



April 24, 2007

Randy Braden, Superintendent
Vinton-Shellsburg Community School District
810 W. 9th St.
Vinton, IA 52349

Dear Superintendent Braden:

The visiting team extends appreciation to the administration, staff, students, and community members for their time and cooperation during the comprehensive site visit. The Vinton-Shellsburg Community School District welcomed the team with gracious courtesy and hospitality. It is our hope that this report will provide guidance to enhance student achievement in your school district. As schools and school districts build a continuing conversation with staff and local community about what students are learning, at what levels students are learning, and how *more* students can learn at higher levels, increased student achievement should result.

The site visit was designed to review the educational practices in the district. The purposes of the site visit are described in 281-IAC 12.8(4)(a)(2). They are as follows:

- to assess progress with the Comprehensive School Improvement Plan,
- to provide a general assessment of educational practices,
- to make recommendations to assist the district in improving educational practices, and
- to determine that a school or school district is in compliance with the accreditation standards.

The site visit report is attached to this mailing. The report is based upon interviews conducted and documents reviewed on March 27-29, 2007.

The team members that conducted the review are listed below.

Department of Education Representatives

Debbie Boring School Improvement Consultant

Special Education Monitoring Cadre

Toni Merfeld

Area Education Agency Representatives

Dan Henderson School Improvement Consultant

School Representatives

Eric Huinker Principal, School Improvement Director, Benton CSD
Jo Prusha Middle School Principal, Benton CSD
Sue Russ Teacher, North-Linn CSD

In addition to the strengths and suggested areas of improvement, this report may describe areas of noncompliance. If areas of noncompliance are identified, the district administration must return a completed Noncompliance Plan of Correction, or evidence that corrections have been

completed, to the team leader within 45 business days. Within this plan of correction, please include the actions the school or district intends to take and the time needed to complete those actions (see final pages of this report).

All districts visited must also review their current Comprehensive School Improvement Plan (CSIP) and revise according to district priorities. The directions for revision and submission of the CSIP can be found at <http://www.iowa.gov/educate/content/blogcategory/61/897/> (See the document entitled *CSIP Updates*.) The deadline for recertification is September 15, 2007.

It is our hope you will provide us with feedback on the site visit process. The feedback form is available at the following site <http://tp2.aea11.k12.ia.us/004/leasvsd.tp4>. In an effort to continuously improve the school/school district comprehensive site visit process and content, please click on the link to complete the survey. It will take approximately 10 minutes to complete. Your responses are confidential and shared only in aggregate form to members of the DE School Improvement Team. Your opinions are valued.

The visiting team once again extends gratitude for your courtesy during the visit. The team encourages you to nurture success for all students and continue efforts to increase student achievement at all levels.

Thank you for your time and cooperation.

Sincerely,



Deborah B. Boring, Ph.D.
School Improvement Consultant
Division of PK-12 Education
Iowa Department of Education



Del Hoover
Deputy Division Administrator
Division of PK-12 Education
Iowa Department of Education

cc: Team Members
School Board President
Iowa Department of Education Official File
AEA Office

Comprehensive Site Visit Iowa Department of Education



Vinton-Shellsburg Community School District

Team Findings

March 27-29, 2007

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

The following findings are based upon *interviews conducted* and *documents reviewed* on March 27-29, 2007. *Note:* Suggested Areas of Improvement are considerations only. The intent is that the recommendations in this report provide a variety of options for the district to consider in its pursuit of continuous school improvement.

Constant Conversation #1 What do data tell us about student learning needs?

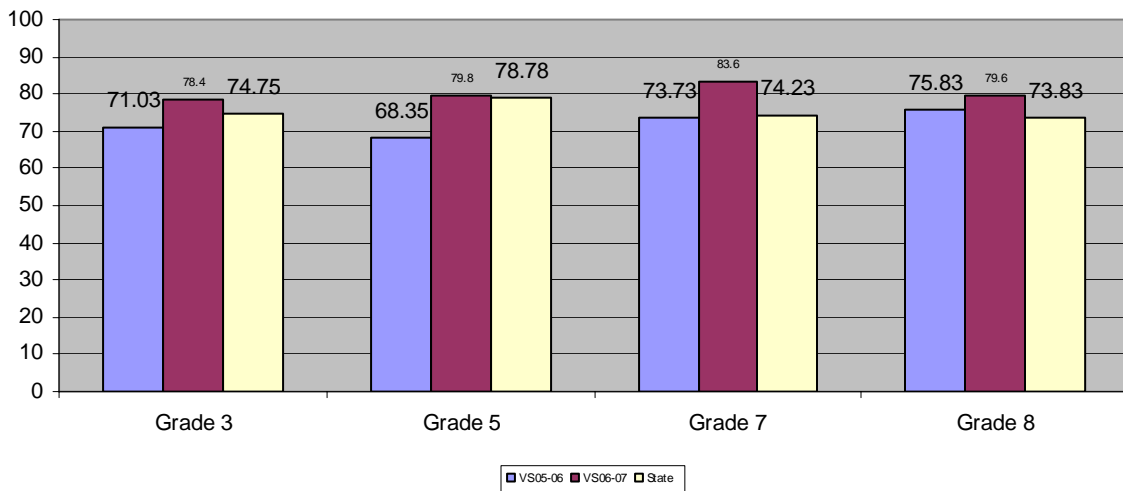
- **Academic and non-academic data collected by the school/school district**
- **Use of academic and non-academic data analysis to determine prioritized needs/goals**
- **Use of academic and non-academic data to determine professional development target(s)**
- **Actions developed based on prioritized academic and non-academic need/goals**

Areas of Strength

1. At several grade levels, the percentage of Vinton-Shellsburg Community School District (VSCSD) students scoring at or above the 41st percentile exceeds the state averages in reading and mathematics on the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED). Tables 1 and 2 display ITBS/ITED data for VSCSD students from 2005-06 and 2006-07, as well as Iowa averages using 2004-06 biennium scores. In several instances, the percentage of students scoring at the 41st percentile or above in reading and mathematics increased dramatically.

