

delogo:
(3443
bytes)

Iowa Department of Education

iowa_f
(1508
bytes)

School Year: <input type="text" value="2008-2009"/> <input type="button" value="Go"/>	Form: <input type="text" value="Print Summary All"/> <input type="button" value="Go"/> <input type="button" value="Exit"/>
District: 2113 Name: Essex Comm School District	

Division of PK-12 Education

Print Summary All 2008-2009

District allowed to certify on or after: 9/1/2009

District certification due date: 9/15/2009

Five-Year Site Visit Plan for 2004-2005 -- 2008-2009

Comprehensive School Improvement Plan

I. What do data tell us about our student-learning needs?

A. What data do we collect? Essex Community School District collects and analyzes a plethora of data over time including the following data. **LRDA1**

- Trend line data over 4 years for ITBS/ITED in Reading, Math and Science for grades 3 to 11
 - Dropout Rate 7-12 aggregate and applicable sub groups (AR)
 - Graduates planning to pursue post-secondary education
 - Core curriculum completers
 - Graduates ACT scores along with % expected to succeed in college (20 and above)
 - Trend data from Iowa Youth Survey grades 6,8 11 (**SDF1, SDF3, SDF4**)
 - Career and Technical (CTE) student data including completers and proficiencies in reading, math and occupational
 - ASVAB grade 11 or 12 as requested by student
 - PSAT grade 10
 - Curriculum based measurements (CBM) K-8 for reading and math
 - Basic Reading Inventory grades 2 and 3 – BRI (IEI)
 - Dynamic Indicators of Basic Early Literacy Kindergarten – DIBELS (**IEI1**)K-2
 - Star Reading Tests K-11
 - ICAM alternate math assessment grades 4, 8, 11
 - Stanford Science Assessments Grades 8 & 11
- CogAt tests grades 3,6,& 9

These data are used to establish trend lines, some for 5 years, some for 3 or 4 years because results have not been available as long as the Iowa Tests. Results are reported both in percent proficient using national norms for Iowa and NCLB reports and in Iowa percentile rank for comparison to students in Iowa and nationally. Results are reported to the staff, Iowa DE, Essex Board of Education, School Improvement Advisory Committee (SIAC) and community.

The district also collects and analyzes (**LRDA3**):

- Population data specific to Page County
- Data for all grades K-12 with ITBS/ITED and other measures
- Course offerings, enrollment, participation in Iowa Western CC classes and at classes in

neighboring districts through 28E agreements

- Discipline data such as office referrals and suspensions (**SDF1, SDF2**)
- F & R lunch counts
- Referrals to Teacher Assistance Teams (TAT)

Behavioral data from Iowa Youth Survey, discipline referrals and dropout rates are analyzed to plan interventions and educational programs, such as health curriculum. Data are collected over time to chart trends in student behaviors that may effect student learning and performance.

B. How do we collect and analyze data to determine prioritized student-learning needs?

The District has an advisory committee made of students, teachers, administrators, parents, community members, and an AEA SIPD consultant. As a small district, all school personnel are involved collecting and reviewing data. The principal, counselor and teachers do the initial data collection, and they are responsible for organizing data by grade levels.

The superintendent and principal meet with elementary staff, secondary staff and the entire faculty to review data and analyze results. Group Item Analysis reports help find areas where instruction needs to improve. Year to year growth by class indicates whether each group is improving. Trend line data over several years indicate whether students are performing well enough to meet district short and long term goals. (LTG = All classes grades 3-11 will perform at or above grade level in reading math and science.) (STG = various classes will improve in one area of the ITBS/ITED) Test data from alternative assessments and other available data such as information from Teacher Assistance Teams. (TAT) are included in the process of analyzing progress.

The superintendent is responsible for drawing together all data (Iowa Youth Survey, graduation and post secondary information, test scores and local needs assessments) and for organizing the data into reports. (APR, Newsletter items, radio and news spots) for staff, Board, District Advisory Committee (SIAC) and for filing all state required reports.

