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4773 0000-Northeast Comm School District**CSIP-Assurances**

1. The LEA/agency will provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
2. 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 Yes No
3. 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 Yes No
4. 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 Yes No
5. 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. Yes No
6. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b) Yes No
7. 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 Yes No
8. 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. Yes No
9. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A. Yes No
10. 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]. Yes No
11. 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 Yes No
12. The LEA/agency will use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
13. 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 Yes No
14. 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 Yes No

Child Left Behind Act of 2001, Pub. L. No. 107-110

15. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a) Yes No
16. 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) Yes No
17. 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 Yes No
18. 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 Yes No
19. 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. Yes No
20. The LEA/agency will fulfill such agency's school improvement responsibilities. Yes No
21. 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 Yes No
22. The control and administration of funds received for programs shall be a public entity, including property acquired with the funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
23. 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. Yes No
24. 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 Yes No
25. 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. Yes No
26. 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) Yes No
27. 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 Yes No
28. 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 Yes No
29. 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 Yes No
30. 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, Yes No

Pub. L. No. 107-110

31. All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
32. 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 Yes No
33. The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to school wide programs and assist schools as the schools implement such plans or undertake activities pursuant to target assistance schools so that each school can make adequate yearly progress toward meeting the State student academic achievement standards. Yes No
34. 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 Yes No
35. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. Yes No
36. 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 3126 and 3127. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
37. 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 Yes No
38. 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. Yes No
39. 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 Yes No
40. 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 Yes No
41. 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 (256) Yes No
42. 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 Yes No
43. 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 Yes No
44. 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 Yes No
45. 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 Yes No

46. 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) Yes No
47. 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) Yes No
48. 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) Yes No
49. 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) Yes No
50. 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) Yes No
51. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3) Yes No
52. 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 Yes No
53. No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children. Yes No
54. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require. Yes No
55. 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). Yes No
56. 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 Yes No
57. 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 Yes No
58. 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 Yes No
59. 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 Yes No
60. 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) Yes No
61. 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) Yes No
62. 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 Yes No

63. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
64. 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 Yes No
65. 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 Yes No
66. The district uses the TELPA to screen and identify English Language Learners within the first 30 days of a student being enrolled in the district. Yes No
67. 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 Yes No
68. 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 Yes No
69. 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 Yes No
70. 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 Yes No
71. To the extent feasible, such programs and projects will provide for family literacy programs. Yes No
72. 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 Yes No
73. 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 Yes No
74. 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) Yes No
75. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f) Yes No
76. 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 Yes No
77. 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 Yes No
78. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
79. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7) Yes No
80. As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer Yes No

in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524

81. The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code. Yes No
82. The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each area or schools in accordance with Section 1113. Yes No
83. 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 Yes No
84. The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
85. 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 Yes No
86. 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 Yes No
87. 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) Yes No
88. 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) Yes No
89. 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 Yes No
90. Assurances - 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 Yes No
91. 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 Yes No
92. 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 Yes No
93. 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 Yes No
94. The district/school has adopted the high school graduation requirements for all students to include a minimum satisfactory completion of four years of English and language arts, three years of mathematics, three years of science, and three years of social studies. Yes No

CSIP

Vision, Mission, Goals

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

Yes No

1. What are the district's goals related to K-3 reading or mathematics?

- To achieve 90% proficiency in reading, math and science on the Iowa Assessments in grades 3-5 and on the FAST Literacy Assessments in grades PreK-5.

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

Yes No

1. What are the district's class size goals for each grade K through 3?

Our goal is to maintain classes of less than 25 students in each grade K-3.

3. What activities are in place for K-3 students to achieve a higher level of success in the basic skills?

Our plan to meet future goals includes the following: Implement a Multi Tiered System of Supports in grades PreK-8; provide professional development in Iowa Core English Language Arts to PreK-5 reading and writing teachers; and utilize universal screening data and progress monitoring data to measure the effectiveness of our core and supplemental instruction.

4. What diagnostic assessment tools does your district use in each of grades K, 1, 2, 3 to assist teachers in measuring reading accuracy and fluency skills, including but not limited to phonemic awareness, oral reading ability, and comprehension skills?