Table 1

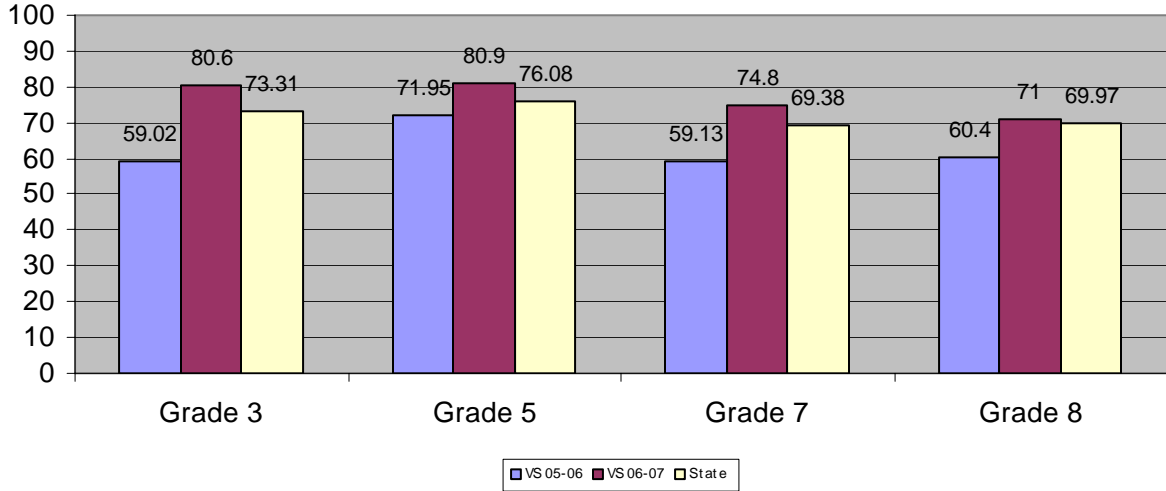
The Percentage of VSCSD Students Scoring at the 41stile or above in Mathematics



Sources: VSCSD Web-based Annual Progress Report (APR) for 2005-06 and Iowa Testing Data for 2006-07

Table 2

The Percentage of VSCSD Students Scoring at the 41st %ile or above in Reading Comprehension

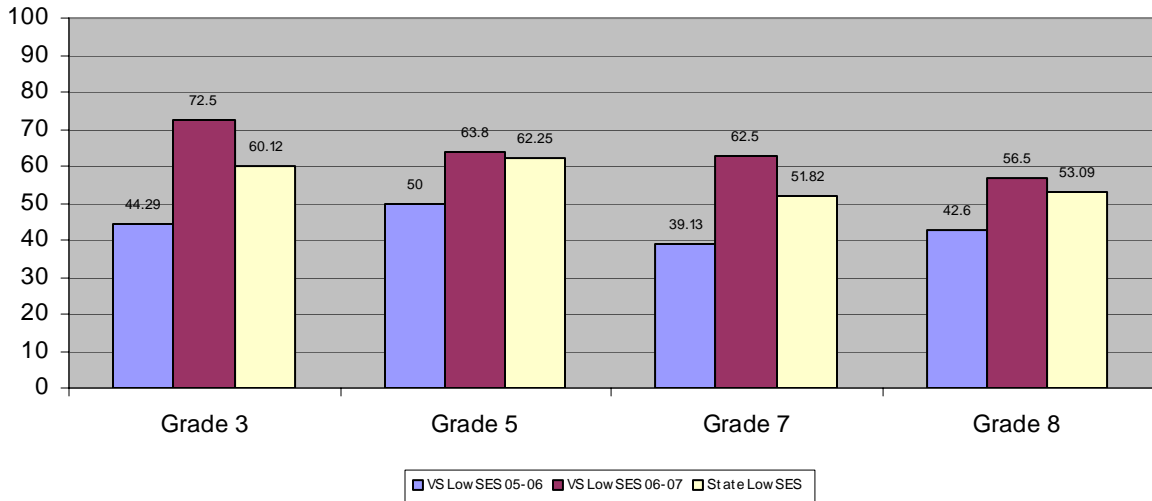


Sources: VSCSD Web-based APR for 2005-06 and Iowa Testing Data for 2006-07

2. The percentage of students whose families qualify for free and/or reduced price meals (Low Socioeconomic Status [Low SES]) increased at several grade levels between the 2005-06 and 2006-07 testing periods in reading comprehension and mathematics on the ITBS/ITED. At grades 3, 5, 7, and 8, the percentage of Low SES students scoring at the 41st percentile or above in reading comprehension is higher than the state averages for Low SES students. Similar increases/comparisons can be made at several grade levels in reading comprehension and mathematics for students with Individualized Education Plans (IEPs) (See Tables 3-6).