Parents and other interested community members are invited to attend a meeting of the District Advisory Committee to learn about student progress. At that time the Annual Progress Report is presented and explained. Recommendations from the committee and from interested patrons are accepted, reviewed and if necessary taken to the Board of Directors for action.

Essex CSD makes decisions about programs and policies based on district data, and recommendations from stakeholders and district patrons are taken into consideration when planning student learning outcomes.

C. What did we learn through this data analysis?

Analysis of student performance on locally determined goals and other data comparing local data to state and national trends indicated the following: (**LRDA1, LRDA2, LRDA3, LRDA4**)

Reading
Strengths

- 4th grade - most are proficient
- New readings series in Elementary in 2004
- Positive gender does not impact scores

Improvements Needed

- 10th grade needs most improvement
- Comprehension in high school declines-- does this correlate with no reading skills taught
- As students age, scores go down
- Data shows we are most in need of improvement compared to other schools

Math

Strengths

- SPED trend for 3rd-11th went up
- The gaps are getting smaller
- 9th-11th looks good in SW Iowa
- Decrease in Jr. High only (low point)
- Compared to other schools, we were 2nd most proficient in 04-06 with 11th graders

Improvements Needed

- General Education trend 9th-11th going down
- The trends are dropping
- 7th-8th Math needs improvement
- Female decline in Math
- Tested in 8th grade – Results were not as expected
- Scores lower than Reading & showing a downward trend. Only 38% of 7th & 8th graders were proficient

Science

Strengths

- IEP is accelerating
- 3rd grade overall more proficient
- IEP's increased in Science
- Decrease in Reg. Ed. Kids
- No gender gap in 9th-11th
- High School IEP gap is closing
- More proficiency in Science than Math & Reading

Improvements Needed

- Big SES gap in 7th-8th & declining
- 2004-06 showed decrease
- Females went from 70% proficiency to 43%
- Dramatic gender gap in 7-8th grade
- SES gap increasing in Elementary
- Females downward proficiency trend
- 7th grade lowest data
- 9th-11th – scores close
- 9th Grade data: First year Physical Science Taught
- Higher data overall – interesting due to Math/Reading skills needed

In 2001 a district wide needs assessment was conducted, including a survey of special education needs. Results were reported to the community at a meeting and through published reports. (LC3)

The five most important areas of responsibility for the school, as determined by parents, community, staff and students were 1) Scientific Reasoning, 2) Communication Skills, 3) Math skills, 4) Use of computers and 5) Knowledge of history.

The five least important areas of responsibility for the school were 1) Appreciation of literature, 2) Working well with others, 3) Maintenance of Health, 4) Knowledge of Minorities, 5) Family Communication.

These results seem at odds with all four groups surveyed indicating Substance Abuse Education was of most importance to students, followed by Working Well with Others, Self-Management Skills, Higher-Order Thinking Skills and Family Communication.

D. From the data analysis, what are our prioritized student needs? After studying the data we decided our small numbers tend to skew data from year to year. Class enrollment varies as much as some trend line data. In classes of 13, one student's score affects the percent proficient to a much greater degree than a student's score in a class of 30. Our student numbers will continue to vary greatly for the foreseeable future. Such variations make comparing class-to-class difficult.

More useful data seems to be available when looking at long-term district goals, and the group was able to draw some conclusions about prioritizing student needs. **(LC4)**

- The long-term goal of every class performing at grade level will be in jeopardy if growth of less than one year continues.
- Reading scores grew less than math and science, so improving reading comprehension is our first priority.
- Growth in math and science were nearly one year per class, but student achievement in these areas must be maintained or improved.
- We need to maintain attendance rates by creating a positive, welcoming and caring community within the school
- We need to maintain our 100% graduation rate.

E. How will we develop goals and actions based upon the prioritized needs? District leaders will work with all stakeholders, including the District Advisory Committee, to recommend goals to the board, using prioritized needs identified from long-range data collection and analysis. Administrators and staff will work together with community members to devise strategies and actions aligned with established district goals.

