



January 12, 2010

Superintendent Judd Ashley
Stanton Community School District
605 Elliott Street
Stanton, IA 51573

Dear Superintendent Ashley:

Attached is the report of findings for the Comprehensive School Improvement Site Visit at Stanton Community School District on December 17-18, 2009. The report is based upon interviews conducted with district administrators, teachers, and support staff, parents, students, community partners, advisory committee members, and board members, as well as a review of documents.

The site visit was designed to assess progress with the Comprehensive School Improvement Plan (CSIP), provide a general assessment of educational practices within the district, make recommendations for improvement, and determine compliance with accreditation standards and federal program requirements (as applicable).

Based on the findings from a comprehensive site visit, including a desk audit, on-site document review, and interviews, the Stanton Community School District maintains State of Iowa accreditation upon resolution of non-compliance issues described in the Chapter 12 Non-compliance Matrix and the Outside of Chapter 12 Non-compliance Matrix included in the comprehensive site visit report. The district must complete corrective actions according to the timeline noted. DE follow-up will be conducted to verify resolution of all noted non-compliance issues.

The report reflects consensus of the following team members:

Department of Education Representatives:

Marian McQuaid, Special Education Cadre Member
Denise Mulcahy, Bureau of Accreditation and Improvement Services

Area Education Agency Representatives:

Dawn Witt, Regional Supervisor, AEA 14

It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

As part of the district's continuous improvement process, the district must review its current CSIP and provide revisions as needed. Revisions should be based on district needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP must be completed by September 15th, 2010. Directions for revision and submission of the CSIP can be found at:

<https://www.edinfo.state.ia.us/securelogin.asp>.

Feedback based on the district's visit experience to inform the DE's efforts to continuously improve the site visit process would be appreciated. A short online survey has been developed at

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PHONE (515) 281-5294 FAX (515) 242-5988

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Helping Communities Meet the Learning Needs of All Their Children and Adults

the following site:

https://www.surveymonkey.com/s.aspx?sm=DzavrdTJ9dG_2f_2fh3sB0Mb0g_3d_3d. It will take approximately ten minutes to complete. Responses are confidential and shared only in aggregate form with members of the DE School Improvement Team.

The visiting team again extends its gratitude to you and the Stanton staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Denise E. Mulcahy
School Improvement Consultant
Bureau of Accreditation and Improvement Services
Iowa Department of Education



Del Hoover, Deputy Administrator
Bureau of Accreditation and Improvement Services
Iowa Department of Education

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

Comprehensive Site Visit Iowa Department of Education



Stanton Community School District

**Team Findings
December 17-18, 2009**

Iowa Department of Education
Grimes State Office Building
400 E. 14th St
Des Moines, Iowa 50319-0146

Vision, Mission, and Goals

In an improving district/school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district/school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

Noted Strengths:

1. During the overview the district's belief statements were shared. The beliefs focus on actions that show evidence of carrying out the district's mission statement which reads, "The Stanton Community School District, in partnership with parents and community, is dedicated to providing the highest standard of education to ensure that all students acquire the knowledge necessary to grow, learn, and succeed." Multiple interviewees spoke of aspects of the mission statement as they reported on the work of the district.

Recommendations for Improvement:

2. As the district continuously strives to improve and evaluate its work with students, the district might consider evaluation of the belief statements and the student expectations that have been set. The School Improvement Advisory Committee (SIAC) as well as teacher and students teams could be involved in the evaluation of these goals and statements. Conversations about each belief statement or expectations might be another means of evaluating how the district is meeting its own expectations. Consider writing focus questions regarding each statement that will take into account both academic and non-academic data. For instance, one of the expectations says "students will be able to apply scientific methods in all fields of investigations." Questions like the following may help focus discussions:
 - What does "apply scientific methods" mean to stakeholders?
 - How are students to "apply scientific methods" in English classes? in math classes? in music classes?
 - What experiences are offered at each level (K-12) to achieve this goal?
 - What other ways might this expectation be strengthened through instructional strategies?

Leadership

In an improving district/school, leaders communicate a shared sense of purpose and understanding of the district/school's values. Leaders have a visible presence, provide resources and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the Comprehensive School Improvement Plan (CSIP).
- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.