Table 3

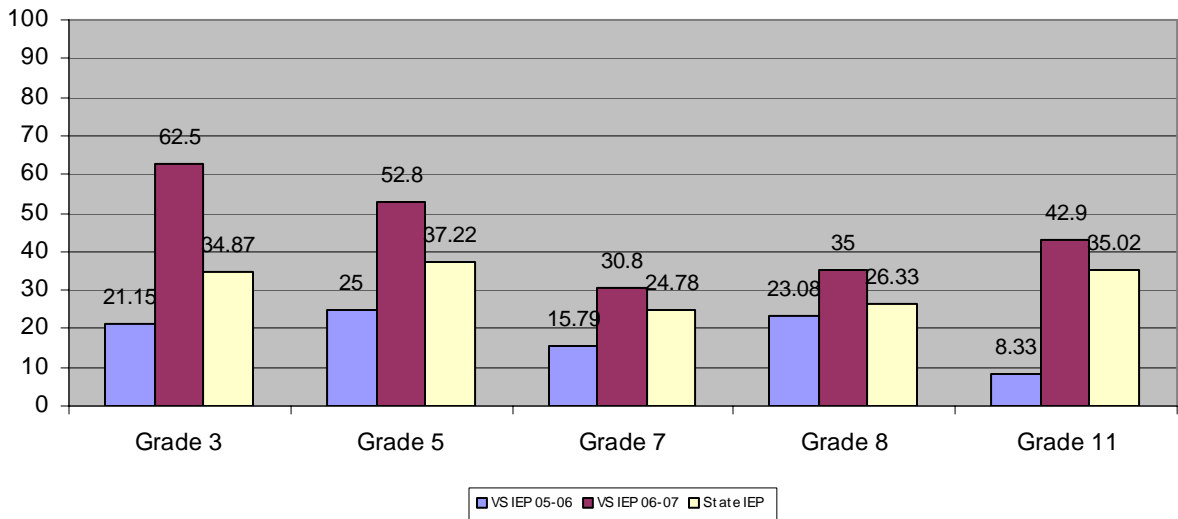
The Percentage of VSCSD Students Scoring at or above the 41st %ile in Reading Comprehension (Low SES)



Sources: VSCSD Web-based APR for 2005-06 and Iowa Testing Data for 2006-07

Table 4

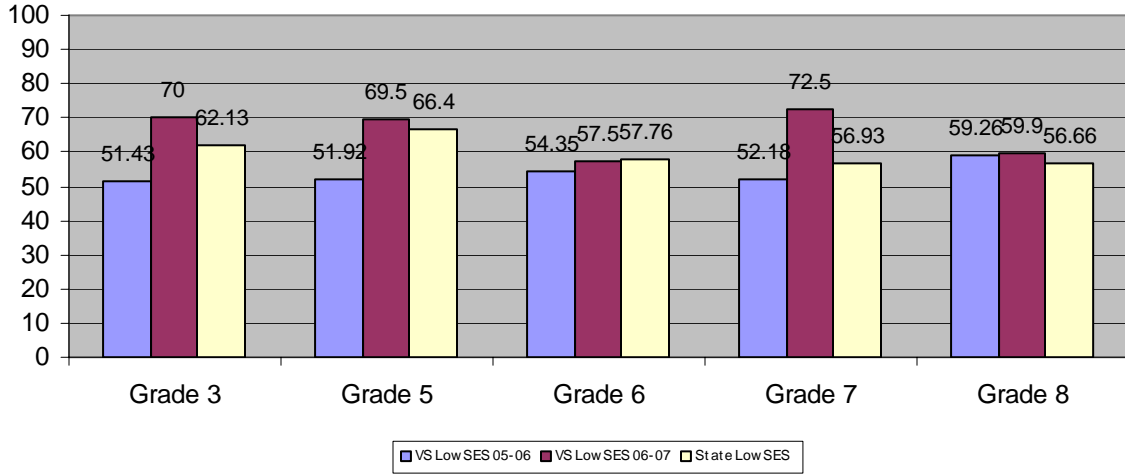
The Percentage of VSCSD Students with IEPs Scoring at or above the 41st %ile in Reading Comprehension



Sources: VSCSD Web-based APR for 2005-06 and Iowa Testing Data for 2006-07

Table 5

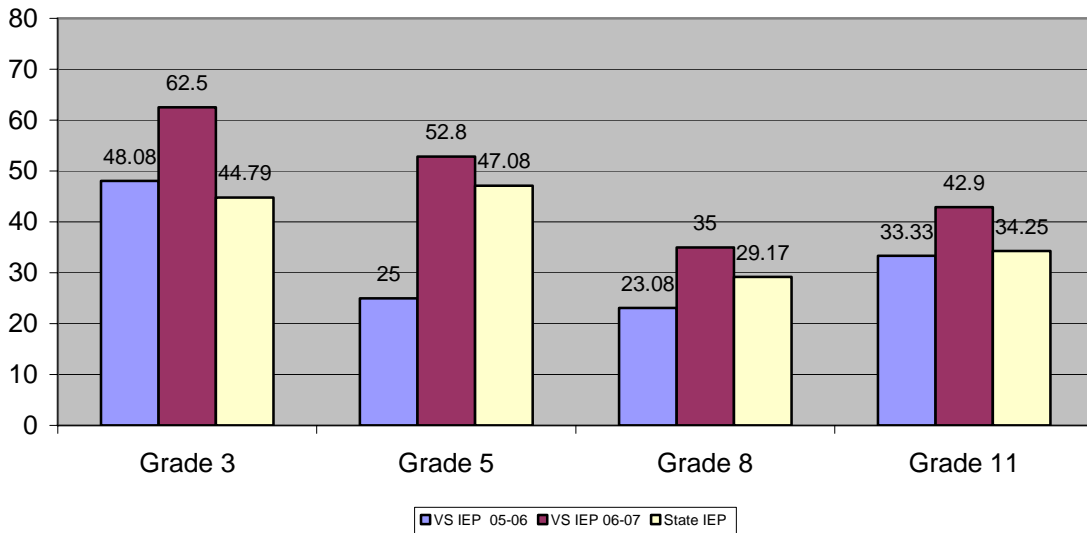
Percentage of VSCSD Low SES Students Scoring at or above the 41st Percentile in Mathematics



Sources: VSCSD Web-based APR for 2005-06 and Iowa Testing Data for 2006-07

Table 6

The Percentage of VSCSD Students with IEPs Scoring at or above the 41st Percentile in Mathematics



Sources: VSCSD Web-based APR for 2005-06 and Iowa Testing Data for 2006-07

3. At several grade levels, the district's RIT (Rasch Unit) scores for the Measures of Academic Performance (MAP) assessments are above the national norm averages in reading, mathematics, and science for the fall of 2006. Additionally, at several grade levels, students scored higher in the mathematics strand *Data Analysis* than their class averages for mathematics (See Tables 7-10).