•••

Comprehensive School Improvement Plan

II. What do/will we do to meet student-learning needs?

A. What long-range goals have been established to support prioritized student needs?

Essex School's Advisory Committee and Leadership team have adopted district goals aligned with student needs. **(LC5)**

District Broad Student Outcomes

Student outcomes are general expectations for all graduates. These are expectations important to the community and school. **(LC6)**

- Realize environmental responsibilities
- Communicate effectively
- Apply problem solving processes
- Have technological skills necessary to operate in the modern world
- Think independently
- Respect self and others and work with others cooperatively
- Develop fundamental skills
- Possess skills and attitudes for mental and physical well-being

District Long-Range Goals

Long-range goals define the desired targets to be reached over several years. The long-range goals serve two purposes: 1) to address state and federal mandates and 2) to meet locally determined students goals.

Goal I: All K-12 students will perform at grade level in reading. (LRG1, MCGF3, AR6, EIG1, FTP1)

The following indicators will measure district progress with Goal 1.

1. The percentage of students who score at or above the 40th percentile on national norms on ITBS and ITED reading comprehension. Data will be disaggregated by appropriate subgroups, including some groups with fewer than 10 students. (gender, socioeconomic)
2. The percentage of students at instruction level on the BRI test in third grade
3. Students K-2 will be measured in phonemic awareness, fluency and comprehension by DIBELS and BRI. Teachers will use fall data to adjust instruction for the rest of the year. Students will be checked again in the spring to measure growth. Phonemic awareness instruction will begin in Kindergarten and continue through second grade as needed. Fluency is an ongoing instructional strategy as is comprehension. Students will take the Iowa Tests of Basic Skills in third grade as the first measure on a standardized test. **IEI1**

Goal II: All K-12 students will perform at grade level in math. (LRG2, AR6, EIG1)

The following indicators will measure district progress toward Goal 2.

1. The percentage of students who score at or above the 40th percentile on national norms on ITBS and ITED math total, disaggregated the same way as in goal 1.
2. The percentage of students who perform at intermediate or high on ICAM tests in grades 4, 8, and 11.

Goal III: All K-12 students will perform at grade level in science. (LRG3, AR6, EIG1)

The following indicators will measure district progress toward goal 3:

1. The percentage of students who score at or above the 40th percentile on national norms on ITBS and ITED science, disaggregated the same way as in goal 1.
2. Percentage of students who perform at Level 2 and Level 3 on SCASS alternative science test.

Goal IV: All students will become proficient in the use of technology by graduation.

The following indicators will measure district progress toward goal 4, **FTP1**:

1. All students will pass minimum competencies in 9th grade keyboarding and core class.
2. All 12th grade students will use advanced technology skills to produce a portfolio suitable for college and job applications before graduation.

Goal V: All students will develop and demonstrate a strong sense of self in order to get along with others and to interact appropriately in society. **SDF9**

The following indicators will measure district progress toward goal 5:

1. Attendance rates as reported on the CAR
2. Graduation rates calculated by the Iowa Department of Education
3. Numbers and percentages of students referred to office, number of after-school detentions, suspensions and expulsions. (**SDF5, SDF6, SDF7**)
4. Percentage of students reporting alcohol, tobacco and other drug use as reported by 6th, 8th and 11th grade students on the Iowa Youth Survey.

B. What process will be used to determine what we will do to meet the long-range goals?

< Because our district is small and enjoys terrific community support, all staff, parents, community members and students are considered stakeholders. As such all have a voice in determining how to reach our long-range goals. Since all stakeholders are directly impacted by what happens at school and want the school to be successful, all stakeholders are involved in developing actions and strategies needed to meet our goals.

The teachers and the SIAC review data and recommend prioritized goals to the board for adoption.

