

C-Plan Data Elements 2013-14 (Public Buildings)

<b>ID</b>	<b>Data Element</b>	<b>Characteristic</b>	<b>Key Idea</b>	<b>Due Date</b>	<b>Plan Name</b>
93	Is the district accepting Early Intervention funding to be spent on K-3 reading and math?	Vision, Mission, Goals	Early Intervention	15-Sep	APR, CSIP
94	What are the district's goals related to K-3 reading or mathematics?	Vision, Mission, Goals	Early Intervention	15-Sep	CSIP
95	Please report on the progress of those goals for (apr_data_year).	Vision, Mission, Goals	Early Intervention	15-Sep	APR
1342	Is the district accepting Early Intervention funding to be spent on class size reduction?	Vision, Mission, Goals	Early Intervention	15-Sep	APR, CSIP
96	What are the district's class size goals for each grade K through 3?	Vision, Mission, Goals	Early Intervention	15-Sep	CSIP
97	Report how class size reduction funds were used to meet these goals for (apr_data_year).	Vision, Mission, Goals	Early Intervention	15-Sep	APR
136	What activities are in place for K-3 students to achieve a higher level of success in the basic skills?	Vision, Mission, Goals	Early Intervention	15-Sep	CSIP
135	What diagnostic assessment tools does your district use in each of grades K, 1, 2, 3 to assist teachers in measuring reading accuracy and fluency skills, including but not limited to phonemic awareness, oral reading ability, and comprehension skills?	Vision, Mission, Goals	Early Intervention	15-Sep	CSIP
1355	What activities, resources and timelines are established to ensure the Leadership Team engages educators in collaborative processes and procedures to realize the vision of the Iowa Core through effective implementation?	Vision, Mission, Goals	Implementation	15-Sep	Iowa Core
1	What are the district's measureable, long-range goals to address improvement in reading?	Vision, Mission, Goals	Student Learning	15-Sep	APR, CSIP, Iowa Core

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120	What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in reading?	Vision, Mission, Goals	Student Learning	15-Sep	CSIP
2	Please provide the district's annual reading goals for (apr_data_year).	Vision, Mission, Goals	Student Learning	15-Sep	APR
3	Were the district's annual reading goals met in (apr_data_year)?	Vision, Mission, Goals	Student Learning	15-Sep	APR
4	Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in (apr_data_year).	Vision, Mission, Goals	Student Learning	15-Sep	APR
5	Since the district did not meet its annual reading goals, please provide the plan to meet future goals.	Vision, Mission, Goals	Student Learning	15-Sep	APR
6	Please provide the district's annual reading goals for next school year.	Vision, Mission, Goals	Student Learning	15-Sep	APR
7	What are the district's measureable, long-range goals to address improvement in mathematics?	Vision, Mission, Goals	Student Learning	15-Sep	APR, CSIP, Iowa Core
122	What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in mathematics?	Vision, Mission, Goals	Student Learning	15-Sep	CSIP
8	Please provide the district's annual mathematics goals for (apr_data_year).	Vision, Mission, Goals	Student Learning	15-Sep	APR
9	Were the district's annual mathematics goals met in (apr_data_year)?	Vision, Mission, Goals	Student Learning	15-Sep	APR
11	Since the district did not meet its annual mathematics goals, please provide the plan to meet future goals.	Vision, Mission, Goals	Student Learning	15-Sep	APR

