

Comprehensive School Improvement Plan

Print Summary All 2010-2011

District allowed to certify on or after: 9/1/2011

District certification due date: 9/15/2011

Five-Year Site Visit Plan within 2009-2010 -- 2013-2014

(hidden)

CSIP Answers Cannot Be Changed.

The entire certification process has been completed for this district.

CSIP answers have been automatically ported over to a future year to be modified.

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

Comprehensive School Improvement Plan

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

The district collects the following required data: **(LRDA1)**

Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 4, 8, and 11

Trend line data for ITBS/ITED science for grades 8 and 11

Graduation rate

Grade 7-12 dropout percentages (aggregate and by subgroup)

Percentage of graduates planning to pursue postsecondary education

Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science, and social studies)

Career and technical education (CTE) student data (e.g., information for completers in Voc. Ed. Programs and Perkins information)

Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT) and the PLAN Test

Trend line data from the Iowa Youth Survey (grades 6, 8, and 11) **(SDF1, SDF2, SDF3, and SDF4)**

A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff, and students (completed once every five-years) **(LC3)**

Curriculum Based Measurements (CBM) in reading, writing, mathematic data scored three times per year (grades 1-5)

Data from the NWEA science assessment (grades 8, and 11)

Participation rates for required district-wide assessments (grades 3 to 11)

These data have been used to establish biennium trend lines, which are updated

annually and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information from the ITBS and ITED assessments, we also monitor the progress of each peer group over time in the areas of reading comprehension, mathematics, science, and social studies. (LRDA1)

The Cardinal Community School also uses the following LOCALLY DETERMINED INDICATORS:

- * Attendance data for grades 6-12
- * Extra-Curricular participation rates grades 7-12
- * Suspensions (In-school/Out of school) for physical altercations, and threats and
- * Instructional time allocations
- * Referrals to the SAT (Student Assistance Team)
- * Student and Faculty climate survey

Data is collected at the classroom, grade level, building level, and district level. The superintendent convenes a District Professional Development Leadership Team that meets a minimum of ten times per year. The team is comprised of general education and special education teachers from each building, the principals, and other staff members. This group reviews information from Building Advisory Committees (BACs) and collects and analyzes district-level data (e.g., Iowa Youth Survey information, graduation rate, and data from the five-year comprehensive community-wide needs assessment). In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed to help identify future student learning and program needs. The DDT ensures that the action plans designed to meet district goals include specific outcomes for each activity designed to support the proposed actions. Implementation data on these activities is also collected and analyzed by the DDT. These data, along with implementation data from state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services, and progress toward district goals.

Building Advisory Committee

Each building in the district has a BAC that is responsible for the collection and analysis of the data related to its level. Each BAC consists of three or four teachers, a guidance counselor, and the principal and meets on a bi-monthly basis. Members examine ITBS/ITED item analysis information and frequency data (e.g., the number of special education students and low socioeconomic students scoring at or below the 40th percentile), as well as building specific indicator data (e.g., other grade level assessments, discipline data, graduation rate, referrals to Student Assistance Team, and attendance). This information is then shared and discussed with the rest of the building staff during faculty meetings.

District Advisory Committee

The Cardinal District Advisory Committee (DAC) studies and discusses data from the PDLT and BACs then summarizes the findings. The DAC then makes

recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The Cardinal school board makes decisions based on these recommendations.

* Through analysis of district and building data and comparisons with the state's student performance trajectories, the following was learned: (**LRDA1, LRDA2, LRDA3, and LRDA4**)

* The majority of trend lines on the ITBS and ITED assessments show little growth (flat lined) in reading, mathematics, science, and social studies. (grades 3-11)

* Non SES students continue to perform at a higher rate than SES students (3-11).

* Non IEP students continue to perform at a higher rate than IEP students (3-11).

* Bienium trend lines show that both SES and Non SES students show no significant change if 4th grade.

* Across all grade levels IEP students do not attain "Advanced" on the ITBS and ITED tests.

* Trend line data show little to no disparity between males and females on the ITBS and ITED tests.

* The number of high school students completing the core (4 years of English and 3 years each of mathematics, science and social studies) is significantly lower than the number of students graduating.

* The number of Cardinal high school graduates completing the core (4 years of English and 3 years each of mathematics, science and social studies) is significantly lower than the number of Iowa students graduating state-wide completing a core curriculum.

Based on the data reviewed, we developed the following list of prioritized student needs: (**LC4**)

Improve reading, mathematics and science scores for students in grades 3-11.