Once actions and strategies are developed, implementation plans will be created for each area of concern. District administrators and staff will be responsible for creating plans to help students reach established goals.

C. What is our current practice to support these long-range goals? 1. Instructional strategies currently used by district.

- Phonemic Awareness instruction
- Think Alouds
- Co-op learning
- Cross age reading pairs
- Basal reading instruction K-6
- Hands on science
- L to J, 7-12
- Daily Oral Language
- Standards based curriculum and instruction
- Small group instruction as needed

2. Instructional programs/services supports currently used by district.

- At-Risk services
- Gifted and talented program K-6 & 7-12
- Special Education services
- Mentoring and Induction

- Alternative High School – Tuition students to Shenandoah
- Teacher Assistance Teams K-6, 7-12
- AEA 13 support services – Staff Development, School Improvement, Special Education, Psychologist, Speech Pathologist, Audiologist, Hearing and Vision Impaired
 - Technology instruction in lab setting 7-12
 - K-6 technology instruction in class rooms
 - Career guidance

Essex delivers the following programs and accesses these program funds as a result of identified student need.

- Title I Reading K-6
- Perkins Vocational Technical Education program 9012
-
- Teacher Quality professional development funds to pay for an additional day of in service

3. System-Wide Management Supports Currently Used by District

- Prioritized resource allocation for personnel and purchases
- Technology – Student data system, financial data management, inventories
- Policy development – IASB Policy Service
- Personnel evaluation system for all staff
- Curriculum development tied to district standards
-
- Nutritional program
- Leadership for CSIP implementation
- Assessment Solutions data system for analysis and reporting of student achievement

D. How is our current practice aligned with or supported by the research base? With guidance from AEA 13 staff at Essex School have searched available research and Essex student data. Some current practices should continue, while more research-based methods of delivery may be needed. Staff are encouraged to look for research that supports their current practices. If no research is found to support what they are currently doing, they will be expected to use research-based programs/delivery methods that do have a strong research base. **(PD5)**

Current practices supported by research: Some of our current practices are grounded in research and student data supports continued use of these practices. They include the following:

Reading:

- Instruction in Phonemic Awareness
- Think Alouds
- Small Group Instruction
- In-class support for students needing help

Math:

- L to J
- Implemented concept based math instruction K-12
- E2T2 professional development for the two teacher who teach middle school math

Science

- L to J
- Inquiry based science

All disciplines:

- What Works in Classroom Instruction--summarizing and
- Comprehension Strategies for Secondary Students

Research based strategies or programs being considered for future implementation include:

Math

- Cooperative Learning at upper levels 7-12

PSEO

- Effect of classes on future success in college

Environment

- Olweus Bullying Prevention Program
- Character Counts K-8

Professional Development

- Professional Learning Communities

F: What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)? Standards and benchmarks are in place in all subject areas. Teachers have evaluated and aligned our benchmarks vertically and with our curriculum. The ILAP process was completed. (PERK1, SPED1, IQ7)

Essex Community School District has been part of a Professional Development consortium for several years. The consortium is named Student Excellence through the Educational Development of Staff, or SEEDS. The consortium is comprised of the schools of the Corner Conference. On any given year, the number of schools in the consortium will vary as individual schools opt in or out of the SEEDS training based on their own needs. Essex has always relied on the program for staff development. Each year's program is developed cooperatively with AEA 13 staff and principals from the participating schools. Most years the content will change, but for the 2007-2008 school year training will be a continuation of previous training for secondary staff.

The consortium contracts with AEA 13 to provide staff and program, with the cost being divided among schools participating. The selection of training for any year is based on learning needs evidenced by student test data. (PD6) Training in L to J for data collection and management supports learning in every subject area and district goals in reading, math and science. (IQ1, IQ2) (FIP2, FIP3, FIP4, FIP5)

Time Management is an area needing further research. What time is best for reading instruction, core academic classes and special classes like art and PE in the elementary? Secondary teachers are currently involved in "Classroom Instruction that Works" by Marzano with the area consortium. Instruction is based on solid research. Teachers meet with AEA provided instructors to learn about instruction, practice with

peers and reflect on classroom instruction after trial. Early childhood teachers are learning specific strategies for their grade level. **(TQ6) (TQ7)**.