Our district utilizes the Formative Assessment System for Teachers to measure reading accuracy and fluency skills, as well as phonemic awareness and comprehension.

5. What are the district's measureable, long-range goals to address improvement in reading?

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

6. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in reading?

Implement a Multi Tiered System of Supports in grades K-8; implement Professional Learning Communities professional development in grades K-12; implement Iowa Core professional development in grades K-12; implement the FAST assessment system in grades K-5 to measure the success of our core and our supplemental instruction.

7. What are the district's measureable, long-range goals to address improvement in mathematics?

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

8. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in mathematics?

Implement a Multi Tiered System of Supports in grades K-8; implement Professional Learning Communities professional development in grades K-12; implement Iowa Core professional development in grades K-12.

9. What are the district's measureable, long-range goals to address improvement in science?

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

10. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science?

Implement a Multi Tiered System of Supports in grades K-8; implement Professional Learning Communities professional development in grades K-12; implement Iowa Core professional development in grades K-12.

Collaborative Relationships

11. Describe the district's major education needs and how the district has sought input from the local community at least once every five years about these needs.

The SIAC studies and discusses data related to district and program goals. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, annual improvement goals and the programs and services provided to students. Once every five years the SIAC also provided input on the school district mission, vision, student learning goals, and long range goals. The Northeast school board makes decisions based on these recommendations.

In addition, the school district surveys all community members at least once every five years to seek input on various topics. In 2013-14 we utilized the Iowa Association of School Boards' School Improvement Needs Assessment survey.

Major Improvement Recommendation from this survey included:

- Focus attention and resources on improvement of instruction, rigor, and relevance, and student engagement.
- Continue to improve the assessment system to align to the content and rigor of the ICC.
- Continue to incorporate the content and rigor of the Iowa Core curriculum.
- Focus professional development on instruction practices that use student work and assessment data to ensure student mastery of benchmarks.
- Engage parents and communicate student progress to help ensure all students master the standards.

12. Describe the district's student learning goals (general statements of expectations for all graduates) and how the district has sought input from the local community at least once every five years about these goals.

The SIAC studies and discusses data related to district and program goals. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, annual improvement goals and the programs and services provided to students. Once every five years the SIAC also provided input on the school district mission, vision, student learning goals, and long range goals. The Northeast school board makes decisions based on these recommendations.

In addition, the school district surveys all community members at least once every five years to seek input on various topics. In 2013-14 we utilized the Iowa Association of School Boards' School Improvement Needs Assessment survey.

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- Continue to improve the assessment system to align to the content and rigor of the ICC.
- Continue to incorporate the content and rigor of the Iowa Core curriculum.
- Focus professional development on instruction practices that use student work and assessment data to ensure student mastery of benchmarks.
- Engage parents and communicate student progress to help ensure all students master the standards.

Learning Environment

13. What are the district's goals that support the incorporation of multicultural and gender fair curriculum into the educational program?

All of the district goals are fully inclusive of all races, cultures, and genders.

Curriculum and Instruction

14. By law, local standards are to be identical to the Iowa Core Standards in literacy. What steps is the district/school taking to ensure that the standards are being implemented in literacy?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

15. By law, local standards are to be identical to the Iowa Core Standards in mathematics. What steps is the district/school taking to ensure that the standards are being implemented in mathematics?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

16. By law, local standards are to be identical to the Iowa Core Standards in science. What steps is the district/school taking to ensure that the standards are being implemented in science?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

17. By law, local standards are to be identical to the Iowa Core Standards in social studies. What steps is the district/school taking to ensure that the standards are being implemented in social studies?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

18. By law, local standards are to be identical to the Iowa Core Standards in 21st century skills. What steps is the district/school taking to ensure that the standards are being implemented in 21st century skills?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

Learning Environment

19. Does your district offer any online courses?

Yes No

1. Please provide a description of your online curriculum.

Our district allows students to take online courses through the Iowa Online Advanced Placement Academy, through Eastern Iowa Community College and through A+ Online Learning System.

Professional Development

20. How does the district ensure that professional development activities are aligned with its long-range student learning goals?