Table 7

Reading Comprehension MAP RIT Scores Compared to National Norm Averages

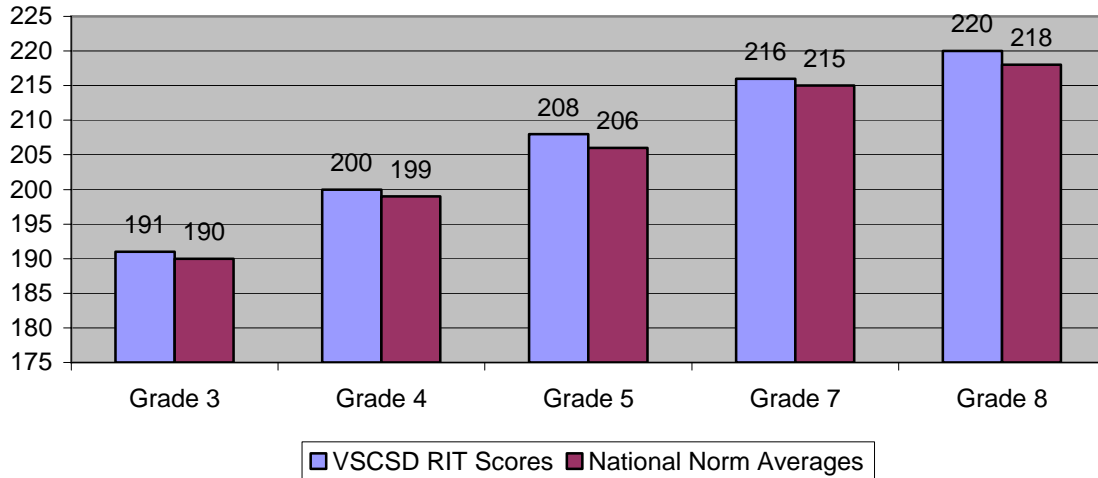


Table 8

Mathematics MAP RIT Scores Compared to National Norm Averages

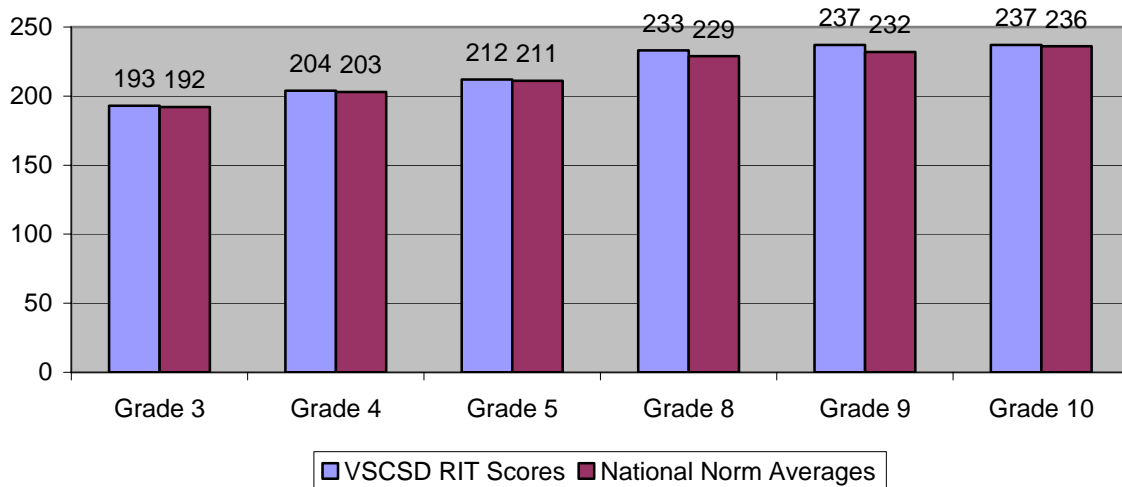


Table 9

Science MAP RIT Scores Compared to National Norm Averages

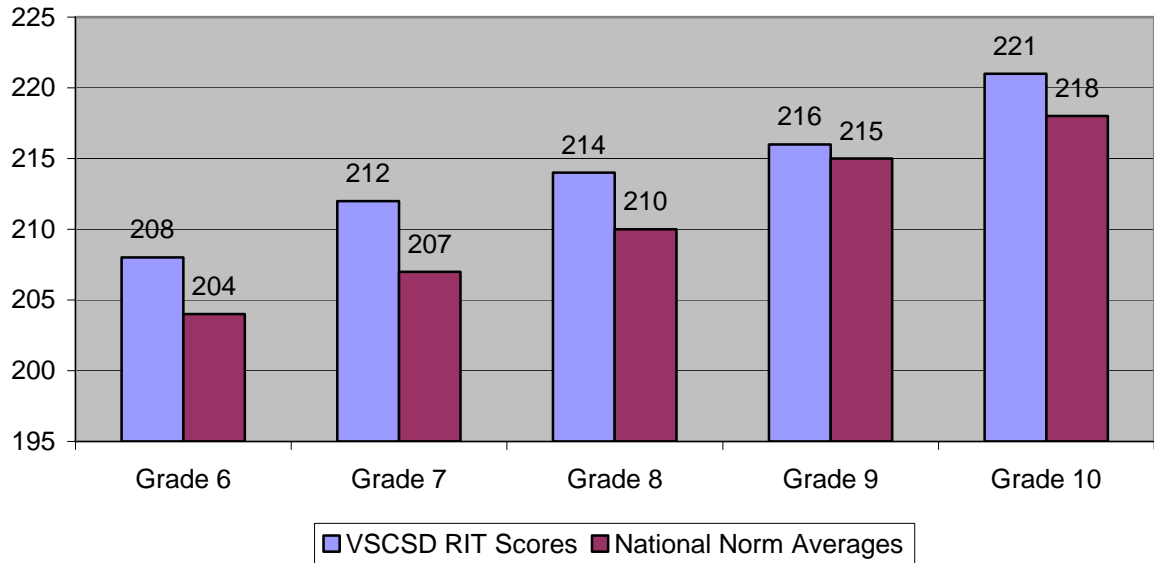
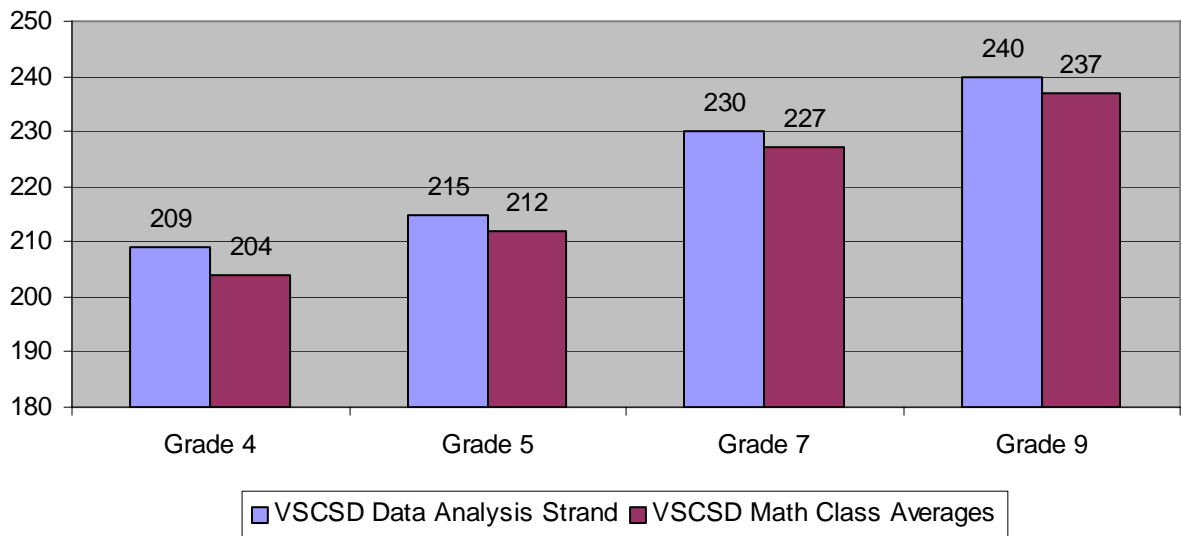


Table 10

VSCSD MAP RIT Scores (Mathematics Class Averages Compared to Data Analysis Strand)



4. According to the Vinton-Shellsburg Community School District's (VSCSD) Web-based Annual Progress Report (APR), the percentage of VSCSD students graduating from high school during 2004-05 was 91.67%, compared to a state average of 90.66%.
5. The district collects a variety of data related to academic and non-academic achievement. Examples include the following:
 - ITBS/ITED
 - STAR reading and mathematics
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Measures of Academic Progress (MAP)
 - Dropout data
 - Graduation rate
 - Iowa Youth Survey
 - Resiliency Survey

Suggested Areas of Improvement

6. Several interviewees indicated concern regarding communication with families for whom English is a second language (ESL). The district has not adopted a formal plan for serving students for whom English is a second language, including the process for identifying ESL students, criteria used to identify ESL students, or criteria for exiting students from the ESL program (see citation #1 at the end of this report).
7. The district is encouraged to update its teacher/student handbooks. Specific information such as the identification of the person who serves as the district's Equity Coordinator needs to be consistent. The current high school student handbook indicates that it is the superintendent. Interviewees were mixed in their responses to who holds this title (some said the superintendent and some said the curriculum director). The district may want to take steps to ensure consistency regarding this position.

Constant Conversation #2

What do / will we do to meet the student learning needs?

- *The influence of leadership on the school improvement process*
- *Determination of action plans, implementation of action plans, and non academic goals*
- *Actions to reduce academic achievement gaps*
- *Actions to eliminate barriers to learning*
- *How the District Career Development Plan is determined and implemented*
