How the school or school district defines "local community" is a local decision. • How the school or school district seeks input from the community is a local decision. • A school or school district is not limited to conducting a needs assessment only once every five years. Continuous needs assessment implies a variety of techniques over time. • What titles/labels the school or school district uses to identify major educational needs are locally determined.	**LC3** **LC4**	The comprehensive school improvement plan (CSIP) does not contain evidence that the school or school district seeks input from the local community at least once every five years about major educational needs. 281—IAC 12.8(1)(a)(1) The comprehensive school improvement plan (CSIP) does not contain major educational needs. 281—IAC 12.8(1)(a)(1)(2)
281—IAC 12.8(1)(a)(1)(3)	117 **Student Learning** Student learning goals	The school or school district shall involve the local community in decision-making processes as appropriate. The school or school district shall seek input from the local community about, but not limited to, the following elements at least once every five years: student learning goals	• "Student learning goals" means general statements of expectations for all graduates. • The type and number of student learning goals is locally determined. • Student learning goals may reflect the state indicators pursuant to 12.8(3)(a). *Note to public school districts only: Local student learning goals may reflect NCLB requirements of student proficiency in the areas of reading and mathematics by 2013-2014.*	**LC5** **LC6**	The comprehensive school improvement plan (CSIP) does not contain evidence that the school or school district seeks input from the local community at least once every five years about student learning goals. 281—IAC 12.8(1)(a)(1)(2) The comprehensive school improvement plan (CSIP) does not contain student learning goals. 281—IAC 12.8(1)(a)(1)(2)

Learning Environment

Citation	Element # Key Idea Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance
281—IAC 12.5(8)	127 **Learning Supports** MCGF goals	Each school or school district shall incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan. Incorporation shall including the following: a) Multicultural approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program. b) Gender fair approaches to the educational program. These shall be defined as approaches which foster	• Whether or not the school or school district has separate MCGF goals in its CSIP or incorporates MCGF goals into student learning goals, local indicators, long-range goals, content standards, and/or annual improvement goals is locally determined. • Local MCGF goals may address any of the following: inclusion of contributions and perspectives of diverse racial/ethnic groups, including men and women and persons with disabilities; awareness of and respect for diversity; living skills related to diversity; and/or achievement goals for student subgroups. • The method by which MCGF is incorporated into the total educational program is a local decision.	**MCGF3** The comprehensive school improvement plan (CSIP) does not contain goals that support the incorporation of MCGF into the educational program. 281—IAC 12.5(8)

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		knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes.		
Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(2) and E-Rate	139 **Technology** *Application for federal funding* Federal technology program: Technology Goals E-Rate: Technology Goals	*Enhancing Education Through Technology* …specific goals for using advanced technology to improve student academic achievement, aligned with challenging State [local] academic content and student academic achievement standards [local content standards and benchmarks]. *E-Rate* The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.	*Note: This requirement applies only to school districts applying for federal technology funds (either individually or as part of a consortium) under Title II, Part D and E-rate..* • Technology goals in the comprehensive school improvement plan (CSIP) must be aligned with student learning goals, standards, and/or annual improvement goals. • Local technology goals may emphasize the integration of technology, which can be comprised of the following: literacy skills, communication skills, technology skills, learning for the 21st century, and technology literacy. • Local technology goals may emphasize the integration of technology, which can comprise information, communication, technology skills, and technology literacy.	*For public school districts accessing Title II, Part D funds and E-rate:* **FTP1** The comprehensive school improvement plan (CSIP) does not contain specific goals for using advanced technology to improve student academic achievement, aligned with local content standards and benchmarks. Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(2) and E-Rate

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Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(4)(A) and 2414(b)(7)	139 **Technology** *Application for federal funding* Federal technology program: technology integration into curricula and instruction	A description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State [local] academic content and student academic achievement standards [local content standards and benchmarks];… A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration	*Note: These requirements apply only to public school districts accessing federal Technology program funds.* • To what degree and by what methods technology is integrated into curricula and instruction is locally determined. • Technology integration activities may be the same activities that are included as part of the district career development plan.	*For public school districts accessing Title II, Part D funds:* **FTP2** The comprehensive school improvement plan (CSIP) does not contain evidence that technology to enhance student achievement is integrated into the curricula and instruction. Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(4)(A) and 2414(b)(7)
Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(11)	139 **Technology** *Application for federal funding* Evaluation of technology usage	*Title II, Part D Enhancing Education Through Technology Section 2414(b)(11)* A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State [local] academic content and student	*Note: This requirement applies only to public school districts accessing Title II, Part D Enhancing Education Through Technology funds.* • The process and accountability measures that the district uses to evaluate the effectiveness of the educational technology plan are locally determined.	*For public school districts accessing Title II, Part D funds:* **FTP6** The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates the effectiveness of its educational technology plan. Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(11)

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		academic achievement standards [local content standards and benchmarks].		