The School Improvement Advisory Committee will 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 professional development strategies and actions that align with and support the established goals. Data indicators will be analyzed to determine progress toward goals.

21. What research-based staff development practices does the district have in place?

The district follows the Iowa Professional Development Model.

22. Describe the district's (CSIP and DINA)/building's (SINA) plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement. When a district is selected answer at the district level, when a building is selected answer at the building level.

Our plan to meet future goals includes the following:

- Implement a Multi-Tiered System of Supports in grades PreK-12.
- Implement Professional Learning Communities professional development in grades PreK-12.
- Implement Iowa Core professional development in grades PreK-12.

23. How do the district's professional development learning opportunities align with the Iowa Teaching Standards?

These professional development actions align directly with the following Iowa Teaching Standards and Criteria:

- Standard #1 (specifically criteria 1b, 1c, 1f, and 1g)
- Standard #2 (specifically criteria 2a, 2b, 2c, and 2d)
- Standard #3 (specifically criteria 3a, 3b, 3c, 3d, and 3e)
- Standard #4 (specifically criteria 4a, 4c, and 4f)
- Standard #5 (specifically criteria 5a, 5c, and 5f)
- Standard #6 (specifically criteria 6c, 6d, and 6e)
- Standard #7 (specifically criteria 7a, 7b, 7c, and 7d)
- Standard #8 (specifically criteria 8c and 8e)

24. How does the district ensure that professional development includes all K-12 teachers responsible for instruction?

All teachers will be engaged in training, including those responsible for Title I, Career and Technical Education, Special Education, At-Risk, English Language Learners, Guidance, Media, and Gifted and Talented. The administration will also be actively involved. All staff members are required to document their involvement in professional development through their career portfolio.

25. Who are the district's approved professional development providers?

The Northeast Community School Building Leadership Team will serve as the professional development provider for the district. The Iowa Department of Education accredits this provider.

26. Describe the district's sustained professional development related to the integration and effective use of technology for teachers, principals, administrators, and school media library personnel.

Northeast educators will take advantage of opportunities for professional development in the use of technologies that will enhance teacher effectiveness, student achievement, and instructional management.

- Provide training and support strategies to ensure that the staff has the appropriate competencies and continuous support needed to use educational technology to deliver and support instruction.
- Provide opportunities for all staff to enhance their educational technology knowledge and skills.
- Provide educators with access to professional development in the use of educational technology in order to prepare them to help students meet high academic standards.

Monitoring and Accountability

27. How does the district monitor goal attainment for individualized education programs (IEPs)?

The Iowa Assessment data is disaggregated to determine the percentage of students with and without IEPs who achieved proficiency in reading, math and science in grades 3-8 and 11.

Students with IEPs who did not achieve proficiency are also monitored to determine if they have made one year's growth on the Iowa Assessment.

28. What evidence-based activities does the district have in place designed to improve individual student performance resulting from the provision of special education?

All special education teachers have received inservice on writing rigorous goals for each special education student, creating an aim line data target that is intent on closing the gap between special education students and their peers. These goals are monitored on a bi-monthly basis. If, at any time, four data points fall above or below the aimline, a phase line is initiated requiring teachers to alter their instructional method or strategy.

29. How does the district evaluate its at-risk program?

Every three years each program, including the at-risk program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

30. How does the district evaluate its dropout prevention programs for returning and potential dropouts?

Every three years each program, including the dropout prevention program, is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

31. How does the district evaluate its gifted and talented program?

Every three years each program, including the gifted and talented program, is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

32. Districts are required to upload an ELL Plan (Word or pdf file) updated for the current school. This plan must be submitted using the Title III state-required Lau (ELL) Plan template. The Lau (ELL) Plan template and Lau (ELL) Plan Reference Guide are found at https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners#Lau_ELL_Plan

33. Will the district receive services under Title III in (current_school_year), either as a direct subgrantee or through an AEA consortium?

- Yes No

1. Describe the professional development that is provided to improve curriculum, instruction, and assessment for Limited English Proficient children.

The district ELL Coordinator attends professional development opportunities provided at the AEA for ELL coordinators and then shares appropriate strategies with teachers and associates who work with ELL students.