- *The selection process of research-based strategies for implementation through professional development aligned with academic and non-academic goals*

Areas of Strength

8. The district's website is one way in which the district communicates with stakeholders. It provides information in a variety of areas such as district goals, wellness program, calendar, technology, human resources, and Board of Education meeting minutes. In addition to information directly related the school district, the district website includes community information such as the following:
 - The arts
 - Educational institutions
 - Local history
 - Economic development
 - Lodging
 - Media resources
 - Recreation
 - Community groupsA toll free phone number is also available for patrons to access information regarding district updates such as late starts.
9. District leaders worked to ensure a purpose for all assessments administered within the district. Assessments that no longer supported the district's goals, particularly at the elementary levels, were shredded and eliminated. Several groups interviewed described this act as a foundation to the district's future improvement in the areas of reading.
10. The district offers numerous opportunities for students to participate in a variety of curricular options at the high school level. Articulation agreements exist with two local community colleges in four curricular areas. Thirteen 28E agreements are offered on campus. Additionally, numerous Post Secondary Enrollment Option (PSEO) courses are available to students on the high school campus (e.g., Agricultural [Ag] Mechanics, Accounting, Principals of Technology, and Foods). Courses are also available via the Iowa Connections Network (ICN), Kirkwood Telecommunications system (KTFS), Kirkwood Learning Center in Vinton, and on the main Kirkwood Community College (KCC) campus in Cedar Rapids. The district also offers numerous advanced level courses in science and industrial technology (e.g., Anatomy and Physiology, Advanced Drafting, and Electronics).
11. The district participates in various Career Edge Academies offered in partnership with KCC and other local school districts. These opportunities help bridge the gaps between graduation and post-secondary options. The district is exploring the expansion and refinement of other program areas to reflect the current and future needs of the workforce. One such program is

the Ag program (Agri-Science) to build upon the biotechnology industry that is prevalent in the US and across the globe.