All teachers and principal will be engaged in training, including Title I, Special Education, At-Risk, vocational classes and TAG. AEA 13 will provide instructors for the training. All teachers will be given assignments to complete and report out between Professional Development meetings. Teachers will report results at the next SEEDS meeting day. **(PERK1, SPED1, TQ7, TQ8)** Opportunities in addition to SEEDS training will be made available for Title I, SPED, Vocational and TAG teachers through AEA 13 workshops. **(GT5)**

Professional Development opportunities with SEEDS are directly tied to Iowa Teaching Standards. **(TQ7, TQ5)**

- Standard # 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard # 2: Demonstrate competence in content knowledge appropriate to teaching position.
- Standard #3: Demonstrates competence in planning and preparing for instruction.
- Standard # 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard #5: Uses a variety of methods to monitor student learning.
- Standard #7: Engages in professional development

Professional development opportunities will be provided during:

- Four (4) all day training sessions held at a neighboring district. These are days with no school in the home districts involved in SEEDS.
- Four (4) ½ day local in-service days used as follow-up to full day training.
- Building level meetings weekly or bi-weekly supporting implementation
- Peer observations throughout the year to observe implementation in other classrooms.

Actions for CSIP Goal 5

Help students develop and demonstrate a strong sense of self.

- Increase presence of counselor and interventionist in building to deal with students problems
- Increase activity of Teacher Assistance Teams dealing with behavioral issues, especially at the 7-12 level.
- Implement parental access to student attendance and grade data in student information system
- Increase follow-up activity for truancy
- Increase time for school nurse to allow more time counseling students in health issues affecting peer relations.

Create a safe, caring learning environment where all students feel welcome.

- Implement mentoring program for elementary students using high school students as mentors and positive role models.
- Continue character education efforts in elementary and explore Character Counts as a formalized program for positive behaviors. **(AR7)**
- Provide anonymous financial support for lower socioeconomic students participating in activities so no child is left out for lack of personal finances.

G. How will we support implementation of the identified actions? Plans will be made to implement the actions proposed for CSIP goals 1 through 5. The district leadership team will develop plans that will address the following needs.

- Proposed changes or desired outcomes
- Baseline student achievement data
- Actions to affect change
- Reasons changes needed
- Timing and budget
- Persons responsible for training and support
- Expected outcomes
- Oversight responsibility for each component
- Ongoing data collection to monitor impact and/or improvement
- Semi-annual evaluation of outcomes
- Plans to adjust actions if necessary to improve outcomes or possibly abandon current actions and rewrite implementation plan.

The plan will be presented to the Board of Directors by the leadership team for approval, and if needed, financial support.

...

Comprehensive School Improvement Plan

III. How do/will we know that student learning has changed?

A. How will we know student learning has changed over time in relation to our long-range goals? Essex Community School District will use the same plethora of assessment data that measured what students now know to determine if student learning has changed over time. This included district wide standardized tests, district wide alternative assessments, district developed assessments, attendance and graduation rates as reported on BEDS and AYP, discipline referrals, and suspensions. All students at every grade level are included in district wide assessments. **(DWAP1)**

The following assessments will be used to monitor progress toward long-range CSIP goals. Progress will be monitored through analysis of data and disaggregating of data as appropriate with small numbers in classes.

- ITBS/ITED Reading, Math and Science grades 3-11 (includes 4th grade science) for goals 1-3 (DWAP, **DWAP7**)
- BRI test 2&3, DIBELS test K-1 for all students (**DWAP3, DWAP4, DWAP6**)
- ICAM math tests 4, 8 & 11 (DWIP7)
- SCASS Science tests (**DWAP8**)
- District wide core proficiencies 9, and portfolio creation 12 for district goal 4
- Attendance and graduation data from AYP for district goal 5
- Student discipline data from office referrals and suspensions for district goal 5

Student Indicator Data used for Evaluation of Programs and Services.