2. How does the district annually assess the English proficiency of limited English proficient students?

All ELL identified students are assessed annually through the ELPA21 assessment.

3. How does the district ensure that its English language instruction educational program assists LEP students to develop English proficiency?

Every three years each program, including the ELL program, is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

34. Describe how the district collects and analyzes data over time to determine the accomplishment of the district's goals.

The district collects and analyzes data through three formal venues: the District Administrative Team, the Building Leadership Team, and the School Improvement Advisory Committee. The data are matched to district and program goals, include up to five year's of information, and are disaggregated where appropriate.

35. Describe the district's long-range needs assessment analysis for all state indicators (reading, math, science, dropouts, seniors intending to pursue post-secondary education, indicators of post-secondary success, graduates completing core program). Analysis means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction.

Our district analyzed multiple data points for all state and locally determined indicators including looking at trends, comparisons to state averages where available and comparisons of subgroups when possible. This data helps us to determine the success of our programs, identify priorities for resources and professional development as well as assists teachers in targeting their instruction.

Goal	Annual To achieve	Data Indicator	School Performance	Comparison
CORE ACADEMIC LEARNING	90% proficiency in All reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or	Percent proficient on ITBS/ITED in Reading Grades 6-8 Grade 11	10-1111-1212-1313-1414-15	MaleFemSES IEP
			83.3 86.2 79.3 87.9 78.1	
ACADEMIC LEARNING	90% proficiency in All reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or	Percent proficient on ITBS/ITED in Math Grades 6-8 Grade 11	80.9 71.0 71.1 83.6 87.0	84.8 89.8 81.3 52.2
			78.0 85.7 85.0 86.7 93.2	97.3 90.0 92.0 100
ACADEMIC LEARNING	90% proficiency in All reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or	Percent proficient on ITBS/ITED in Science Grades 6-8 Grade 11	10-1111-1212-1313-1414-15	MaleFemSES IEP
			88.9 93.3 91.0 91.5 88.8	
ACADEMIC LEARNING	90% proficiency in All reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or	Percent proficient on ITBS/ITED in Science Grades 6-8 Grade 11	93.4 84.7 84.3 95.4 96.4	95.2 97.7 93.8 78.3
			80.0 85.7 81.3 92.0 94.8	94.6 95.0 92.0 100
ACADEMIC LEARNING	90% proficiency in All reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or	Average Scores on ACT taken by Seniors	10-1111-1212-1313-1414-15	MaleFemSES IEP
			88.2 86.5 86.3 87.6 86.9	
ACADEMIC LEARNING	90% proficiency in All reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or	Average Scores on ACT taken by Seniors	87.4 75.6 82.4 85.7 89.6	93.3 85.2 85.0 82.6
			81.6 92.9 87.5 85.3 87.0	86.5 87.5 88.0 75.0
ACADEMIC LEARNING	90% proficiency in All reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or	Average Scores on ACT taken by Seniors	10-1111-1212-1313-1414-15	State average
			21.7 20.7 22.3 22.1 22.4	21.6
ACADEMIC LEARNING	90% proficiency in All reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or	Average Scores on ACT taken by Seniors	20.5 19.9 21.1 19.8 20.4	21.5