Noted Strengths:

3. Multiple interview groups spoke of the accessibility of the administration and Board of Education. Interviewees reported an open door policy and availability of district leadership. Board members are seen as being highly involved in the district and are well informed of all aspects of district operations.
4. Interviewees reported the district has improved in its communication with stakeholders. The district takes advantage of the local newspaper to share information. Administrators and students also take part in local radio shows to share all aspects of information (financial, academic, extra-curricular) with those listening. The superintendent works with the local Chamber of Commerce. Each week a bulletin is printed containing district information. This bulletin is distributed in local businesses.
5. Students have many opportunities to strengthen their leadership skills through school organizations and events. School organizations such as FFA and FCCLA provide students with opportunities to participate in service projects as well as compete in regional, state, and national competitions. Other organizations or activities students may participate in include:
 - Athletics
 - Yearbooks
 - Fine Arts

- Speech
 - Choir
 - Food drives
 - Student Council
 - National Honor Society
6. Teachers reported leadership opportunities exist for them in Stanton including the following:
- Student Assistance Teams (STAT)
 - Curriculum Committee
 - Leadership team
 - SIAC

Recommendations for Improvement:

7. Review of district documentation meets minimal compliance in most areas; however, the district is encouraged to compile more complete documentation of program areas. Thorough documentation of programs should showcase strengths and could detail expectations and/or goals for those programs. Documentation that has been carefully and purposefully articulated can serve as a roadmap for a teacher new to the program, as well as an explanation of the program for veteran teachers. This kind of documentation will also be beneficial in evaluation of programs (see statement #34) and provide valuable information to parents and community.

Collaborative Relationships

In an improving district/school, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

Noted Strengths:

8. All interview groups reported a strong sense of pride in the school and community and the belief this continues to lead to student success in academics and extra-curricular endeavors. This was also noted in the March, 2004 report. High school students stated respect is reciprocated between school and community. Students know the community supports the school because there are large crowds at school events and students. Teachers reported an expectation of service to the community which occurs through benefits for those in need, visits to the care facilities, and Eagle Scout projects. Other examples of the collaboration and support between the community and district included:
 - Fire Department: Some high school students are cadets with the local fire department. These students carry pagers, respond to emergency calls, and attend workshops with the fire department.
 - Career Day: This day, planned by students, showcased over twenty different career seminars attended by students of all ages who had been divided into multi-age teams. Career seminars were led by community members.
 - Weekly school newsletters: Each week the school newsletters are delivered to local businesses. Local stakeholders who do not have students in the school know to look for the newsletters in local businesses, such as the post office, restaurant, and gas station.
 - Trick or Treat Trail: This event is sponsored by the community and high school students participate by handing out candy for the community's younger students.
 - Viking Pride Café: This student-run restaurant hosts lunch throughout the school year. Community members make reservations and support the work of the students in this venture.

9. The district is involved in collaborative relationships with other districts. Stanton CSD and Red Oak CSD collaborated on the grant application for the Voluntary Preschool Program. The district is involved in the SEEDS program with two other districts as a part of its professional development. The district works with Southwest Community College (SWCC) and Iowa Western Community College (IWCC) through articulation agreements to offer dual credit classes for students.

Recommendations for Improvement:

10. Parents reported an interest in having another parent/teacher conference in the spring time. Parents appreciate the availability and accessibility of teachers and feel they can get information from the teachers; however, they would appreciate having structured conversations regarding their children's progress. Parents were especially interested in conferences during what they see as "transition years" such as 3rd to 4th grade, transitioning to middle school, and then transitioning to high school.
11. Students reported a desire for people to "know them for more than athletics." The district has a positive relationship with many businesses in the community and in surrounding communities and is encouraged to find ways to showcase all that is happening in the school. Work with students to determine what other aspects, outside of athletics, they believe should be showcased. Consider displaying student artwork, class projects, and group projects (from FFA or FCCLA) in the community.
12. Various interview groups of teachers and para-educators reported a need for dedicated collaboration time for teachers K-12. A structured collaboration time, using specific and focused questions can ensure that dialogue between teachers happens in a planned manner instead of depending on good intentions of teachers. Collaboration time that is centered on student progress, modifications, accommodations, and instructional strategies can benefit all students. In a small district, these conversations can happen K-12 to ensure implementation is occurring across all levels in all areas.