The same data used to measure progress toward CSIP goals will be used to help inform decisions regarding the effectiveness of the following programs and services.

- Professional development
- Supplemental reading services for eligible students
- Use of technology to improve student achievement
- Early intervention programs
- At Risk program
- TAG program-Students reaching or exceeding individual goals
- Special education program
- Career and Technical Education programs

Additional data gathering and analyzed

Essex Community School District will continue to monitor the following data.

- All data presented in the Annual Progress Report
- All students participating in all district-wide assessments
- Percent of students at frustration level on BRI grades 2 and 3
- Percent of students proficient on ICAM and SCASS tests
- Whole grade performance on ITBS/ITED using both national and Iowa norms
- Career and technical education student data from end of year Perkins report
- Percent of students indicating safe and comfortable learning environment from Iowa Youth Survey

Youth Survey

- Essex has not had any ELL students since Swedish immigrants were assimilated in the second half of the 19th century. No data is collected on these elderly residents.

Future Data Gathering

Essex will continue to:

- Monitor the district's career development plan (SEEDS) so it continues to reflect needs based on student achievement data.
- Collect data from Talented and Gifted program .
- Monitor data for reading achievement.

•••

Comprehensive School Improvement Plan

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

A. What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question 2 (What do/will we do to meet student learning needs?) were implemented? Essex will evaluate district programs and services based on how these programs further progress toward meeting student learning goals. CSIP goals, district long term goals and annual improvement goals will help identify programs and services that are effective in improving student achievement and those that may need upgrading or eliminating. **(ECSIP1)**

State and federal reporting requirements will provide formative data for most programs. Such data will continue to be reported as required to various state and federal agencies. Summative evaluation will occur for each program. **(TQ12)** Progress toward meeting AYP and district short and long-term goals will be evaluated each year and reported on the APR. Effect of programs on student achievement goals will be reported to the Board of Education and the District Advisory Committee by the leadership team. The effect of the various district programs on CSIP goals will be evaluated per the schedule below. (program evaluation)

Annually beginning in 2005

- Professional Development Program – Career Development as part of a consortium **(TQ10, TQ11)**
- Title II, Part A –Teacher/Principal Training Recruitment **(TPTR1)**
- Title I – Parent Involvement and student achievement **(TITL1)**
- Mentoring and Induction Program **(TQ9)**
- Talented and Gifted **(GT2)**
- Perkins Vocational/Career Technical Education **(PERK2, PERK3)**
- At-Risk program **(AR4)**
- Special Education Program and Services **(ESPE1, ESPE2)**
- Safe and Drug Free Schools Program **(SDF10)**
- Evaluate the Enhancing Education Through Technology PD**(FTP6)**

Program/Services: All programs will be evaluated by the district leadership team to determine if results (data) support continued use of programs. Do they support student learning and the Comprehensive School Improvement Plan?

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Question 2 has been implemented to support our CSIP goals? Student achievement data currently collected by Essex should be sufficient to indicate the effectiveness of its educational programs and services. All data will be disaggregated as required by law, although some small classes may not have enough students in any one subgroup to generate reports from Iowa Testing Services. In these instances, the district leadership team will disaggregate the data locally being careful to never present data to the Board or District Advisory Committee that could be personally identified. A variety of standardized tests -- ITBS, ITED, SCISS, ICAM and CogAt will be used to identify TAG students (GT3) Data will assist in evaluation of the following programs.