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10	Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in (apr_data_year).	Vision, Mission, Goals	Student Learning	15-Sep	APR
12	Please provide the district's annual mathematics goals for next school year.	Vision, Mission, Goals	Student Learning	15-Sep	APR
13	What are the district's measureable, long-range goals to address improvement in science?	Vision, Mission, Goals	Student Learning	15-Sep	APR, CSIP, Iowa Core
124	What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science?	Vision, Mission, Goals	Student Learning	15-Sep	CSIP
14	Please provide the district's annual science goals for (apr_data_year).	Vision, Mission, Goals	Student Learning	15-Sep	APR
15	Were the district's annual science goals met in (apr_data_year)?	Vision, Mission, Goals	Student Learning	15-Sep	APR
17	Since the district did not meet its annual science goals, please provide the plan to meet future goals.	Vision, Mission, Goals	Student Learning	15-Sep	APR
16	Please provide supporting data to demonstrate the district did or did not meet the annual science goals in (apr_data_year).	Vision, Mission, Goals	Student Learning	15-Sep	APR
18	Please provide the district's annual science goals for next school year.	Vision, Mission, Goals	Student Learning	15-Sep	APR
1371	What are the district's measureable, long-range goals to address improvement in social studies?	Vision, Mission, Goals	Student Learning	15-Sep	Iowa Core
1372	What are the district's measureable, long-range goals to address improvement in 21st century skills?	Vision, Mission, Goals	Student Learning	15-Sep	Iowa Core

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1353	What activities, resources and timelines are established to ensure the Leadership Team engages in discussion with the local school board regarding progress on the Iowa Core?	Leadership	Communication	15-Sep	Iowa Core
1357	What activities, resources, and timelines are established to ensure the Leadership Team understands and manages the change process involved in implementing the Iowa Core?	Leadership	Implementation	15-Sep	Iowa Core
1358	What activities, resources and timelines are established for developing and following a cycle for document/plan review for the purposes of incorporating elements of the Iowa Core and integrating various planning processes?	Leadership	Implementation	15-Sep	Iowa Core
1356	What activities, resources and timelines are established to ensure the development and maintenance of the Leadership Team charged with the implementation of the Iowa Core?	Leadership	Implementation	15-Sep	Iowa Core
1359	What activities, resources and timelines are established to ensure community participation in the implementation of the Iowa Core?	Collaborative Relationships	Implementation	15-Sep	Iowa Core
309	What activities, resources, and timelines are established to ensure Learning Supports are coordinated to support the Iowa Core?	Collaborative Relationships	Learning Supports	15-Sep	Iowa Core
116	Describe the district's major education needs and how the district has sought input from the local community at least once every five years about these needs.	Collaborative Relationships	Student Learning	15-Sep	CSIP

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117	Describe the district's student learning goals (general statements of expectations for all graduates) and how the district has sought input from the local community at least once every five years about these goals.	Collaborative Relationships	Student Learning	15-Sep	CSIP
98	Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in (apr_data_year):	Learning Environment	Learning Supports	15-Sep	APR
127	What are the district's goals that support the incorporation of multicultural and gender fair curriculum into the educational program?	Learning Environment	Learning Supports	15-Sep	CSIP
90	Please describe the district's locally defined indicators.	Learning Environment	Student Learning	15-Sep	APR
91	Explain the progress the district has made on these indicators.	Learning Environment	Student Learning	15-Sep	APR
1340	Does your district offer any online courses?	Learning Environment	Technology	15-Sep	CSIP
1341	Please provide a description of your online curriculum.	Learning Environment	Technology	15-Sep	CSIP
1354	What activities, resources, and timelines are established to ensure educators form and maintain collaborative teams?	Curriculum and Instruction	Communication	15-Sep	Iowa Core
1346	By law, local standards are to be identical to the Iowa Core Standards in literacy. What steps is the district/school taking to ensure that the standards are being implemented in literacy?	Curriculum and Instruction	Content and Standards	15-Sep	CSIP