Professional Development

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281—IAC 12.7(1), District Career Develop-ment Plan Iowa Code section 284.6 and 281—IAC 83.6(2)(a)	162, 159, 163 **Teacher/ Staff** Professional Development: Alignment with district goals	*Note: This applies to public school districts and accredited nonpublic schools.* *281—IAC 12.7(1)* …staff development activities shall align with district goals… *Note: This applies only to public school districts.* *District Career Development Plan Iowa Code 284.6 and 281—IAC 83.6(2)(a)* …the plan shall align all career development with the school district's long range student learning goals which are based on student achievement data and analysis.	*Note: This applies to public school districts and accredited nonpublic schools.* • Staff development must be related to priorities as stated in the CSIP. *Note: This applies only to public school districts.* • The district career development plan provides evidence that the content selected for professional development includes strategies/models/programs that target the district's goals. The professional development plan is focused on the instructional priorities established in the goal(s). The plan describes a design for training and learning opportunities that are structured to increase student achievement in the identified goal area. • The district career development plan actions are based on student data and other needs assessment. The plan shows evidence that student data and other needs assessment data informed goal development, the selection of content, and the design of learning opportunities.	*For accredited nonpublic schools:* **PD6** The comprehensive school improvement plan (CSIP) does not contain evidence that any staff development aligns with district goals. 281—IAC 12.7(1)(a), 281—IAC 12.7(2)(a) *For public school districts:* **TQ1** The comprehensive school improvement plan (CSIP) does not contain evidence that professional development activities are aligned with the school district's long-range student learning goals. 281—IAC 12.7(1), District Career Development Plan Iowa Code section 284.6 **TQ2** The comprehensive school improvement plan (CSIP) does not contain evidence that a connection exists among the student data, the goal(s), or the content selected for professional development learning. District Career Development Plan 281—IAC 83.6(2)(a)
District Career Develop-	145, 160, 165	*District Career Development Plan* …instructional improvement components…the improvement in	*Note: This requirement applies only to public school districts.* • The identified content for professional	*For public school districts:* **TQ3** The comprehensive school improvement plan (CSIP) does

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ment Plan Iowa Code section 284.6, Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(4)(B) and Title III Language Instruction for Limited English Proficient and Immigrant Students NCLB Section 3115(c)(2) and 281—IAC 83.6(2)(a)(1)	**Teacher/ Staff** Professional Development: Improved Instruction	instructional practice and the effect on student learning…career development practices that produce evidence of the link between teacher training and the improved student learning… Documentation that professional development is focused on instruction, curriculum, and assessment. *Title II, Part D* …provide on-going, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center… *Title III* …to provide high quality professional development delivered to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community based organizational personnel, that is—(A) designed to improve the instruction and assessment of limited English proficient children; (B)designed to enhance the	development provides is focused on instruction. Professional development learning opportunities address what is taught, how it is taught, and how student performance is measured. Content is intended to increase teachers' knowledge and skills for the purpose of increasing student achievement. • In addition to professional development aimed at increasing student achievement, the comprehensive school improvement plan might include other types of training to address support system issues as determined by needs assessment (e.g., curriculum, assessment, climate, leadership, or policy). • If a school district is making application for Title II, Part D funds, the comprehensive school improvement plan (CSIP) must contain professional development for technology. • If a school district is making application for Title III funds, the comprehensive school improvement plan (CSIP) must contain professional development for meeting the needs of LEP students. • The specific content for professional development, either focused on instruction or context and process, is locally determined.	not contain evidence that professional development activities are focused on instructional strategies that specifically target student achievement. District Career Development Plan Iowa Code section 284.6 **TQ4** The comprehensive school improvement plan (CSIP) does not contain evidence that professional development activities are focused on curriculum and assessment strategies that specifically target student achievement. 281—IAC 83.6(2)(a)(1) *For public school districts accessing Title II, Part D:* **FTP3** The comprehensive school improvement plan (CSIP) does not contain evidence that the district provides on-going, sustained professional development to further the effective use of technology in the classroom or library media center. Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(4)(B) *For public school districts accessing Title III funds:* **LEP1** The comprehensive school