Professional Development Program and Title II, Part A **(TQ10, TQ11, TQ12, TQ12, TPTR 1)**

- 100% participation in district and consortium career development opportunities
- Percentage of teacher K-12 who use strategies from career development opportunities as measured by implementation logs and observations
- Percentage of teachers using and logging technology associated with new learning

Title I Reading Program (TITL1)

- Parental participation in parent meetings in percent
- Improvement in student scores from beginning of year to end

Mentoring and Induction Program (TQ9)

- Successful completion of Mentoring and Induction program by all beginning teachers
- District mentors fully trained (two years of training)

Talented and Gifted Program (GT2)

- Percentage of students selected for TAG program K-12(GT1)
- Percent of TAG students who meet individual goals
- Improvement in student achievement scores

Perkins Vocational and Career Technical Education (PERK2, PERK3)

- Number of program completers
- Academic Attainment of program completers
- Reading and math proficiency of program completers
- Disaggregated data by gender

At-Risk Program (AR4)

- Dropout rate in percentage
- Attendance rate in percentage

Special Education Program (ESPE1, ESPE2)

- Percentage of IEP students who meet yearly goals
- Number and percentage of students “graduated from services”
- Graduation rate of IEP students
- Meeting State Performance Plan goals

•••

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 local education agency (LEA) informs eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward

	meeting the State student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will fulfill such agency's school improvement responsibilities.
Verified	The LEA/agency will provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. Head Start Act, 42 USC 9831
Verified	The LEA/agency will use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110
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	The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. 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	Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families. 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	A needs assessment has been conducted and is available for review that a) Involved teachers in its development b) Considered the means teachers require to learn content knowledge and teaching skills that will provide students the opportunity to meet challenging academic achievement standards, c) Considered the means principals require to learn the instructional leadership skills that will provide students the opportunity to meet challenging academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Activities have been identified and a description is available for review that - Denotes the involvement of teachers, principals, paraprofessionals, other relevant school personnel and parents collaboration in planning; Aligns professional development activities with curricula and programs that link with academic content standards, academic achievement standards, and assessments the results of which correlate with ITBS/ITED; Demonstrates the selection was based on review of scientifically based research and why the activities are expected to improve student achievement; Explains how a substantial, measurable, and positive impact will be made on student academic achievement and, where applicable, will reduce the achievement gap that separates low-income and minority students from others. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Resources have been targeted on schools that have the lowest proportion of highly qualified teachers; have the largest class size; or, are identified for school improvement under the provisions of Title I, Part A. 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	That, in the expenditures for professional development the requirements of private school children and teacher participation have been adhered to. The specific stipulations in No Child Left Behind include equitable services and benefits that are, in the aggregate, no less than the services and benefits provided through the same funding sources in 2001- 2002; private school official consultation during the design and development of services; written justification by public school officials when private school officials disagree with the professional development design. No Child Left Behind Act of 2001, Pub. L. No. 107-110
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	The LEA has had meaningful and timely consultation in the development of its application with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals). The LEA has consulted on an ongoing basis with the aforementioned individuals and groups to obtain advice on how to coordinate their Title IV, Part A activities with other related strategies, programs, and activities being conducted in the community. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA assures that the activities or programs funded under Safe & Drug Free Schools comply with the principles of effectiveness and foster a safe and drug-free learning environment that supports academic achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA has implemented a weapons-free school policy consistent with Iowa law. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The drug and violence prevention activities supported by Safe and Drug-Free Schools funds convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The application and any waiver request related to Safe and Drug-Free Schools funds will be available for public review. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA or schools to be served with Safe and Drug-Free Schools funds have a plan for keeping schools safe that includes the following: 1) school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students; 2) security procedures at school and on the way to and from school; 3) prevention activities that are designed to create and maintain safe,

	disciplined, and drug-free environments; 4) a crisis management plan for responding to violent or traumatic incidents on school grounds; and a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that – a) allows a teacher to communicate effectively with all students in the class; b) allows the students in the class to learn; c) has consequences that are fair and developmentally appropriate; d) considers the student and the circum
Verified	The district will provide a description of the mechanisms used to provide effective notices to the community of an intention to submit an application for Safe and Drug-Free Schools funds. Title IV Section 4114 NCLB
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	The LEA/agency assures that the services provided in its comprehensive plan for drug and violence prevention will be targeted to schools and students with the greatest need. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency assures that ongoing consultation and input from parents on the development and administration of the drug or violence prevention program or activity was obtained. No Child Left Behind Act of 2001, Pub. L. No. 107-110
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)] [Section 112,0]
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 assure
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 eligib
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.