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1347	By law, local standards are to be identical to the Iowa Core Standards in mathematics. What steps is the district/school taking to ensure that the standards are being implemented in mathematics?	Curriculum and Instruction	Content and Standards	15-Sep	CSIP
1348	By law, local standards are to be identical to the Iowa Core Standards in science. What steps is the district/school taking to ensure that the standards are being implemented in science?	Curriculum and Instruction	Content and Standards	15-Sep	CSIP
1349	By law, local standards are to be identical to the Iowa Core Standards in social studies. What steps is the district/school taking to ensure that the standards are being implemented in social studies?	Curriculum and Instruction	Content and Standards	15-Sep	CSIP
1350	By law, local standards are to be identical to the Iowa Core Standards in 21st century skills. What steps is the district/school taking to ensure that the standards are being implemented in 21st century skills?	Curriculum and Instruction	Content and Standards	15-Sep	CSIP
1360	What activities, resources, and timelines are established to ensure educators select the processes and tools that will be used locally in the LEA to monitor and improve the alignment of the local curriculum to the intended curriculum of the Iowa Core?	Curriculum and Instruction	Implementation	15-Sep	Iowa Core
1361	What activities, resources, and timelines are established to ensure educators learn to use the selected processes and tools selected to monitor and improve the alignment of the local curriculum to the intended curriculum of the Iowa Core?	Curriculum and Instruction	Implementation	15-Sep	Iowa Core

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1362	What activities, resources, and timelines are established to ensure educators implement the processes and tools selected to monitor and improve the alignment of the local curriculum to the intended curriculum of the Iowa Core?	Curriculum and Instruction	Implementation	15-Sep	Iowa Core
1363	What activities, resources, and timelines are established to ensure educators use alignment data to help make decisions regarding the alignment of the enacted to the intended curriculum?	Curriculum and Instruction	Implementation	15-Sep	Iowa Core
1364	What activities, resources and timelines are established to insure educators study and implement, with fidelity, instructional practices that support improved student achievement?	Curriculum and Instruction	Implementation	15-Sep	Iowa Core
339	What activities, resources, and timelines are established to ensure educators engage in dialogue about instructional practices supporting improved student achievement?	Curriculum and Instruction	Student Learning	15-Sep	Iowa Core
159	How does the district ensure that professional development activities are aligned with its long-range student learning goals?	Professional Development	Teacher/Staff	15-Sep	CSIP
161	What research-based staff development practices does the district have in place?	Professional Development	Teacher/Staff	15-Sep	CSIP

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165	Describe the district's (CSIP and DINA)/building's (SINA) plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement. When a district is selected answer at the district level, when a building is selected answer at the building level.	Professional Development	Teacher/Staff	15-Sep	CSIP, SINA/DINA
166	How do the district's professional development learning opportunities align with the Iowa Teaching Standards?	Professional Development	Teacher/Staff	15-Sep	CSIP
163	Describe how the district uses data analysis (goals, student achievement data, and other data) to guide professional development, including professional development supporting the implementation of the Iowa Core. Include specific activities, resources, and timelines.	Professional Development	Teacher/Staff	15-Sep	CSIP, Iowa Core
167	Describe how professional development, including professional development supportive of the implementation of the Iowa Core, contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.	Professional Development	Teacher/Staff	15-Sep	CSIP, Iowa Core
169	How does the district ensure that professional development includes all K-12 teachers responsible for instruction?	Professional Development	Teacher/Staff	15-Sep	CSIP

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170	Who are the district's approved professional development providers?	Professional Development	Teacher/Staff	15-Sep	CSIP
160	Describe the district's sustained professional development related to the integration and effective use of technology for teachers, principals, administrators, and school media library personnel.	Professional Development	Technology	15-Sep	CSIP
19	Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for (apr_data_year)?	Monitoring and Accountability	Assessment	15-Sep	APR
21	Use the link below to add information about the alternative assessment used to measure annual improvement goals in reading, mathematics, and science.	Monitoring and Accountability	Assessment	15-Sep	APR
34	Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in (apr_data_year).	Monitoring and Accountability	Assessment	15-Sep	APR, CSIP
36	Please explain how the students do on this/these reading assessment(s).	Monitoring and Accountability	Assessment	15-Sep	APR
37	Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in (apr_data_year).	Monitoring and Accountability	Assessment	15-Sep	APR, CSIP
39	Please explain how the students do on this/these math assessment(s).	Monitoring and Accountability	Assessment	15-Sep	APR