Citation	Element # Key Idea Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance	
		ability of such teachers to understand and use curricula, assessment measures, and instructional strategies for limited English proficient children.			improvement plan (CSIP) does not contain evidence that the district provides professional development designed to improve curriculum, instruction, and assessment for limited English proficient children. Title III Language Instruction for Limited English Proficient and Immigrant Students NCLB Section 3115(c)(2)
281 – IAC 12.7(1), District Career Develop-ment Plan Iowa Code section 284.6(1)(b) Mentoring and Induction Program 281—IAC 83.3(2)(h)(2) and Title III Language Instruction for Limited and English Proficient and Immigrant	161 **Teacher/ Staff** Professional Development: Research-based	*Chapter 12* …and shall emphasize the research-based practices to achieve increased student achievement, learning, and performance as stated in the comprehensive school improvement plan. *District Career Development Plan* Research-based instructional strategies aligned with the school district's student achievement needs and the long-range improvement goals established by the district. *Title III* …to provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational	*Note: For public school districts and accredited nonpublic schools.* • While the CSIP must contain evidence of research-based staff development practices, the choice with regard to specific strategies is locally determined. *Note: For public school districts only:* • Scientifically-based research means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	**PD5**	The comprehensive school improvement plan (CSIP) does not contain evidence of any research-based staff development practices. 281—IAC 12.7(1) and District Career Development Plan Iowa Code section 284.6(1)(b), Mentoring and Induction Program 281—IAC 83.3(2)(h)(2), and/or Title III Language Instruction for Limited English Proficient and Immigrant Students NCLB Section 3115(c)(2)(C)

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Students NCLB Section 3115(c)(2)(C)		programs), principals, administrators, and other school or community based organizational personnel that is—(C) designed based on scientifically base research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers… *Mentoring and Induction Program* Activities that provide access and opportunities for interaction between mentor and beginning teacher that at a minimum provide:…(2) providing research-based instructional strategies.		
District Career Develop-ment Plan Iowa Code subsection 284.6(1)(a) Mentoring and Induction 281—IAC 83.3(2)(h)(1), 281—IAC	166 **Teacher/ Staff** Professional Development: Iowa Teaching Standards	*District Career Development Plan* Support that…career development needs…[are] aligned with the Iowa Teaching Standards. *Mentoring and Induction Program* Activities that provide access and opportunities for interaction between mentor and beginning teacher that at a minimum provide: (1) Developing and enhancing competencies for the	*Note: This requirement applies only to public school districts.* • Professional development opportunities for all teachers should align with the Iowa Teaching Standards <u>and criteria</u>. • Any descriptors that further define the criteria for the Iowa Teaching Standards are locally determined.	*For public school districts only:* **TQ5** The comprehensive school improvement plan (CSIP) contains no evidence that professional development learning opportunities are aligned with the Iowa Teaching Standards. District Career Development Plan Iowa Code subsection 284.6(1)(a) and Mentoring and Induction 281—IAC 83.3(2)(h)(1)

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83.6(2)(a)(1)		Iowa teaching standards…		
District Career Develop-ment Plan Iowa Code subsection 284.6(3)	170 **Teacher/ Staff** Professional Development: Providers	The plan shall indicate the school district's approved career [professional] development provider or providers.	*Note: This requirement applies only to public school districts.* • A provider can be a school district, an area education agency, a higher education institution, other public or private entities including professional organizations that provide long-term, ongoing support of the district's career development plan, or a consortium of any of the foregoing. • Area education agencies, local education agencies, and Iowa institutions of higher education are already accredited or approved through state accreditation procedures and personnel representing these agencies are considered approved to serve as professional development providers • Other public and private entities and professional associations that provide long-term ongoing technical assistance to the local district must follow procedures for becoming approved. • One-time guest speakers and/or persons who provide short-term informational sessions are not considered career development providers.	**TQ6** The comprehensive school improvement plan (CSIP) does not contain evidence of the approved professional development provider or providers. District Career Development Plan Iowa Code subsection 284.6(3)
District Career Develop-ment Plan	160, 163, 164, 169 **Teacher/**	*District Career Development Plan* Instructional improvement components including student achievement data, analysis,	*Note: This requirement applies only to public school districts.* • The methods by which the school district implements the professional	*For public school districts only:* **TQ7** The comprehensive school improvement plan (CSIP) does not contain evidence that