Improve reading, mathematics and science scores for low SES students in grades 3-11.

Improve reading, mathematics and science scores for students with IEPs in grades 3-11.

Increase number of students completing the core curriculum as defined by ACT before graduating.

Improve the attendance rate in grades 6-12.

Decrease the number of aggressive student behaviors.

Review time allocation in the subject areas of mathematics, reading and science.

The district leadership team and the Cardinal District Advisory Committee will use the prioritized needs to generate and recommend goal statements to the board for adoption. The district and building level leadership teams in collaboration with community stakeholders, as appropriate, will design strategies and actions that align with and support the established goals.

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Comprehensive School Improvement Plan

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

Based upon recommendations of the District Professional Development Leadership Team and the District Advisory Committee, the Cardinal School Board has adopted district goals aligned with student needs. **(LC5)**

District Student Learning Goals

Students graduating from Cardinal Community School District will be able to do the following: **(LC6)**

A Cardinal graduate will be a/an:

- Effective Communicator
- Self Directed Learner
- Creative Problem Solver
- Quality Worker
- Responsible Citizen
- Healthy Individual

District Long-Range Goals

Cardinal's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability. **(AMN1)**

Goal 1: All students will achieve at high levels in reading comprehension, prepared for success beyond high school. **(LRG1, MCGF3, AR6, EIG1)(AR7)**

The following indicators will measure district progress with Goal 1:

1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup. **(IEI1)**

1b. Percentage of students in grades 6-8 who score at the proficient or above level on the NWEA MAP test. **(FTP2) (FTP3)**

Goal 2: All students will achieve at high levels in mathematics, prepared for success beyond high school. **(LRG2, LRG3, AR6, EIG1, AMN2)**

The following indicators will measure district progress with Goal 2:

2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.

2b. Percentage of students in grades 3-5 who score proficient on NWEA MAP Math assessments.

Goal 3: All students will achieve at high levels in science, prepared for success beyond high school. **(LRG3, MCGF3, AR6, EIG1)(LEP1)(TQ3) (TQ4) (FTP4) (FTP5)**

The following indicators will measure district progress with Goal 3:

3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.

3b. Percentage of students in grades 9-11 who achieve at a proficiency level on NWEA MAP Science assessment. **(AMN3) (TQ5) (TQ6)(TQ7) (TQ8)**

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

The following indicators will measure district progress with Goal 4:

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

4b. Students at Cardinal CSD will complete an electronic portfolio prior to graduation. **(TQ2) (PD5)**

Goal 5: All students will feel safe at and connected to school. **(SPED1)**

The following indicators will measure district progress with goal 5:

5a. Attendance rate as measured by the average daily attendance data calculated and reported on the district Student Information System (JMC).

5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.

5c. Percentage of student body in middle and high school that receives any disciplinary action for aggressive student behavior (i.e., fighting, threats, harassment). **(SDF5, SDF6, SDF7)**

5d. Participation rates of students in grades 7-12 taking part in extra-curricular activities.

5e. Review and use the Youth Survey results.

B.

The people impacted by Cardinal's (PERK1)

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Comprehensive School Improvement Plan

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

Cardinal will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptual data (e.g., surveys). The Building Advisory Committee will ensure that data from these assessment measures are collected, analyzed, and shared with the Professional Development Leadership Team and District Advisory Committee as outlined in Question 1B. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. **(DWAP1)**

Monitoring Progress with Long-Range CSIP Goals

As stated previously (see Question #2A), Cardinal will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- * ITBS Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
- * ITBS Mathematics Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
Percentage of students who achieve at the proficient level or above on the Math NWEA MAP assessment **(DWAP7)**
- * ITBS Science Test in grades 3-8 & ITED in 11, including data disaggregated by subgroup.
* Percentage of students who achieve at the proficient level or above on the Science NWEA MAP assessment **(DWAP8)**
- * Students at grade 8 who score at the proficient level or above on a locally developed technology assessment
- * Percentage of seniors who complete electronic portfolio prior to graduation.
- * Attendance rate as measured by the average daily attendance data calculated and reported on the district Student Information System (JMC).
- * Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
- * Data gathered on number of middle and high school students that receives any disciplinary action for aggressive student behavior (i.e., fighting, threats, harassment). **(SDF5, SDF6, SDF7)**

Alignment of Standards and Assessments

* Iowa Technical Adequacy Project (ITAP)

To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum, Cardinal is in the process of completing the Iowa Technical Adequacy Project (ITAP) for ITBS, ITED, BRI, and CBM measures used by the district.