Learning Environment

In an improving district/school, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm. Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, gifted). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

Noted Strengths:

13. Students and teachers reported multiple ways students are provided with opportunities to apply their learning to real world situations. One example of this application takes place in the Viking Pride Café. This café has been in existence for six years and students in the Culinary Arts class plan, prepare, and serve meals in this school restaurant setting. Many community members come to the café for lunch. Through this opportunity students are learning about planning and preparing the meal, serving others, and financial aspects of a business. Other examples of connecting learning to life included:

- Participation in regional, state, and national conventions
- Speeches and opportunities to present or perform in front of a group
- Job shadowing
- Employability class
- Guest speakers

14. Teachers, para-educators, and parents reported the benefit of staff longevity to the learning environment. Interviewees stated many staff members have been employed by the district for a number of years and this enhances the district's ability to provide a safe, disciplined, and caring environment. Students acknowledge teachers know each student well and are able to motivate them through their feedback and assistance. Parents appreciated the time teachers offer to the students before and after school when students need assistance in their studies.

15. The district has a high number of students who open enroll into the district. During the 2008-2009 school year there were 71 students who open enrolled into the district and only eight who open enrolled out. Interviewees who have open enrolled into the

district state their reasons for choosing Stanton as the rigorous academic program, safe environment, small class sizes, opportunities to participate in extra-curricular activities, and teacher attention.

16. The district facilities are well-maintained, clean, and welcoming. Student work is displayed throughout the buildings, showcasing class projects, artwork, and other student achievements.

Recommendations for Improvement:

17. Information in interviews indicated the latest information from the Iowa Youth Survey (IYS) showed some minor issues with bullying. In an effort to be proactive with this information, the district's guidance counselor is looking at different kinds of programs addressing student behaviors and how positive student behavior can be stressed and promoted. If the district chooses to move forward with this kind of programming, consider how to include all staff including para-educators and support staff in the learning. In order to impact student behaviors in school, it is helpful to have all adults and staff members using the same vocabulary and implementing the same procedures. Consider also how the community might be involved in the implementation. Contact might be made with Kathy Lockard at AEA 14 (klockard@aea14.k12.ia.us) for assistance.

Curriculum and Instruction

In an improving district/school, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of high quality instruction, clear expectations for what is taught, and high expectations for student achievement. Educators have a common understanding of quality teaching and learning. Instruction is designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills need to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students' learning of the essential curriculum (e.g., Iowa Core Curriculum). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework that employs research-based strategies for use with diverse learner characteristics.
- Instructional decisions utilize a process of collecting, analyzing, and summarizing data.

Noted Strengths:

18. District expectations for students were shared during the overview. These expectations focus on the district's work toward student success. All interview groups reported high expectations for student success. Board members and administrators stated expectations are focused on each student's abilities and the desire of the administration, teachers, and community is for each student to be successful in whatever path they choose. Students stated expectations placed on them by parents, teachers, and the community require them to work hard and achieve more than they thought they were capable of achieving.
19. Teachers have begun working to align the math curriculum K-12. Teachers from all levels are working together to determine what skills are being taught, where the skills are taught, and what gaps or overlaps are occurring in the math curriculum. Administrators and teachers see the benefits in this project as being two-fold. First, they recognize this alignment work will help all teachers concentrate their efforts in math instruction. Another benefit to this work is how it will help them when they begin alignment work in another subject area.
20. Students reported teachers' use of many different techniques to engage them in their work. Students stated they appreciate teachers making an effort to plan activities

other than lecture to keep them interested in their classes. Some of the activities students mentioned included:

- Hands on activities, lab work
- Group and individual projects
- Discussion
- Debate

Recommendations for Improvement:

21. Parents reported a desire to have a more defined Gifted/Talented (G/T) program. Parents were unaware of identification criteria or other aspects of this program; however, documents provided delineate identification criteria and activities offered to meet the needs of G/T students. The district might consider including this information on its website as a way to inform parents and others who are interested about the district G/T program. This same recommendation was made in the March 2005 report as well.