	<p>* 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.</p> <p>* Plan was available for public comment for 30 days prior to adoption.</p> <p>* Approval by the school board of the plan prior to implementation.</p> <p>IAC 281-41.408(2)“c”</p>
Verified	<p>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:</p> <p>* 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”</p> <p>* 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.</p> <p>* 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.</p> <p>* A description of the process that will be used to e</p>

...

Other Requirements	
Verified	<p>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)</p> <p>Demonstrates competence in reading skills and strategies of reading</p>
Verified	<p>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)</p> <p>#1 Understand and apply concepts of numbers and process of computation #2 Understand and apply properties of patterns, functions and algebra #3 Understand and apply properties of geometry and spatial sense #4 Understand and apply properties of measurement #5 Understand and apply methods of data analysis, probability and statistics. #6 Use a variety of problem-solving strategies</p>
Verified	<p>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)</p> <p>#1 Understands unifying concepts and processes that provide students with ways of thinking about and integrating a range of basic ideas, which help them to understand the natural world. #2 Understands how to combine processes and scientific knowledge with scientific reasoning and critical thinking. #3 Understands physical science facts, concepts, principles, theories and models that are important for all students #4 Understands life science facts, concepts, principles, theories and models that are important for all students. #5 Understands earth and space science facts, concepts, principles, theories and models that are important for all students. #6 Establish connections between the natural and designed worlds and provide students with opportunities to develop decision-making abilities. #7 Understands the importance of the sciences impacting</p>

	personal and social issues. #8 Understands science as a human endeavor and the role it has played in civilization and the development of various cultures.
Verified	<p>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)</p> <p>District partners with the Corner Counties Empowerment Area to provide tuition assistance for pre-school students at Essex Child Care Preschool. The goal is to provide pre-school or Head Start experience to every child in Page or Fremont Counties before students start kindergarten.</p>
Verified	<p>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)</p> <p>District partners with other schools for courses delivered through the ICN.</p>
Verified	<p>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)</p> <p>Two teachers are in the E2T2 program and received projectors, graphing calculator, and smart boards. The District purchased all new computers for the technology lab and installed Office 2007 and Dream Weaver so that Intro to Computers and Web Design could be taught as dual enrollment courses. The Iowa West Grant paid for approximately half of the computers and software, but the District purchased the rest. The district purchased laptop computers for every teacher before the 2008-2009 school year.</p>
Verified	<p>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)</p> <p>District has a new website with on line grading, Pay Schools for on line payments, and SnowCap alert for school cancellation and early dismissals. Conferences, the web site, and school newsletter are used to inform parent of technology students use at school.</p>
Verified	<p>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)</p> <p>The District partners with Iowa Western Community College to develop and teach both courses about technology and course that use technology for instruction and learning.</p>

District Information

Authorized Agency	<p>Essex Comm School District 111 Forbes St Essex, Iowa 51638 AEA: AEA 13 Loess Hills (district filed under aea control code 9213)</p>
--------------------------	---

CSIP Coordinator	Name: Ron Flynn Title: Superintendent Telephone: 712 - 379 - 3117 Extension: 10 FAX: 712 - 379 - 3200 Email: rflynn@heartland.net
Year Site Visit Scheduled	2006
Certified Dates	District: 9/14/2009 2:23:11 PM Readers: Readers not yet certified. State: State not yet certified.

Annual Comprehensive School Improvement Plan (CSIP)
Current Date and Time: 9/16/2009 12:32:36 PM
(REFRESHING WEB PAGE UPDATES DATE AND TIME)