Student Indicator Data Used for Evaluation of Programs and Services

The same student indicator data used to measure progress with CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by Cardinal:

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

Additional Data Gathering and Analysis

To help provide a more complete picture of student learning needs, Cardinal will continue to monitor the following data sources:

- * All data points included in the district's Annual Progress Report (APR).
- * The percentage of students who participate in district-wide assessment
- * The percentage of students in the lowest (at-risk or deficit) category on Monster vocabulary test in grades K-3. (**DWAP3, DWAP4, DWAP6**)
- * Student performance on the NWEA MAP reading assessment at grades 4, 8, and 11 (**DWAP6**)
- * Annual cohort performance from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, science, and social studies.
- * Career and technical education student data from the end-of-year program report (Perkins report)
- * The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey
- * IDEA Proficiency Test (IPT) for English Language Learners and/or Language Assessment Scale (LAS) to measure ELL students' English proficiency (**LEP2**)

Future Data Gathering

Cardinal is aware that it will need to collect additional information to allow for more informed evaluation of programs and services. Currently, the district plans

to add the following measures:

- * Cardinal has made plans to pilot a data team in conjunction with GPAEA staff
- * In the process of developing a walk through form to gather data on use of Gradual Release of Responsibility

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Comprehensive School Improvement Plan

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

A.

Program Evaluation and Data Analysis will Lead to Meeting Cardinal's Goals. Continual evaluation of programs and studying of the data collected from the evaluation will help Cardinal reach established goals based on but not limited to the following components:

- * Identification, evaluation and data analysis of programs that contribute to progress with CSIP goals (program expectations)
- * Identification, evaluation and data analysis of any additional program goals (program expectations)
- * Identification, evaluation and data analysis of variables which affect performance
- * Identification, evaluation and data analysis of the indicators by which program effectiveness will be judged relative to performance
- * Evaluation of procedures used for collecting information about performance
- * Collection of performance data (not just at the end of year)
- * Comparison of the information regarding performance with the expected CSIP/program goals
- * Communication of results of the comparison to appropriate audiences

Indicators or data gathered about program effectiveness will be shared throughout the school year with our patrons by using the Cardinal newsletter which is mailed to all Cardinal addresses on a monthly basis.)

Cardinal will use a combination of formative and summative evaluation processes within the program evaluation process. **(TQ12)** The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs the Cardinal Community Schools incorporates into its CSIP will occur within a five-year rotation. Note: Cardinal will submit, as required, any annual evaluation/reporting data for state and federal programs. **(ECSIP1)**

Cardinal will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward meeting program/in-service expectations will be reported to the District Advisory Committee, the Board of Education, the patrons of our district through the Annual Progress Report and Cardinal Newsletter that is posted online for public access.

B.

CSIP Indicator Data to Measure Program Effectiveness

Cardinal will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, Lead Learning Team, and District Advisory Committee, the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the following programs:

- * Professional Development Program (district career development plan) (**TQ11**)
- * At-Risk Program (**AR4**)
- * Perkins (Vocational/Career and Technical Education Programs) (**PERK2, PERK3**)
- * Mentoring and Induction Program (**TQ9**)
- * Special Education Programs and Services (**ESPE2**)
- * Title I, Part A (Parental Involvement Program) (**TITL1**)
- * Title II, Part A (Teacher and Principal Training and Recruiting Program) (**TPTR1**)
- * Title II, Part D (E2T2) (**FTP6**)
- * Title III (Language Instruction for Limited English Proficient and Immigrant Students Program) (**LEP3**)

Additional Indicator Data to Measure Program Effectiveness

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

Professional Development Program and Title II, Part A (**TQ10, TQ11, TQ12, TPTR1**)

- * Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- * Percentage of students in grades 3-10 proficiency level or above on the NWEA Test in reading

Gifted and Talented Program (**GT2**)

Cardinal is in the process of evaluating their present Gifted and Talented Program. Data is currently being collected on the number of students involved, grade level of students involved in our Gifted & Talented Program, and evaluating the current program to measure the programs effectiveness in meeting the needs of Cardinal students.

- * Participants involved in evaluating Cardinal's current Gifted and Talented program will be administration, Gifted & Talented teacher, students, Lead Learning Team, District Advisory Committee, and school board.