		Reading	22.6	21.6	23.5	21.3	23.1	22.7	
		Science	21.0	21.4	22.2	21.8	21.8	22.3	
		Composite	21.5	21.1	22.4	21.3	22.2	22.2	
		Percent scoring 20 or higher on ACT	10-1111-1212-1313-1414-15					State average	
		Percent	58.5	58	72.9	67.3	54.6	70	
		Percent of ACT Tested Graduates Meeting College Readiness Benchmarks	10-1111-1212-1313-1414-15					State average	
		English	82	87	85	89	86	75	
		Math	48	35	50	35	29	48	
		Reading	58	45	63	36	65	55	
		Science	27	32	48	49	43	48	
		All Four	24	19	29	20	18	33	
		Percent of ACT Tested 10th Graders Meeting College Readiness Benchmarks	10-1111-1212-1313-1414-15						
		English			84	83.1	85.3		
		Math			31	30.1	45.3		
		Reading			44	63.9	53.3		
		Science			17	19.3	56.0		
	exceed expected growth rates.	Percent identified for special education services	10-1111-1212-1313-1414-15					State average	
		Elementary	13.6	13.5	13.5	13.9	14.3	12.8	
		Secondary	10.7	14.7	13.6	8.2	9.9		
		Percent of special education students meeting or exceeding the expected growth rates on the Iowa Assessments	10-1111-1212-1313-1414-15						
		4th-6th Reading			66.6	77.8	35.7		
		4th-6th Math			77.7	66.7	64.3		
		7th-11th Reading			46.2	71.4	75.8		
		7th-11th Math			61.5	79.3	86.2		
		Percent of students failing one or more classes	10-1111-1212-1313-1414-15						
		Secondary			19.6	10.5	5.7	3.8	
		Percent highly proficient on ITBS/ITED in Reading	10-1111-1212-1313-1414-15						
		Grades 3-5	13.9	10.3	10.1	21.4	25		
		Grades 6-8	15.5	9.3	10.3	22.3	24.4		
		Grade 11	16.0	20.0	18.8	6.7	10.4		
		Percent highly proficient on ITBS/ITED in Math	10-1111-1212-1313-1414-15						
		Grades 3-5	31.5	37.4	40.4	46.1	38.8		
		Grades 6-8	37.1	29.6	33.8	50.5	52.3		
		Grade 11	20.0	15.7	17.5	20.0	26.0		
		Percent highly proficient on ITBS/ITED in Science	10-1111-1212-1313-1414-15						
		Grades 3-5	10.5	14.7	16.6	18.3	23.1		
		Grades 6-8	13.2	6.3	9.56	8.6	16.6		
		Grade 11	26.5	31.4	20.0	17.3	19.5		
		Percent of seniors who have taken college courses	10-1111-1212-1313-1414-15						
		Percent	66.0	67	62	78.6	77.2		
		Percent of seniors who have taken Chemistry, Physics, or Pre-Calculus	10-1111-1212-1313-1414-15					State average	
		Chemistry	86.0	79	74.6	77.4	78.5	59.4	
		Physics	20.0	18	22.7	14.3	11.4	24.8	
		Pre-Calculus	46.0	34	44	41.7	43.0	37.1	
		Percent of seniors who completed 4 years of a foreign language	10-1111-1212-1313-1414-15						
		Percent	52.0	36	33.3	29.7	36.7		
Goal	Annual	Data Indicator	School Performance					Comparison	
STUDENT	To increase	Average Daily Attendance	10-1111-1212-1313-1414-15					MaleFem	State Ave.
ENGAGEMENT	the								
All students	participation	Elementary	96.0	96.6	95.7	96.3	96.4	95.4	96.0
								95.8	

will experience supportive relationships, rate of feel a sense of belonging, and be motivated to learn.	Percent of students attending school at least 95% of the time	Secondary	95.4	95.1	95.4	96.1	95.6	95.5	95.4
		Elementary	76.8	68.5	74.6	81.1			
	Graduation Rate	Secondary	66.2	69.0	70.6	77.5			
		Percent	10-1111-1212-1313-1414-15	97	96.3	98.5	93.5	State average	90.5
	Percent taking ACT/SAT	Percent	10-1111-1212-1313-1414-15	60.0	45.6	64	65.5	62.0	65
		Percent of seniors indicating post secondary educational plans	Percent	10-1111-1212-1313-1414-15	84.0	70	78	87.5	87.5
								'08 Iowa Graduates	

36. Describe the district's long-range needs assessment analysis for locally determined indicators.

Our district analyzed multiple data points for all state and locally determined indicators including looking at trends, comparisons to state averages where available and comparisons of subgroups when possible. This data helps us to determine the success of our programs, identify priorities for resources and professional development as well as assists teachers in targeting their instruction.