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Iowa Code subsection 284.6(1)(c), Mentoring and Induction Program 281—IAC 83.3(2)(c)(1), 281—IAC 83.6(2)(a)(4)	**Staff** *Application for state funding Mentoring and Induction program* Professional Development: Theory, Demonstra-tion, Practice, Reflection, Collaboration	theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching [collaboration]. *Mentoring and Induction Program* The components of a district's…beginning teacher mentoring and induction program shall include,…(1) Be consistent with effective staff development practices and adult professional needs to include skills needed for classroom teaching, demonstration, and coaching.	development components is locally determined. • Regardless of the professional development content, the professional development components apply to all K-12 teachers responsible for instruction, including program content for the mentoring and induction program.	professional development includes all of the following components: student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching [collaboration]. District Career Development Plan Iowa Code subsection 284.6(1)(c) and Mentoring and Induction Program 281—IAC 83.3(2)(c)(1) **TQ8** The comprehensive school improvement plan (CSIP) does not contain evidence that professional development includes all K-12 teachers responsible for instruction. District Career Development Plan Iowa Code subsection 284.6(1)(c)
Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(4)(B) and E-Rate	160 **Technology** *Application for federal funding* Professional Develop-ment:	*Title II, Part D* A description of how the applicant will—(B) provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of	*Note: This requirement applies only to public school districts accessing Title II, Part D funds.* • The degree to which technology is used in teachers' professional development and classroom instruction is locally determined. *Note: This requirement applies only to public school districts accessing Title II, Part D and E-Rate funds.* • The method by which technology is	*For public school districts accessing Title II, Part D and E-Rate funds:* **FTP4** The comprehensive school (CSIP) does not contain evidence of professional development for the effective use of technology for all of the following: teachers, principals, administrators, and school media library personnel. Title II, Part D Enhancing Education Through Technology Section

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	Effective Use of Technology	the entities that will be partners with the local educational agency involved in the providing the ongoing, sustained professional development. *E-Rate* The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services.	incorporated and integrated into the professional development for teachers, principals, administrators, and school library media personnel is a local decision.	2414(b)(4)(B) and E-Rate *For public school districts accessing Title II, Part D funds:* **FTP5** The comprehensive school (CSIP) does not contain evidence of ongoing, sustained professional development for the effective use of technology. Title II, Part D Enhancing Education Through Technology NCLB Section 414(b)(4)(B)

Monitoring and Accountability

Citation	Element # Key Idea Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance
281—IAC 12.8(1)(b)(2) and 281—IAC 12.7(1)(a)(1),	113, 114, 115 **Implemen-tation** Long-range data analysis	Chapter 12 The long-range needs assessment process shall include provisions for . . .analyzing. . . information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following: 1) state indicators and other locally determined indicators, 2) locally established student learning goals, and 3) specific data collection required by federal and state programs.	The process for collection and analysis of long-range needs assessment data is locally determined. • The comprehensive school improvement plan (CSIP) must contain long range data collection and analyses for each of the following state indicators: 1. Reading 2. Mathematics 3. Science 4. Dropouts 5. High school seniors intending to pursue post-secondary education 6. High school students/indicators of post-secondary success 7. High school graduates completing core program • "Analysis" means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction. • "Additional factors" are locally determined - indicators that impact student achievement in addition to state indicators for Iowa listed in 12.8(3)(a).	**LRDA1** The comprehensive school improvement plan (CSIP) does not contain long range data collection and analysis over time. 281—IAC 12.8(1)(b)(2) **LRDA2** The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment for state indicators. 281—IAC 12.8(1)(b)(2) **LRDA3** The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally determined indicators. 281—IAC 12.8(1)(b)(2)(1) **LRDA4** The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally established student learning goals. 281—IAC 12.8(1)(b)(2)(2)
Perkins PL 105-332, Title I, Part C, Sec. 134(b)(10)	150 **CTE** *Application for federal funding*	…each local plan shall—(10) describe how comprehensive professional development (including initial teacher preparation) for career and technical, academic, guidance, and administrative personnel will	*Note: This requirement applies only to public school districts.* • How a school district provides comprehensive professional development is locally determined. • The content of comprehensive professional development is locally	*For public school districts accessing Perkins funds:* **PERK1** The comprehensive school improvement plan (CSIP) does not contain evidence that the comprehensive professional development program for