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

- * Percentage of students by special population subgroups in career and technical programs who are proficient in occupational skills
- * Percentage of graduates by special population who were program concentrators who receive a high school diploma or equivalent
- * Percentage of senior program completers by subgroups who participate in career and technical programs who indicate their intention to continue their education, non-military employment, or military employment

Mentoring and Induction Program (**TQ9**)

- * Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
- * Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

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

- * Percentage of all students with Individualized Education Programs (IEPs) who meet their IEP goals

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

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

Title II part D - Enhancing Data through Technology

- * Cardinal will develop an educational technology plan
- * Cardinal will study walk through data to measure the frequency and validity through which technology is being used.

Title III (**LEP3**)

- * Percentage of ELL students who are proficient in English
- * Attendance rate of ELL students as compared to peers

CSIP Indicator Data to Measure Program Effectiveness

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data, disaggregated by program participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, Building Advisory Committee, and District Advisory Committee, the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the following programs:

- * Professional Development Program (district career development plan) **(TQ11)**
- * At-Risk Program **(AR4)**
- * Perkins (Vocational/Career and Technical Education Programs) **(PERK2, PERK3)**
- * Mentoring and Induction Program **(TQ9)**
- * Special Education Programs and Services **(ESPE2)**
- * Title I, Part A (Parental Involvement Program) **(TITL1)**
- * Title II, Part A (Teacher and Principal Training and Recruiting Program) **(TPTR1)**
- * Title II, Part D (E2T2) **(FTP6)**
- * Title III (Language Instruction for Limited English Proficient and Immigrant Students Program) **(LEP3)**
- * Title IV (Safe and Drug Free Schools) **(SDF10)**

Additional Indicator Data to Measure Program Effectiveness

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

Professional Development Program and Title II, Part A **(TQ10, TQ11, TQ12, TPTR1)**

- * Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- * Percentage of teachers actively involved and participating in Iowa Core initiative (joint effort between Cardinal & GPAEA)
- * Percentage of 6-8 students who are independent at grade level on the BRI
- * Percentage of students in grades 3- proficiency level or above on the NWEA Test in reading, {

Gifted and Talented Program **(GT2)**

Cardinal is in the process of evaluating their present Gifted and Talented Program. Data is currently being collected on the number of students involved, grade level of students involved in our Gifted & Talented Program, and evaluating the current program to measure the programs effectiveness in meeting the needs of Cardinal students.

- * Participants involved in evaluating Cardinal's current Gifted and Talented program will be administration, Gifted & Talented teacher, students, Building Advisory Committees, District Advisory Committee, Parent Teacher Student

Association and school board.

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

- * Percentage of students by special population subgroups in career and technical programs who are proficient in occupational skills
- * Percentage of graduates by special population who were program concentrators who receive a high school diploma or equivalent
- * Percentage of senior program completers by subgroups who participate in career and technical programs who indicate their intention to continue their education, non-military employment, or military employment

Mentoring and Induction Program (**TQ9**)

- * Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
- * Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

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

- * Percentage of all students with Individualized Education Programs (IEPs) who meet their IEP goals

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

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

Title II part D - Enhancing Data through Technology

- * Cardinal will develop an educational technology plan
- * A survey of MS/HS classes to measure the frequency in which technology is used

Title III (**LEP3**)

- * Percentage of ELL students who are proficient in English
- * Attendance rate as compared to peers

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Planning Assurances

Verified	The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each
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	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 provide technical assistance and support to school wide programs. 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 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 work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will comply with Title I requirements regarding the qualifications of teachers and paraprofessionals and professional development. 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/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will use the results of the students academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under these parts to determine whether all the schools are making the progress necessary to ensure that all students will meet the locally determined level of achievement on the district academic assessments within 12, years from the end of the 2001-2002 school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. 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 operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. 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 professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for family literacy programs, including such programs that use models developed under Even Start. 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	Each LEA/agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 312,6 and 312,7. 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 provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	Funds generated by a school district under Iowa Code 257.46 shall be utilized exclusively for a school district's gifted and talented program. Iowa Code section 257.46
Verified	Any unused funds of the gifted and talented program at the end of the budget year will be carried over to the subsequent budget year to the gifted and talented program. Iowa Code section 257.46
Verified	The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Verified	The LEA/agency will employ teachers proficient in English, including written and oral communication skills. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110
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 has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, in developing Title III programs and activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency has developed programs and activities for limited English proficient students and immigrant children and youth. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency offers high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will hold elementary and secondary buildings receiving Title III funds accountable for A) meeting annual measurable achievement objectives for limited English proficient students, B) making adequate yearly progress for limited English proficient students, and C) annually measuring the English proficiency of limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Verified	The LEA/agency will promote parental and community participation in programs for limited English proficient students. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will use Title III funds to meet all annual measurable achievement objectives for limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency assures that language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the programs develop English proficiency. 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)] [Section112,0]
Verified	The LEA assures that all stakeholders, including parents, have been consulted with, and were involved in, the planning, design, and review of this application and that those parents listed as members of the Consolidated Planning Committee have actively participated in the application development and review process. [Section 212,2(2)] [Section 3116(c)(5)]
Verified	The LEA assures that services, materials, and equipment provided to private school students will be secular, neutral, and non-ideological in nature. [Section 9501 (2)]