12. Some teachers, K-12, go above and beyond expectations for meeting student needs and provide before and after school help. Parents interviewed indicate appreciation for the personal attention some teachers provide for students. Some high school teachers organize and lead study groups prior to tests (even on weekends). Students interviewed described teachers (as a whole) as caring, concerned, and available for students.
13. The site visit team commends the district for its efforts to implement the co-teaching model. This model is delivered across the district K-12 for Level I students. Some Level II students are participating in co-teaching classrooms at Washington High School. Both the Individuals with Disabilities Education Improvement Act (IDEA) and the No Child Left Behind (NCLB) Act require that students with disabilities have access to the general curriculum to the maximum extent possible. NCLB also requires that students with disabilities make adequate yearly progress and have access to highly qualified teachers who are content specialists. Co-teaching is one way in which a school may satisfy these requirements while also providing a better education, less program fragmentation, and less student stigma. Positive comments about co-planning activities (special education and general education) are also shared during department team meetings. This sharing activity provides staff the opportunity to share and refine teaching skills.
14. Numerous interviewees expressed appreciation for the district's commitment to keeping class sizes small. According to the district's fall 2006 Basic Educational Data Survey (BEDS) report, at grades K-3 (Shellsburg Elementary School), the average certified teacher-student ratio is 1 to 14. At grades K-2 (West Early Childhood Center) the average ratio is 1 certified teacher to 18 students. At Lincoln Elementary (grade 3), the average ratio of certified teachers to students is 1 to 19.5.
15. Transitions were described as positive at all levels. Counselors work together to ensure smooth student transitions from one building to another. Additionally, most interviewees spoke positively about having all fifth grade students at the Shellsburg building prior to transitioning to middle school. Other transitioning activities include the following:
 - Preschool
 - Kindergarten and preschool teachers planning for curriculum alignment
 - Preschoolers visiting kindergarten classrooms
 - Elementary
 - Kindergarten round up
 - Early access providers who go into the community and find children with special needs
 - Fourth grade teachers helping coordinate fifth grade class rosters
 - Middle school
 - Orientation day
 - Middle school principal visiting with fifth grade students
 - Fifth graders touring of the middle school
 - Activities surrounding the development of eighth grade plans
 - High School
 - Scavenger hunt for middle school students at the high school
 - High school students paired with middle school students to build relationships which continue throughout high school
16. The district provides a variety of supports for students. Before and after school activities are in place at all levels. The high school library is open until 5:00 for student access. Two summer school programs are available for elementary students: one program for at-risk

students and another program is available allowing elementary students to take Accelerated Reader and Accelerated Math tests in the media center. Tilford Academically Successful Kids (TASK) is scheduled during the last period of day at the middle school where students are provided additional academic support. Activities such as history fairs, mock trial, plays, and the math league are open for participation by all students.

17. Middle school students interviewed expressed excitement and enthusiasm regarding ways in which their teachers keep students engaged in learning. Interviewees noted that teachers perform skits, dress up, share stories connected to learning, and use video projectors, as well as utilize hand-on activities, to make learning relevant.
18. District leaders noted that approximately 80% of the district's students are involved in school activities. Several groups interviewed expressed appreciation for students not being forced to pick and choose in what activities they want to participate. Some activities are offered before school and others are offered after school. Examples of co- and extra-curricular activities offered include the following:
 - Mock Trial
 - Student Senate
 - Students Against Drunk Drivers (S.A.D.D.)
 - Baseball/softball
 - Golf
 - Track
 - Cross Country
 - Basketball
 - Swimming
 - Volleyball
 - Football
 - Wrestling
 - Individual and Large Group Speech
 - Thespian Society
 - Ambassador Club
 - Math League
 - Jazz Band
 - Chamber Choir
 - Show Choir
 - National Honor Society
19. The district utilizes a portion of the local community newspaper to communicate what is happening in the district. Feedback from the community is also sought through the use of a variety of means, including surveys. Recently, students were interviewed regarding the change of the names of the mascots for male students (Vikings) and female students (Vikettes). Other surveys include the Resiliency Survey, Iowa Youth Survey, Senior Exit Survey, and the Five-Year Follow Up Survey (five years following high school graduation). District leaders have demonstrated their understanding of the importance of leadership in the school reform process. After distributing the duties of curriculum director among various administrators over the past few years, the district hired a full time curriculum director to help guide the decision making process regarding school reform (e.g., data analysis, goal setting, professional development, and implementation of new teacher learning). Several interview groups spoke positively about this change.
20. Several groups interviewed praised the strength of the district's leadership as a whole. Most administrators were described as open, approachable, flexible, receptive to change, and supportive of risk taking.

21. The district's leadership is taking proactive steps to address a variety of areas of concern. At the elementary level, teachers have begun teaming efforts to help create a seamless transition to one elementary. The middle school is moving toward a middle school concept, including teaming, as it plans for transitioning to the current high school building. At the beginning of the 2007-08, the high school will transition from block scheduling to a six-period day with trimesters as they move to the new high school. These changes are in response to input by a variety of stakeholders, including the board's desire to increase continuity across the district.