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40	Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in (apr_data_year).	Monitoring and Accountability	Assessment	15-Sep	APR, CSIP
42	Please explain how the students do on this/these science assessment(s).	Monitoring and Accountability	Assessment	15-Sep	APR
43	Which assessment does the district use as a measure for post-secondary success?	Monitoring and Accountability	Assessment	15-Sep	APR
44	What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.	Monitoring and Accountability	Assessment	15-Sep	APR
45	Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:	Monitoring and Accountability	Assessment	15-Sep	APR
46	Total number of 9-12 grade students in the district who took the test:	Monitoring and Accountability	Assessment	15-Sep	APR
47	Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:	Monitoring and Accountability	Assessment	15-Sep	APR
126	Describe how the district administers district-wide assessments and analyzes results of these assessments for all students (IEP, ELL, FRL, etc.) in reading and mathematics.	Monitoring and Accountability	Assessment	15-Sep	CSIP
148	Is the district accepting Perkins funds in (data_year)?	Monitoring and Accountability	Career and Technical Education	15-Sep	CSIP
149	How does the district independently evaluate and continuously improve the performance of all of its career and technical education programs?	Monitoring and Accountability	Career and Technical Education	15-Sep	CSIP

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150	Describe the comprehensive professional development that is provided for career and technical teachers, academic teachers, guidance staff, and administrative personnel to improve the career and technical education program.	Monitoring and Accountability	Career and Technical Education	15-Sep	CSIP
110	All information required for this APR has been or will be reported to the local community.	Monitoring and Accountability	Communication	15-Sep	APR
111	Date the required APR content was or will be reported to the community.	Monitoring and Accountability	Communication	15-Sep	APR
112	Describe how the district collects and analyzes data over time to determine the accomplishment of the district's goals.	Monitoring and Accountability	Implementation	15-Sep	CSIP
113	Describe the district's long-range needs assessment analysis for all state indicators (reading, math, science, dropouts, seniors intending to pursue post-secondary education, indicators of post-secondary success, graduates completing core program). Analysis means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction.	Monitoring and Accountability	Implementation	15-Sep	CSIP
114	Describe the district's long-range needs assessment analysis for locally determined indicators.	Monitoring and Accountability	Implementation	15-Sep	CSIP
115	Describe the district's long-range needs assessment analysis for locally established student learning goals.	Monitoring and Accountability	Implementation	15-Sep	CSIP

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54	Total number of 7-12 grade students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
55	Total number of 7-12 grade students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
56	Percent of 7-12 grade students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
57	Total number of 7-12 grade female students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
58	Total number of 7-12 grade female students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
59	Percent of 7-12 grade female students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
60	Total number of 7-12 grade male students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
61	Total number of 7-12 grade male students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
62	Percent of 7-12 grade male students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
63	Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
64	Total number of 7-12 grade White (not of Hispanic origin) students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
65	Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR

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66	Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
67	Total number of 7-12 grade Black (not of Hispanic origin) students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
68	Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
69	Total number of 7-12 grade Hispanic students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
70	Total number of 7-12 grade Hispanic students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
71	Percent of 7-12 grade Hispanic students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
72	Total number of 7-12 grade Asian students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
73	Total number of 7-12 grade Asian students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
74	Percent of 7-12 grade Asian students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
75	Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
76	Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR

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77	Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
78	Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
79	Total number of 7-12 grade American Indian or Alaskan Native students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
80	Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
81	Total number of 7-12 grade Multi-racial students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
82	Total number of 7-12 grade Multi-racial students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
83	Percent of 7-12 grade Multi-racial students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
84	Total number of 7-12 grade students with an IEP in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
85	Total number of 7-12 grade students with an IEP in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
86	Percent of 7-12 grade students with an IEP in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
87	Total number of 7-12 grade English language learner students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR

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88	Total number of 7-12 grade English language learner students in the district in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
89	Percent of 7-12 grade English language learner students in the district who are dropouts in (do_data_year):	Monitoring and Accountability	Learning Supports	15-Sep	APR
128	How does the district monitor goal attainment for individualized education programs (IEPs)?	Monitoring and Accountability	Learning Supports	15-Sep	CSIP
129	What evidence-based activities does the district have in place designed to improve individual student performance resulting from the provision of special education?	Monitoring and Accountability	Learning Supports	15-Sep	CSIP
130	How does the district evaluate its at-risk program?	Monitoring and Accountability	Learning Supports	15-Sep	CSIP
1351	How does the district evaluate its dropout prevention programs for returning and potential dropouts?	Monitoring and Accountability	Learning Supports	15-Sep	CSIP
137	How does the district evaluate its gifted and talented program?	Monitoring and Accountability	Learning Supports	15-Sep	CSIP
144	Will the district receive services under Title III in (current_school_year), either as a direct subgrantee or through an AEA consortium?	Monitoring and Accountability	Learning Supports	15-Sep	CSIP
145	Describe the professional development that is provided to improve curriculum, instruction, and assessment for Limited English Proficient children.	Monitoring and Accountability	Learning Supports	15-Sep	CSIP
146	How does the district annually assess the English proficiency of limited English proficient students?	Monitoring and Accountability	Learning Supports	15-Sep	CSIP

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147	How does the district ensure that its English language instruction educational program assists LEP students to develop English proficiency?	Monitoring and Accountability	Learning Supports	15-Sep	CSIP
267	How will the district determine and regularly monitor caseloads of special education teachers?	Monitoring and Accountability	Learning Supports	15-Sep	DDSDP
268	How will the district organize and provide services to eligible individuals?	Monitoring and Accountability	Learning Supports	15-Sep	DDSDP
269	How will the district's delivery system for eligible individuals meet the targets identified in the State Performance Plan's indicators and the LEA determinations as assigned by the state? What process will the district use to evaluate the effectiveness of the delivery system for eligible individuals?	Monitoring and Accountability	Learning Supports	15-Sep	DDSDP
271	What procedures will a special education teacher in the district use to resolve caseload concerns?	Monitoring and Accountability	Learning Supports	15-Sep	DDSDP
272	What process did the district use to develop the special education delivery system for eligible individuals?	Monitoring and Accountability	Learning Supports	15-Sep	DDSDP
48	Total number of seniors in the district who intend to pursue post-secondary education/training:	Monitoring and Accountability	Student Learning	15-Sep	APR
52	Total number of seniors in the district who have graduated:	Monitoring and Accountability	Student Learning	15-Sep	APR
50	Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:	Monitoring and Accountability	Student Learning	15-Sep	APR

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1352	All districts are required to upload a current (apr_data_year) ELL Plan (Word or pdf file). Districts may also choose to use the new Lau (ELL) Plan template to update a (apr_data_year) ELL plan as an additional upload.	Monitoring and Accountability	Student Learning	15-Sep	CSIP
153	Does the district accept Title II, Part A funds (data_year)?	Monitoring and Accountability	Teacher/Staff	15-Sep	CSIP
154	Describe how the activities funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement.	Monitoring and Accountability	Teacher/Staff	15-Sep	CSIP
155	How does the district evaluate its Beginning Teacher Induction and Mentoring program?	Monitoring and Accountability	Teacher/Staff	15-Sep	CSIP
156	How does the district evaluate the effectiveness of its district career development plan by analyzing teacher data about the implementation of instructional strategies?	Monitoring and Accountability	Teacher/Staff	15-Sep	CSIP
157	How does the district evaluate the effectiveness of its career development plan by analyzing student achievement data?	Monitoring and Accountability	Teacher/Staff	15-Sep	CSIP
158	How does the district evaluate the effectiveness of its career development plan by analyzing formative and summative data?	Monitoring and Accountability	Teacher/Staff	15-Sep	CSIP