22. Documentation for the library program contained minimal evidence of district compliance in meeting the requirements for the library program. In an effort to continuously improve and as a method of evaluating the district's library program, consider using the resource, "Iowa School Library Program Guidelines: Libraries, Literacy, and Learning for the 21st Century." This resource, is available from the Iowa Department of Education at this website:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=959&Itemid=1503 and will guide the district through seven areas of the library program including:

- methods to improve library collections to meet student and staff needs
- connections with parents and the community
- support for the district's school improvement plan
- access to or support for professional development for the teacher librarian
- current technology and electronic resources
- current and diverse collection of fiction and nonfiction materials in a variety of formats
- plan for annually updating and replacing library materials, supports, and equipment

As the district continues its work to improve reading scores, consideration might also be given to a study of how students are using materials in the district library. What kinds of books are being checked out? Which non-fiction books get most of the use in the library? Are students able to find multiple resources they can use for their work? In what ways do teachers use the library? What is the average age of the non-fiction and fiction collections? What kinds of technology resources are available for students? The answers to these questions can offer the district some insight into the reading habits and practices of students, outside of the planned reading courses, as well as priorities of the library program. Contact Karen Lampe at AEA 14 (klampe@aea14.k12.ia.us) for assistance.

23. Multiple groups reported the need for updated curricular materials. Parents and students shared some concerns about the age of the textbooks and other resources being used in the classroom. As the district grows in its knowledge of the Iowa Core Curriculum it will engage in a careful study of its curriculum and how it aligns with the

Essential Concepts and Skills of the Iowa Core Curriculum. Consider using this study as an opportunity to not only study the curriculum, but the materials and resources used by teachers. The district might also connect instructional strategies to this work to be sure all students are engaged in the most rigorous and relevant educational opportunities.

24. Parents reported a concern about the district's plan for updating technology. Some parents and SIAC members stated they believe there is a need for more updated technology and others were concerned about how technology may take away from the necessary or traditional elements of the curriculum. As the district moves forward in its plans with technology consider including parents and students on the committee. Conversations about computers and other technology tools such as cell phones, calculators, pedometers, heart monitors, and iPods with parents, teachers, students, and the community may help all stakeholders grow in their understanding of how technology can enhance education. The district might consider offering parents and community members workshops about aspects of technology some people might not be familiar with or fully understand. For instance the district may work with AEA 14, a local partner, and students to offer a workshop about Skype, Facebook, or text messaging. Building an understanding of what these tools can do both in the home and in the classroom can open up new possibilities of how technology can enhance education.
25. The district is discussing the possibility of moving the 6th grade to the middle school and developing a middle school philosophy for grades 6-8. As this discussion continues, the district is encouraged to include teachers, students, and parents in the group studying this plan. Research about a middle school philosophy, as well as gaining information from other schools that have made this kind of transition will be helpful to fully understand and implement the change.

Professional Development

In an improving district/school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

Noted Strengths:

26. The district has made improvements in the area of professional development since the 2005 visit. At that time, the district was not using student data to guide its professional development; however, the district is now using its data as a basis to its professional development decisions. For example, the district's Leadership Team studies the data and then meets with the district Leadership Teams from the other schools to plan professional development sessions. Sessions are data-driven and teacher led.
27. The district has been involved in the SEEDS program with two other school districts in the area. One benefit reported by administrators and teachers to this professional development effort is the time teachers have to collaborate with job-alike partners in other schools. The teachers are able to gain valuable insight from others when they gather with those who are teaching at like grade levels or in like subject matters. Through the SEEDS program, teachers learn about instructional strategies and discuss how they will implement that practice.
28. Board of education members reported attending Iowa Association of School Boards (IASB) and AEA trainings regarding duties and responsibilities of board members. For example, board members have attended the board workshops sponsored by the AEA and the board president and new members attended an orientation for new board members. The board president returned from the IASB Convention with new information that was shared at the next meeting. Board members have set aside

time throughout the remainder of the school year for professional learning for that will increase their leadership abilities as board members.

Recommendations for Improvement:

29. Para-educators and teachers reported a need for training in dealing with unique learning challenges. For instance, paras saw a need for more training related to behavior issues so they can better assist teachers in their teaching and assist students. Teachers and paras also reported a need for instructional strategies to be shared with everyone on staff so each person working with students has the same understanding of what is expected. Consider how this kind of training might be incorporated into professional development and might be made available to all staff members.