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	Professional Develop-ment: Career and Technical Education	be provided.	determined. • The comprehensive professional development activities should focus on improving the career and technical education program.		career and technical education is provided for the following personnel: 1) career and technical teacher, 2) academic teachers, 3) guidance staff, and 4) administration. Perkins PL 105-332,
281—IAC 12.8(1)(f)	126 **Assess-ment** Assessment of all students	Each school or school district shall include in its comprehensive school improvement plan provisions for district-wide assessment of student progress for all students.	• District-wide means all attendance centers within a school district or accredited nonpublic school. • District-wide assessment means large-scale achievement or performance measures. • All districts must use the Iowa Assessments or be prepared to demonstrate that any other tests are valid and reliable and aligned to the core content standards and benchmarks corresponding to the Iowa Assessments. • All students with an Individualized Education Plan (IEP) must be assessed in reading and mathematics. The majority of students with an IEP are able to participate with or without accommodations. The IEP team determines this participation. • All students must participate in district-wide assessments unless a student's IEP designates an alternate assessment. • The district-wide assessment plan must assess student progress on all content standards in reading, mathematics, and science. • All Limited English Proficient (ELL)	**DWAP1**	The comprehensive school improvement plan (CSIP) does not contain evidence that all students are included in district-wide assessments used to measure goal progress with reading and mathematics. 281—IAC 12.8(1)(f)

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			students must be included in the district's content assessments in reading and mathematics for Adequate Yearly Progress (AYP) pursuant to NCLB Section 1111(b)(2)(C)(v)(2)(dd). • School districts are providing evidence for the technical adequacy of district-wide assessments through the Iowa Technical Adequacy Project (ITAP).	
281—IAC 12.8(1)(f)(1)	34 **Assess-ment** Multiple measures in reading	A school or school district shall use additional assessments to measure progress on locally determined content standards in reading.	• Multiple assessment measures, for reporting to the local community or state, means more than one valid and reliable instrument that quantifies district-wide student learning, including specific grade level data. • The multiple measure/s can be given at any grade level. This is a local decision. • At a minimum, a school district or accredited nonpublic school must have at least one additional assessment in reading.	**DWAP6** The CSIP does not demonstrate that at least one multiple measure is used district-wide to assess student progress in reading. 281—IAC 12.8(1)(f)(1)
281—IAC 12.8(1)(f)(1)	37 **Assess-ment** Multiple measures in mathematics	A school or school district shall use additional assessments to measure progress on locally determined content standards in mathematics.	• Multiple assessment measures, for reporting to the local community or state, means more than one valid and reliable instrument that quantifies district-wide student learning, including specific grade level data. • The multiple measure/s can be given at any grade level. This is a local decision. • At a minimum, a school district or accredited nonpublic school must have at least one additional assessment in	**DWAP7** The CSIP does not demonstrate that at least one multiple measure is used district-wide to assess student progress in mathematics. 281—IAC 12.8(1)(f)(1)