Suggested Areas of Improvement

22. Several groups interviewed expressed appreciation for the district's online grading system at the high school and middle school; however, they also expressed frustration regarding consistency of its use. Interviewees noted that several middle and high school teachers do not update their information related to grades and assignments on a regular basis. A desire was noted by numerous interviewees for administrators to set expectations regarding the frequency of these updates, as well as enforcement of such expectations. Interviewees also noted a desire for this system to be used at the elementary level.
23. Most groups interviewed noted concerns regarding a lack of communication at the high school. Parents and teachers described a lack of response to phone and e-mail messages. Most groups interviewed also expressed the perception that they have no voice in the decision-making process. Interviewees described opportunities for providing input; however, interviewees indicated their input is not considered and that decisions have usually already been made. Interviewees described a desire to have their opinions matter.
24. Numerous interviewees described the climate of the high school as poor. Several high school teachers were described as caring and willing to do whatever it takes to help students; however, numerous interviewees described some teachers' use of inappropriate language during class (cursing), singling students out in front of their peers, participation in cliques, and lack of teacher-to-teacher respect. Interviewees were noted as saying that some teachers need to "stop acting like teenagers." High school staff have been focused on the work of Richard DuFour regarding building professional learning communities. Concerns expressed related to issues of climate and communication may suggest a need for high school staff to focus on strengthening staff cohesiveness, unity, teaming, and respect before focusing on building professional learning communities. Additionally, Character Counts is supported at all building levels. It may need to be re-emphasized at the high school. Role modeling by high school teachers may enhance the six pillars of Character Counts (especially respect).
25. Several groups interviewed expressed appreciation for the types of courses that are available at the high school. However, interviewees noted the rigor and relevance of high school courses is teacher specific. Interviewees expressed a desire for consistent expectations among all high school teachers. This would support the district's efforts to address rigor and relevance.

Constant Conversation #3

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

- *The process for gathering and analyzing academic and non-academic data to determine progress on school/school district's academic and non-academic goals*
- *The process for implementing, monitoring, and evaluating the effectiveness of strategies aligned with academic and non-academic goals learned through professional development*
- *The integration of the Iowa Teaching Standards into the teacher evaluation process*

Areas of Strength

26. The elementary groups interviewed noted the creation of a standards and benchmark-based report card at the elementary level that includes reporting on the Character Counts Pillars. Teachers interviewed noted this reporting mechanism allows them to communicate with parents regarding their student's academic achievement in concrete terms.
27. All groups interviewed commented about the high level of support from the Vinton-Shellsburg communities. Examples of community support includes:
- Passing of a bond issue
 - Sports and music boosters
 - Parent-Teacher Organization (PTO) started at the high school
 - Use of *adopt-a-classroom* for the move to the new high school
 - Support for students by community members who place students in summer jobs
 - Local theatre sharing facilities with the high school drama department
 - Sharing of district facilities by recreation programs, Braille School, and KCC
 - District use of the city council office for board meetings
28. Building Decision Teams (BDT)/Building Leadership Teams (BLT) at the elementary and middle schools have assumed the responsibility for planning, designing, and delivering the district's professional development activities. These efforts have involved the review of assessment and implementation data. The district has allocated time and resources for the elementary and middle school BDTs to meet during the school day. The use of these teams has also supported the district's efforts in goal setting and planning.
29. The district uses data to make a variety of decisions. For example, elementary staff were successful in obtaining a Reading First grant (approximately \$289,000). Application for this grant was based on concerns surrounding reading achievement. Additionally, Reading Recovery has been offered at the elementary for several years; however, analysis of these data did not result in sufficient student reading growth or impact more than a few students. Consequently, elementary leaders discontinued Reading Recovery. Those strategies, however, were incorporated into reading instruction wherever appropriate, impacting a greater number of students. Based on data regarding students with Individualized Education Plans (IEPs) such as least restrictive environment (LRE) and graduation rates, the district began efforts to implement co-teaching at all levels.

Suggested Areas of Improvement

30. Multiple groups interviewed expressed concern regarding how decisions are made at the high school. In particular, numerous groups voiced concerns related to the decision to move from a block schedule to a six-period day. District leaders may want to ensure that any data used to make such changes are shared with the appropriate stakeholder groups to enhance their understanding of the need for such changes. In addition to sharing data that were used to make the decision regarding the change in scheduling, the district is encouraged to plan for how it will measure the effectiveness of the change. This process could begin with identifying the specific goals the district hopes to achieve by this change (and others) and planning for how to collect the longitudinal data (e.g., LRE, graduation rates, and achievement data) that will allow for evaluation of changes.

31. It appears that no curriculum exists for the district's Extended Learning Program (ELP). Interviewees noted that ELP assignments are usually voluntary at the middle school. Additionally, interviewees noted that students can withdraw from the ELP program if they wish. The district is encouraged to ensure that the ELP program supports the total curriculum so it is not viewed as an add-on. Interviewees also expressed concern that moving to the trimester system may stretch ELP resources, making them less connected to the total curriculum. These concerns may be addressed through increased instructional differentiation in the classroom. The district is encouraged to strengthen teachers' ability to differentiate instruction. ELP staff may be instrumental in these efforts, which may be achieved in the context of the district's current professional development efforts.

32. It is not clear how the district is using the Instructional Decision-Making (IDM) process to meet the needs of all students, including ELP students. Several interviewees referred to IDM as a means to access special education. The IDM process focuses on instruction by using data regarding students' responses to past instruction to guide future educational decisions for **all** students, including those who are not proficient and those who are highly proficient. This process is based on the proactive concept of early assistance and matches the amount of resources to the nature of the students' needs. The following principles are the foundation for IDM:

- All students are part of the general education system and have access to the general education curriculum.
- There is shared responsibility for student achievement across the entire school community.
- The best way to address student-learning abilities that exceed core instruction is to be proactive; therefore, any process of instructional decision-making must allow for the earliest possible assistance.
- Differentiated instruction is an essential part of the core instruction program.
- Accurate reliable data are essential to determine the instructional abilities of all students and to match resources to those abilities.
- Instructional decisions are based on multiple sources of data.
- The effectiveness of instruction is routinely monitored; on-going formative data are used to indicate when changes in instruction are needed.
- Parents are vital members of the team to support students.
- Administrators and teacher leadership teams are vital in the instructional leadership and data based decision-making of a district and school.
- Quality professional development is required to support implementation of a systemic effort to support IDM and insure that teachers have adequate tools and strategies.
- Students and teachers have the necessary supports and resources to meet the needs of all students.