PERSONAL SKILL DEVELOPMENT All students will demonstrate positive personal, social, service and leadership skills.	Number of out of school suspensions 7th-12th	Number	20	32	24	18	10			
	Number of in school suspensions 7th-12th	Number	50	43	58	25	11			
	Percent of students with 1 or fewer office referrals	Elementary		90.9	90.7	88.3				
		Secondary		82.1	84.5	93.4	96.0			
	Spectator sportsmanship ratings at athletic events	Baseball	1.21	1.24	1.18	1.24	1.13	State average	Baseball: 1.21	
		Football	1.05	1.20	1.29	1.34	1.39	Football: 1.35		
		Basketball	1.62	1.23	1.51	1.46	1.47	Basketball: 1.48		
		Soccer		1.32	1.13	1.54	NA	Soccer: NA		
		Wrestling	1.06	1.16	1.15	1.15	1.22	Wrestling: 1.17		
	Iowa Youth Survey Percent of students who indicated they were working in a paid job (B1)	2008						Male	Fem	Districts/Size
		2010								
		2012								
		2014								
		6th Grade	15	9	32	30		46	19	6th: 24
		8th Grade	27	22	28	27		41	8	8th: 29
		11th Grade	59	68	42	55		54	54	11th: 60
		2008								
		2010								
		2012								
		2014								
Iowa Youth Survey Percent of students volunteering in the community (B3)		2008								
	2010									
	2012									
	2014									
Iowa Youth Survey Percent of students who reported suicidal plans or attempts (B62 & 63)	2008									
	2010									
	2012									
Iowa Youth Survey Percent of students who reported are currently using Alcohol (summary)	2008									
	2010									
	2012									
	2014									
Iowa Youth Survey Percent of students who	6th Grade	2	0	2	5		0	9	6th: 3	
	8th Grade	12	10	4	8		12	4	8th: 6	
Iowa Youth Survey Percent of students who	11th Grade	30	32	11	11		15	5	11th: 21	
	2008									
Iowa Youth Survey Percent of students who	2010									
	2012									
Iowa Youth Survey Percent of students who	2014									
	6th Grade	2	0	0	0		0	0	6th: 1	

reported are currently using Tobacco (summary) Iowa Youth Survey	Percent of students who reported are currently using Drugs (summary) Iowa Youth Survey	Percent of students who reported a positive school staff/student support system(construct) Iowa Youth Survey	Percent of students who reported being bullied (construct)	8th Grade 4	2	1	3	0	8	8th: 3
				11th Grade 12	24	9	12	18	5	11th: 14
				2008	2010	2012	2014	Male	Fem	Districts/Size
				6th Grade 6	2	5	13	13	13	6th: 10
				8th Grade 10	2	3	8	6	12	8th: 9
				11th Grade 6	5	11	4	3	5	11th: 12
				2008	2010	2012	2014	Male	Fem	Iowa
				6th Grade 54	53	62	72	71	73	6th:
				8th Grade 37	43	56	63	72	56	8th:
				11th Grade 48	21	35	49	54	43	11th:
				2008	2010	2012	2014	Male	Fem	Iowa
				6th Grade 53	52	61	55	46	62	6th:
				8th Grade 80	50	57	51	44	60	8th:
				11th Grade 51	58	59	53	49	57	11th:

37. Describe the district's long-range needs assessment analysis for locally established student learning goals.

Our district analyzed multiple data points for all state and locally determined indicators including looking at trends, comparisons to state averages where available and comparisons of subgroups when possible. This data helps us to determine the success of our programs, identify priorities for resouces and professional development as well as assists teachers in targeting their instruction.