Verified	The LEA assures that materials and equipment provided to public and private schools will be labeled according to the funding entitlement.
Verified	The LEA assures that it will account for the need for equitable access to, and equitable participation by both public and private, in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age (General Education Provisions Act, Section 427).
Verified	The LEA assures that it will disaggregate data by sex, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
Verified	An Area or a local education agency (LEA) that applies for and receives E2T2 funds must provide assurance that its project contains all the content and professional development elements as laid out in the NCLB Title II part D. It must also assure that children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program on an equitable basis. To accomplish this, an AEA or LEA seeking E2T2 monies must engage in a timely and meaningful manner consultation with appropriate private school officials during the design and development of a E2T2 project. The consultation should address how the needs of the private school children would be identified, the services that would be offered, how and where those services would be provided, and service assessment. The consultation should also address the opportunities of private school teachers and other educational personnel to participate in professional development activities. The LEA assures that Private schools will implement activities funded by the No Child Left Behind Act of 2001 in accordance with program regulations. Each local educational agency shall maintain in the agency's records and provide to the state educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this Section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.
Verified	Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the

	program and program evaluation. Mentoring and Induction Beginning Administrators Program HF 2792, 256.7 [Subsection 21] 2007 IAC 284A,.2
Verified	Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6].
Verified	Certification of Compliance with NCLB Religious Expression: The District has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary or secondary schools pursuant to guidance of the Secretary of the United States Department of Education with respect to No Child Left Behind Act of 2001, Pub. L. No. 107-110, [Section 7904]
Verified	The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following: * The provision of specially designed instruction and related activities through: - cooperative efforts of special education teachers and general education teachers in the general education classroom; and/or - on a limited basis by a special education teacher; and/or - consultation with a general education teacher. * The provision of accommodations and modifications to the general education environment and program, including settings and programs for eligible individuals aged 3 through 5 * The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served. IAC 281-41.408(2)a
Verified	The district assures that, by July 1, 2009, and every CSIP revision cycle thereafter, it will have taken the following actions concerning the District Developed Service Delivery Plan: * Approval by the school board of the development of a plan for organizing and providing special education services. * Development of the delivery system by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative will be selected by the AEA Special Education Director.

	<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> <ul style="list-style-type: none"> * A description of how services will be organized and provided to eligible individuals, consistent with the requirements of the Iowa Administrative Rules of Special Education and the provisions described in 41.408(2)a * A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented. * A description of the procedures a special education teacher can use to resolve caseload concerns. The procedures will provide timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures will also identify the person or persons who are responsible for reviewing a concern and making a decision, including any corrective actions. * A description of the process that will be used to evaluate the system's effectiveness. * A description of how the delivery system will meet the targets identified in the state's performance plan. * A description of how the delivery system will address needs identified by the state in any determination made under the Iowa Administrative Rules of Special Education. <p>IAC 281-41.408(2)b</p>

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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>The Cardinal Community School District has adopted READING STANDARDS from "Intergrating Standards in Iowa Classrooms" as developed by Mississippi Bend Area Education Agency to guide content standards. STANDARD 1: Demonstrates competence in the general skills and strategies of the reading process Interval benchmarks have been</p>