The district is encouraged to revisit information regarding the IDM process. The district may want to seek assistance from AEA 10 staff or Eric Neessen (eric.neessen@iowa.gov or 515-281-0345) at the Iowa Department of Education.

33. Several interviewees noted a desire for an expansion of the district's website. Interviewees mentioned information regarding career choices and high school course offerings. Additionally, most interviewees were unfamiliar with the district's standards and benchmarks and grade level expectations. The district's website could provide an avenue for sharing this type of information.
34. The district's professional development appears to be fragmented. Career development plans are being developed for individual teachers; however, most teachers interviewed were unfamiliar with the Iowa Teaching Standards. Teachers interviewed spoke to the teaching standards as beneficial to new teachers and those acting as their mentors. The district is encouraged to help teachers put the pieces together to understand how their individual plans fit into the district's plan for continuous improvement.
35. The BDTs at the elementary and middle schools have assumed the responsibility for planning, designing, and delivering professional development activities; however, the visiting team was unable to identify such involvement at the high school. The district is encouraged to continue these efforts by developing a BDT at the high school to provide support with instructional decisions and help plan/design/deliver professional development.
36. Some high school teachers interviewed appeared to be unaware of how the district's professional development efforts fit into their curricular areas. The district is encouraged to continue to help all staff understand how they have a responsibility to integrate new learning (teaching strategies) into all curricular areas.
37. The district is commended for implementing the co-teaching model at all levels. As the district moves forward with the co-teaching initiative, the site visit team recommends continued training for all staff to implement the model with fidelity. Common planning time and collaboration will help provide consistency with these efforts across the district.

Constant Conversation #4

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

- ***The steps in the decision-making model used by the district to determine the following:***
 - ***the rationale/need to create a program***
 - ***the rationale/need to continue a program***
 - ***the rationale to make program modifications***
 - ***the rationale to discontinue a program***
- ***Examples of decisions the district has made based on data resulting from program and service evaluation***
- ***The lessons learned from the evaluation of programs and services and the impact on the district's evaluation cycle***
- ***Allocation of Resources***

Areas of Strength

38. District patrons have demonstrated support for the school district by approving a 1.7 million dollar addition to the Tilford building, allowing for the accommodation of students in grades 6-8 in a middle school setting, a change from the 7-8 grade level configuration previous to the 2002-03 school year. Additionally, a 14 million dollar high school is currently under construction. As a result, the old high school will be converted to a middle school, and West and Lincoln Elementary buildings will close. These changes are only a few examples of how the district's facilities transition plan will reduce the number of transitions required for students K-12.

Suggested Areas of Improvement

39. Some vertical teams are beginning to meet across the district. The district is encouraged to allocate time for all vertical teams to meet and collaborate to ensure consistency across the district. Special education teachers interviewed expressed a desire to meet at least once per month. Several interviewees indicated a lack of knowledge of what is happening across the district/grade levels. One interviewee was overheard to say, "I don't even know what they are doing in that other building." As the district continues to revise standards and benchmarks, it is encouraged to consider how increased emphasis on vertical teams would impact curriculum alignment.
40. The district's Advisor/Advisee program is viewed by many as positive; however, concerns were voiced regarding the decrease of time devoted to this program and the lack of training provided to teachers on how to use this time consistently across the district. Teachers may need additional support to make effective use of Advisor/Advisee time. The district is also encouraged to consider how the move to trimesters will impact the Advisor/Advisee program.

**Component # 5
Other Areas**

- *Board policy manual review*
- *Personnel and student records*
- *Licensure and certification*
- *School calendar and hours of instruction*
- *Other state and federal requirements*
- *Other factors not addressed in Constant Conversation Questions 1-4*

Areas of Strength

None noted

Suggested Areas of Improvement

None noted

Vinton-Shellsburg Community School District's Compliance Status in Federal Programs:

Title IIA (Teacher and Principal Training and Recruiting Fund) Compliance Status

The school district has no citations of Title IIA non-compliance identified during this visit.

Title IID (Enhancing Education Through Technology, E2T2) Compliance Status

The school district has no citations of Title IID non-compliance identified during this visit.

Title III (English Language Learners) Compliance Status

The school district has one or more citations of Title III non-compliance with CSIP program assurances identified during this on-site visit.

Title IVA (Safe and Drug Free Schools) Compliance Status

The school district has no citations of Title IVA (SDFSC) non-compliance identified during this on-site visit.

Title V (Innovative Programs) Compliance Status

The school district has no citations of Title V non-compliance identified during this visit.

Title XC (Education for Homeless Children and Youth) Compliance Status

The school district has no citations of Title XC non-compliance identified during this visit.

Areas of Non-Compliance

The Vinton-Shellsburg Community School District shall submit corrections or plans of correction for each of the items listed below for approval to the Site Team Leader within 45 business days of the receipt of this report. *The school district may choose to use the following matrix as a format for the development of an action plan or develop its own.*

Chapter 12 Non-Compliance Accreditation Issues

| Noncompliance Issue | Actions to Correct Noncompliance Issue | Timeline to Complete Actions |
|---|--|------------------------------|
| 1. JHP1. The junior high program, grades 7-8, does not include all twelve curricular areas (family and consumer education). 281—IAC 12.5(4) | | |
| 2. SECAP1. An AEA approved Special Education corrective action plan (CAP) exists but has not been fully implemented. 281—IAC 12.5 (9) | AEA verification of full implementation of the district's CAP must be submitted to the DE within one year from the date of notification (May 2, 2006). | Due Date: May 2, 2007 |

(Signature of Superintendent of Public School District)