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			mathematics.	
281—IAC 12.8(1)(f)(1)	40 **Assess-ment** Multiple measures in science	A school or school district shall use additional assessments to measure progress on locally determined content standards in science.	• Multiple assessment measures, for reporting to the local community or state, means more than one valid and reliable instrument that quantifies district-wide student learning, including specific grade level data. • The multiple measure/s can be given at any grade level. This is a local decision. • At a minimum, a school district or accredited nonpublic school must have at least one additional assessment in science.	**DWAP8** The comprehensive school improvement plan (CSIP) does not demonstrate that at least one multiple measure is used district-wide to assess student progress in science. 281—IAC 12.8(1)(f)(1)
Title III Language Instruction for Limited English Proficient and Immigrant Students Section 3116(b)(3)(C)	146 **Learning Supports** *Application for federal funding* English proficiency of limited English proficient children	…annually measuring the English proficiency of limited English proficient children, so that such children served by the programs carried out under this part develop proficiency in English while meeting State [local] academic content and student academic achievement standards [content standards and benchmarks in reading and mathematics] as required by Section 1111(b)(1)	*Note: This requirement applies only to public school districts accessing Title III funds.* • The district must assess all ELL students in grades K-12 in English language proficiency. • English language learners (ELL) who receive full or transitional services must be assessed for English language proficiency. • A student who has exited an ELL program is not required to be tested for English language proficiency.	*For public school districts accessing Title III funds:* **LEP2** The comprehensive school improvement plan (CSIP) does not contain evidence that the district using Title III funds annually assesses the English proficiency of limited English proficient students. Title III Language Instruction for Limited English Proficient and Immigrant Students Section 3116(b)(3)(C)
281—IAC 12.8(1)(e)	112 **Implemen-tation**	A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established.	• "Strategies" to collect means the techniques, routines, and/or manner in which data and information are collected with regard to CSIP goals. The development of these strategies	**ECSIP1** The comprehensive school improvement plan (CSIP) does not contain evidence that strategies exist to collect data and information to determine if

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	Evaluation of the comprehen-sive school improve-ment plan		might identify how district-wide and building data are managed by individuals and collectively. • Strategies to collect data and information are locally determined.	the plan has accomplished the goals for which it was established. 281—IAC 12.8(1)(e)
281—IAC 12.5(12)	137 **Learning Supports** Evaluation of gifted and talented program	Each school district shall include in its CSIP the provision to review and evaluate its gifted and talented program.	*Note: This requirement applies only to public school districts.* • The content and frequency of the school district's evaluation of its gifted and talented programming is locally determined.	*For public school districts only:* **GT2** The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its gifted and talented program. 281 – IAC12.5(12)
281—IAC 12.5(13)	119 **Learning Supports** Evaluation of at-risk program	Each school district shall include in its CSIP the plan to review and evaluate the effectiveness of provisions for at-risk students.	*Note: This requirement applies only to public school districts.* • The content, frequency, and method of the school district's evaluation of its at-risk programming is locally determined.	*For public school districts only:* **AR4** The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its at-risk program. 281—IAC 12.5(13)
Beginning Teacher Mentoring and Induction 281—IAC 83.3(3)(e)(1)and (2) and (3)	155 **Teacher/ Staff** *Application for state funding* Evaluation of mentoring and induction	An evaluation process for the program, which shall include—(1) an evaluation of the district program goals, (2) an evaluation process that provides for the minor and major program revisions, and (3) a process for how information about the program will be provided to interested stakeholders.	*Note: This requirement applies only to public school districts.* • The process and content for the evaluation of the district mentoring and induction programs goals are locally determined. • The evaluation process that provides for minor and major program revisions is locally determined. • The process for how information about the program will be provided to interested stakeholders is locally determined.	For public school districts only: **TQ9** The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its Beginning Teacher Induction and Mentoring program. Beginning Teacher Mentoring and Induction 281—IAC 83.3(3)(e)(1)and (2)

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	program			
District Career Develop-ment Plan Iowa Code subsection 284.6(1)(d) 281—IAC 83.6(2)(a)(5)	156, 157, 158 **Teacher/ Staff** Evaluation of professional develop-ment: Improve-ment in instructional practice	*Iowa Code subsection 284.6(1)(d)* An evaluation component that documents the improvement in instructional practices and the effect on student learning. *281—IAC 83.6(2)(a)(5)* …a program evaluation designed for formative and summative evaluation…	*Note: This requirement applies only to public school districts.* • The kind and frequency of teacher data about the implementation of instructional strategies collected to determine the effect of professional development on improved instructional practices are locally determined. • The kind and frequency of student achievement data collected to determine the effect of professional development on student learning are locally determined.	*For public school districts only:* **TQ10** The comprehensive school improvement plan (CSIP) does not contain evidence that the school district evaluates the effectiveness of its district career development plan by analyzing teacher data about the implementation of instructional strategies. District Career Development Plan Iowa Code subsection 284.6(1)(d) **TQ11** The comprehensive school improvement plan (CSIP) does not contain evidence that the school district evaluates the effectiveness of its district career development plan by analyzing student achievement data. District Career Development Plan Iowa Code subsection 284.6(1)(d) **TQ12** The comprehensive school improvement plan (CSIP) does not contain evidence that the school district evaluates the effectiveness of its district career development plan by analyzing formative and summative data. 281—IAC