Goal	Annual	Data Indicator	School Performance	Comparison	
CORE ACADEMIC LEARNING All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.	To achieve 90% proficiency in reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or exceed expected growth rates.	Percent proficient on ITBS/ITED in Reading	10-1111-1212-1313-1414-15	Male Fem SES IEP	
			Grades 3-5 83.3 86.2 79.3 87.9 78.1	84.8 89.8 81.3 52.2	
			Grades 6-8 80.9 71.0 71.1 83.6 87.0	97.3 90.0 92.0 100	
		Percent proficient on ITBS/ITED in Math	10-1111-1212-1313-1414-15	Male Fem SES IEP	
			Grades 3-5 88.9 93.3 91.0 91.5 88.8	95.2 97.7 93.8 78.3	
			Grades 6-8 93.4 84.7 84.3 95.4 96.4	94.6 95.0 92.0 100	
		Percent proficient on ITBS/ITED in Science	10-1111-1212-1313-1414-15	Male Fem SES IEP	
			Grades 3-5 88.2 86.5 86.3 87.6 86.9	93.3 85.2 85.0 82.6	
			Grades 6-8 87.4 75.6 82.4 85.7 89.6	86.5 87.5 88.0 75.0	
		Average Scores on ACT taken by Seniors	English	10-1111-1212-1313-1414-15	State average
				21.7 20.7 22.3 22.1 22.4	21.6
				Math	21.5
				Reading	22.7
				Science	22.3
		Percent scoring 20 or higher on ACT	Composite	10-1111-1212-1313-1414-15	State average
21.5 21.1 22.4 21.3 22.2	70				
10-1111-1212-1313-1414-15	State average				
82 87 85 89 86	75				
Math	48				
Percent of ACT Tested Graduates Meeting College Readiness Benchmarks	Reading	58 45 63 36 65	55		
		Science	48		
		All Four	33		
Percent of ACT Tested 10th Graders Meeting	English	10-1111-1212-1313-1414-15			
		84 83.1 85.3			

College Readiness Benchmarks	Math	31	30.1	45.3		
	Reading	44	63.9	53.3		
	Science	17	19.3	56.0		
Percent identified for special education services	10-1111-1212-1313-1414-15				State average	
	Elementary	13.6	13.5	13.5	13.9	14.3
Percent of special education students meeting or exceeding the expected growth rates on the Iowa Assessments	Secondary	10.7	14.7	13.6	8.2	9.9
	10-1111-1212-1313-1414-15					
	4th-6th Reading		66.6	77.8	35.7	
	4th-6th Math		77.7	66.7	64.3	
	7th-11th Reading		46.2	71.4	75.8	
	7th-11th Math		61.5	79.3	86.2	
Percent of students failing one or more classes	10-1111-1212-1313-1414-15					
	Secondary	19.6	10.5	5.7	3.8	

38. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2014-2015.

Assessment	Other
ACT Assessment (ACT product)	

39. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2014-2015.

Assessment	Other
ACT Assessment (ACT product)	

40. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2014-2015.

Assessment	Other
ACT Assessment (ACT product)	

41. Describe how the district administers district-wide assessments and analyzes results of these assessments for all students (IEP, ELL, FRL, etc.) in reading and mathematics.

The district administers the Iowa Assessments in grades 3 through 11 in reading and math and analyzes the proficiency percentages in each grade, including a disaggregated analysis in gender, IEP and FRL status and race when ten or more students are included in a subgroup.

42. Does the district accept Title II, Part A funds 2015-2016?

Yes No

1. Describe how the activities funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement.

The district uses funds from Title II, Part A to hire additional teachers at the elementary level to reduce class sizes in grades K-3. Smaller class sizes allows teachers to better individual instruction and provide additional support to struggling learners. This is measured through K-3 academic assessments.

43. How does the district evaluate its Beginning Teacher Induction and Mentoring program?

Every three years each program, including the Beginning Teacher Induction and Mentoring Program, is required to present information to the School Improvement Advisory Committee including a description of the

program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

44. How does the district evaluate the effectiveness of its district career development plan by analyzing teacher data about the implementation of instructional strategies?

Every year the Professional Development program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

45. How does the district evaluate the effectiveness of its career development plan by analyzing student achievement data?

Every three years each program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

46. How does the district evaluate the effectiveness of its career development plan by analyzing formative and summative data?

Every year the Professional Development program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

47. Is the district accepting Perkins funds in 2015-2016?

Yes No

1. How does the district independently evaluate and continuously improve the performance of all of its career and technical education programs?

Our Career and Technical Education program is evaluated through a variety of processes including:

- A review every three years by the School Improvement Advisory Committee
- A review every year by the School to Work Committee
- A review by the second party assessors
- A review by the local community college

2. Describe the comprehensive professional development that is provided for career and technical teachers, academic teachers, guidance staff, and administrative personnel to improve the career and technical education program.

All teachers, guidance staff and administrative personnel are involved in the district professional development program.

In addition, professional development funds are used to provide content specific workshop and conference opportunities to all career and technical education teachers so that they can stay current with the changes in their field.