Monitoring and Accountability

In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation as noted in its CSIP is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

30. The following charts show the percentage of students considered proficient (41st percentile or higher) on Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) in the areas of reading, mathematics, and science. These charts show grade levels that scored above state averages for the indicated grade levels. Nearly all participating grade levels scored above state averages.

READING

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
Stanton	100	87.5	100	88.23	76.47	81.82	92.86
State	76.09	80.39	79.56	68.89	71.92	73.29	75.78

Data obtained from Stanton's Annual Progress Report (APR) 2008-2009

MATHEMATICS

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 8	Gr. 11
Stanton	100	87.5	100	88.23	77.28	89.29
State	76.16	80.33	79.12	73.9	75.87	76.64

Data obtained from Stanton's Annual Progress Report (APR) 2008-2009

SCIENCE

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
Stanton	100	87.5	100	76.47	82.35	86.37	85.71
State	80.16	81.44	81.65	75.24	81.54	82.91	80.27

Data obtained from Stanton's Annual Progress Report (APR) 2008-2009

31. Although individual student areas of noncompliance were identified during the district's Special Education program procedural compliance review completed last fall, evidence has been submitted as of November 18, 2009 that these corrections have been made. The DE has also received a copy of the AEA letter stating that the district level corrective action plan (CAP) has been fully implemented within the required timelines and all requirements have been met.

32. Basic Educational Data Survey (BEDS) data and site interviews indicate that appropriate Highly Qualified Teacher (HQT) components are being implemented with integrity in the district. Special education teachers are using the consultative model, co-teaching, and pull-out in some grades to provide instructional and support services to special education students. Students are benefiting from the combined expertise of general and special education teachers.
33. The district reported the use of strategies that ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. Examples included single section buildings, mentoring program for new teachers, hiring practices seeking most qualified candidates.

Recommendations for Improvement:

34. As the district begins to update its Comprehensive School Improvement Plan (CSIP), which is due on September 15, 2010 the district might consider how it will evaluate its G/T, at-risk, and library programs. Program evaluation includes student evaluation but goes deeper to evaluate how the program is enhancing the education of the participating students. Some teachers found it difficult to evaluate the program's effectiveness without focusing on student progress. In order to determine the effectiveness of programs, consider these questions:
- What data shows success of lack of success for this program?
 - What does the data say about the program?
 - What changes have been made due to the study of program data?
 - What changes should be made to the program based on this data?
 - What research studies have been done within the district to heighten our understanding of what best practice is for this program?

Stanton Community School District's Compliance Status in Applicable Federal Programs:

Title IIA (Teacher and Principal Training and Recruiting Fund)

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

Title IID (Enhancing Education through Technology, E2T2)

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

Title III (English Language Learners)

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

Title IVA (Safe and Drug Free Schools)

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

Title V (Innovative Programs)

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

Title XC (Education of Homeless Children and Youth)

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

Areas of Non-Compliance

The Stanton Community School District shall submit a plan of correction for each non-compliance item listed below to the Site Visit Team Leader within 45 business days of the receipt of this report. Evidence of corrective action for non-compliance(s) may be submitted with the plan or at a later date in accordance with the noted timeline. The 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 Issues	Additional Details	Plan of Correction	Timeline for Completion
SIAC1. No evidence exists that the School Improvement Advisory Committee is board appointed. 281—IAC 12.8(1)(a)(2)	Minutes are available as evidence of SIAC's recommendations being presented to the board, but no evidence was found to support SIAC being board appointed.	<i>Board of Education meeting minutes showing SIAC committee has been approved by the board will serve as evidence of completion and correction for this item.</i>	

Areas of Non-Compliance Outside of Chapter 12

Outside of Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
<p>EQD2. The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p> <p>EQD3. The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>	<p>The non-discrimination notification statement must reflect the protected classes included within the district's equal opportunity in programs (student) and non-discrimination in employment policies, which also address Iowa Civil Rights legislation requirements. These include race, color, age, national origin, gender, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion, and creed. The district's statement does not include "gender identity."</p>	<p>The district's policy contains all protected classes; however, the non-discrimination notice in newspaper, newsletter, and handbooks does not contain "gender identity."</p> <p><i>A newsletter with the non-discrimination notice that includes gender identity and a copy of the updated handbook that includes gender identity in the non-discrimination notice will serve as evidence of completion and correction for this item.</i></p>	