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				83.6(2)(a)(5)
Title I, Part A Parental Involve-ment NCLB Section 1116(a)(1)(B)	152 **Learning Supports** *Application for federal funding* Evaluation of Title I program	*Title I, Part A Parental Involvement* …conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.	*Note: This requirement applies only to public school districts accessing Title I, Part A funds.* • The content and process of the annual review of parental involvement for Title I program are locally determined. • The district determines progress through the adequate yearly progress goals (AYP).	*For public school districts accessing Title I, Part A funds:* **TITL1** The comprehensive school improvement plan (CSIP) does not contain evidence that the district using Title I funds conducts an annual review of the effectiveness of parental involvement in Title I programs. Title I Parental Involvement NCLB Section 1116(a)(1)(B)
Title II, Part A Teacher and Principal Training and Recruiting Fund NCLB Section 2112(b)(2)	154 **Teacher/ Staff** *Application for federal funding* Evaluation of the	A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement…	*Note: This requirement applies only to public school districts accessing Title II, Part A Teacher and Principal Training and Recruiting funds.* • Title II, Part A funds may be expended in the following categories: ➢ Recruiting and retaining highly qualified teachers and principals ➢ Professional development programs ➢ Initiatives to retain highly qualified	*This requirement applies only to public school districts accessing Title II, Part A funds.* **TPTR1** The comprehensive school improvement plan (CSIP) does not contain evidence that the activities funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement. Title

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	training and recruiting program		teachers and principals • The district may address evaluation of this program through its district career development plan.	II, Part A Teacher and Principal Training and Recruiting Fund NCLB Section 2112(b)(2)
Title III Language Instruction for Limited English Proficient and Immigrant Students NCLB Section 3116(b)(6)	147 **Learning Supports** *Application for federal funding* Evaluation of the program for limited English proficient children	Describe how language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the program develop English proficiency.	*Note: This requirement applies only to public school districts accessing Title III funds.* • The content and process of the annual review of its Title III Language Instruction for Limited English Proficient and Immigrant Students program are locally determined.	*For public school districts accessing Title III funds:* **LEP3** The comprehensive school improvement plan (CSIP) does not include evidence of how the district will ensure that its English language instruction educational program assists LEP students to develop English proficiency. Title III Language Instruction for Limited English Proficient and Immigrant Students NCLB Section 3116(b)(6)
Perkins PL 105-332, Part C, Sec. 134(b)(6)	149 **CTE** *Application for federal funding* Evaluation of vocational and technical education programs	Describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient.	*Note: This requirement applies only to public school districts accessing Perkins funds.* • The process and content of the evaluation of career and technical programs are locally determined.	*For public school districts accessing Perkins funds:* **PERK2** The comprehensive school improvement plan (CSIP) does not contain evidence about how the district independently evaluates and continuously improves the performance of all of its career and technical education programs. Perkins PL 105-332, Title I, Part C, Sec. 134(b)(6)
281—IAC	126, 128,	The board of each school district	*Note: These requirements apply only to*	*Note: This requirement applies only to*

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12.5(9)	129 **Learning Supports** Special Education	shall provide special education programs and services for its resident children which comply with rules of the state board of education implementing Iowa Code chapters 256, 256B, 273, and 280. Each agency, in conjunction with other agencies, the department, or both, shall implement activities designed to evaluate and improve special education. These activities shall document the individual performance resulting from the provision of special education.	*public school districts.* • Special education compliance monitoring is coordinated between the Department of Education and Area Education Agencies. • Special education rules appear in 281—IAC chapter 41, which is in compliance with the federal IDEA (20 USC section 1400—ff) • Administrative rules for special education can be accessed at the following web site address: http://www.educateiowa.gov/index.php?option=com_content&task=view&id=624&Itemid=592	*public school districts.* **SE1** The CSIP does not describe activities designed to improve special education. 281—IAC 41.12(3) **SE2** The CSIP does not describe how the district will monitor IEP results. 281—IAC 41.12(3) **SE3** The CSIP does not describe how the district will monitor district-wide assessment results for students with IEPs. 281—IAC 41.12(3)