	<p>established for: K-2, 3-5, 6-8, 9-12 STANDARD 2: Demonstrates competence in the general skills and strategies for comprehending a variety of literary texts Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 3: Demonstrates competence in the general skills and strategies for comprehending a variety of informational texts Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12</p>
Verified	<p>Content standards for mathematics for all grade levels of students who attend the school/school district. Accountability for Student Achievement 2810 IAC 12.8(1)(c)(2)</p> <p>The Cardinal Community School District has adopted MATHEMATICS STANDARDS from "Intergrating Standards in Iowa Classrooms" as developed by Mississippi Bend Area Education Agency to guide content standards. STANDARD 1- Understands and applies problem solving strategies Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 2- Understands and applies concepts of numbers and operations Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STABDARD 3- Understands and applies concepts of measurement Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 4- Understands and applies properties of geometry Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 5- Understands and applies concepts of data analysis and probability Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 6- Understands and applies concepts of algebra and functions Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 7- Communicates and reasons mathematically Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12</p>
Verified	<p>Content standards for science for all grade levels of students who attend the school/school district. Accountability for Student Achievement 2810 IAC 12.8(1)(c)(2)</p> <p>EARTH/SPACE SCIENCE: STANDARD 1-Understands basic features of the Earth Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 2-Understands basic Earth processes Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 3-Understands essential ideas about the composition and structure of the universe and the Earth's place in it Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 LIFE SCIENCE: STANDARD 1-Knows about the diversity and unity that characterize life Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 2-Understands the genetic basis for the transfer of biological characteristics from one generation to the next Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 3-Knows the general structure and functions of cells in</p>

	<p>organisms Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 4-Understands how species depend on one another and on the environment for survival Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 5-Understands the cycling of matter and flow of energy through the living environment Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 6-Understands the basic concepts of the evolution of the species Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 PHYSICAL SCIENCE: STANDARD 1-Understands basic concepts about structure and properties of matter Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 2-Understands energy types, sources, conversions, and their relationship to heat and temperature Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12 STANDARD 3-Understands motion and the principles that explain it Interval benchmarks have been established for: K-2, 3-5, 6-8, 9-12</p>
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>At-Risk Activities: -Success Center grades 6-12 (2 teachers, operates from 8:00 a.m. to 5:00 p.m. daily). This program is for all students experiencing academic, behavioral, social and emotional challenges. - Student Assistance Teams: Grades PK-5, 6-8, 9-12 -SUCCESS4 PROGRAM: Work with all students on social, behavioral and emotional issues so Cardinal can help them be more ACADEMICALLY SUCCESSFUL. - ADVISOR/ADVISEE classes grades 6-12 so teachers can be linked to individual students more closely to improve student learning.</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>Cardinal Community School District is currently involved with: -Trying to increase curriculum offerings over the ICN by working with 21 other school districts in our Southeast Iowa Super Conference. -Using STAR READER and ACCELERATED READER so students can continually use technology to monitor reading goals and evaluate their grade level of reading. -Use of Northwest Education Association technology to continually assess and collect data on individual student learning. - Cardinal is a 1 to 1 school. Every 6-12 student has a laptop</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>Our current goal at Cardinal Community School district in the area of supporting resources that will be acquired for more effective use of technology include but are not limited to: -One computer in every classroom that is linked to the internet and Cardinal's main frame server so every student is connected to such things as STAR READER, ACCELERATED READER, NWEA Assessment, INTERNET and other educational resources without leaving their classroom. -Every teacher has a laptop. Interactive whiteboards are also being implemented.</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>Cardinal Community School District will be working to create a active link between school and home by making it possible for parents to access their students information that is contained in our JMC student management sytem. This will make some of the following information available to parent on a daily basis: -Attendance (absences from school & tardies) -Discipline Referrals -Academic Reports (current classroom grade, midterm reports, GPA, etc.) Development of a better Cardinal Community School District website so we can keep the patrons of our district better informed ot what is CURRENTLY happening in the district (school calendar changes, late starts/early dismissals because of weather, Annual Progress Reports, student handbooks, etc.) -Teacher can document parent communication on a school-wide database</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>NOT APPLICABLE</p>

District Information	
Authorized Agency	<p>Cardinal Comm School District 4045 Ashland Rd Eldon, Iowa 52554 AEA: AEA 15 Great Prairie (district filed under aea control code 9215)</p>

CSIP Coordinator	Name: Joel Pedersen
	Title: Superintendent
	Telephone: 641 - 652 - 7531 Extension:
	FAX: 641 - 652 - 3143
	Email: joel.pedersen@cardinalcomet.com
Year Site Visit Scheduled	2006
Certified Dates	District: 9/19/2011 4:20:37 PM Readers: 9/30/2011 10:36:07 AM State: 9/30/2011 10:37:09 AM

Annual Comprehensive School Improvement Plan (CSIP)
Current Date and Time: 10/12/2011 5:41:50 PM
(REFRESHING WEB PAGE UPDATES DATE AND TIME)