

District Profile Of Needs

BELLE PLAINE COMMUNITY SCHOOL DISTRICT 2001-2002
 (Completed January 2002)

Date of Next
 Site Visit **2005**

GOALS

Student Learning Goals	The students will: <ol style="list-style-type: none"> 1. Become well-rounded citizens. 2. Demonstrate responsibility and respect for self, others, community, environment, and property. 3. Develop an appreciation for learning as an enjoyable and never-ending process. 4. Exhibit the skills of effective communication. 5. Demonstrate proficiency in basic skills. 6. Become effective problem solvers. 7. Use the goal setting process as a tool for achievement. 8. Exhibit technological literacy. 9. Become actively prepared to cope with change. 10. Develop an understanding of career opportunities.
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Increase student achievement in the area of reading as measured by district-wide assessments. Focus will be on reading comprehension.	Increase student achievement in the area of math as measured by district-wide assessments. Focus will be to: <ol style="list-style-type: none"> 1. Increase math computation and problem-solving skills. 2. Provide instruction focused on meeting the needs of diverse learners through a variety of instructional strategies. 3. Provide integrated use of technology in the content area. 4. Provide improved school climate and 	Increase student achievement in the area of science as measured by district-wide assessments. Focus will be to: <ol style="list-style-type: none"> 1. Improve student understanding of the scientific method and knowledge of basic scientific facts through: <ul style="list-style-type: none"> • Use of manipulatives, models, and resources • Focus on meeting the needs of diverse learners 	Revise Talented and Gifted (TAG) Program: <ul style="list-style-type: none"> • Identification • Curriculum • Evaluation Provide K-12 staff development on TAG	

promotion of healthy lifestyle choices.

through effective instructional strategies

- Improve school climate
- Integrate use of technology in the content area
- Wise life choices practiced by students.

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
<p>Annual Improvement (2000 – 2001)</p>	<ol style="list-style-type: none"> 1. Improve the 4th grade student's ability to recognize and understand word meaning within context and increase the student's ability to recognize standard and nonstandard language thereby raising the percentage of 4th grade students scoring in the proficient or advanced areas of the fall 2001 ITBS by 3% or more (from 60%). 2. Increase the percentage of students performing in the proficient or advanced areas of reading performance to 69% or better as measured by 8th grade student scores on the ITBS (from 66%). 3. Raise the percentage of students performing in the proficient or advanced levels in the area of expression by 5 percentile points or better for each high 	<ol style="list-style-type: none"> 1. Improve students' ability to recognize and understand word meaning within context and increase the student's ability to recognize standard and nonstandard language, thereby raising the percentage of 4th grade students scoring in the proficient or advanced areas of the fall 2001 ITBS by 3% or more (from 60%). 2. Increase the percentage of students scoring in advanced levels of math performance to 75% or better as measured by 8th grade student scores on the 2001 ITBS (from 72%). 3. Increase the percentage of students in the proficient or advanced levels by 3% or better as measured by 11th grade student scores on the ITED by the fall of 2001 (from 81%). 	<p>Raise the number of students scoring in the proficient or advanced levels on 11th grade ITED by 3% of better (from 72%).</p>	<p>The district will begin the cyclical process of curriculum mapping to help align the sequential curriculum, reduce redundancies within the curriculum and search for gaps in the taught curriculum.</p>	<ol style="list-style-type: none"> 1. A, B, D 2. A, B 3. A, B, C, D 4. A, B, C 5. A, B, C 7. A, B, C, D

	school grade level as measured by the fall 2001 ITED (from 71% in 11 th grade).				
Annual Improvement (1998-1999)	Set a baseline in grades 4, 8, and 11 using ITBS and ITED.	Set a baseline in grades 4, 8, and 11 using ITBS and ITED.	Set a baseline in grades 4, 8, and 11 using ITBS and ITED.		
Staff Development	<ol style="list-style-type: none"> 1. Curriculum mapping 2. Site-based teams work on achievement goals. 	<ol style="list-style-type: none"> 1. Curriculum mapping. 2. Site-based teams work on achievement goals. 		2. A, B	
Assessment Method	ITBS, ITED	ITBS, ITED	ITBS, ITED		

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	<ol style="list-style-type: none"> 1. The Jr. High will increase the partnership with the Belle Plaine Library. 2. PACE Partnership 	PACE Partnership		
(2) Professional Development Services	Curriculum mapping	Curriculum mapping		<ol style="list-style-type: none"> 1. Reading and mathematics will be mapped in 2001-2002. 2. Science and social studies will be mapped in 2001-2002. 3. Ancillary and vocational programs will be mapped in 2002-2003. 4. Evaluation of the process will be conducted in 2003-2004.
(3) Curriculum, Instruction and Assessment Services	<ol style="list-style-type: none"> 1. New reading series in the elementary. 2. Teacher developed scope and sequence for each grade level in the elementary. 3. Reading Recovery initiated. 4. Summer reading program for elementary students. 5. DEAR program adopted school wide in the elementary. 6. Jr. High staff will increase the partnership with the Belle Plaine library to raise student perceptions about reading. 7. Jr. High staff will use new instructional strategies such as story maps, story webs, and 	<ol style="list-style-type: none"> 1. Elementary staff will make greater use of manipulatives. 2. Title 1 teacher will spend additional time in the area of mathematics with identified students. 3. Software will be purchased for elementary math. 4. New math textbooks have been purchased at the Jr. High. 5. An accelerated math program has been purchased at the Jr. High. 6. New sequence of math courses has been developed and will be implemented in the fall of 2000 for the high school to aid in transition from Jr. High to High 	<ol style="list-style-type: none"> 1. More options for students have been designed for high school students. 2. New courses have been added to assist lower achieving students. 3. Graduation requirements have been increased from 2 to 3 units for the class of 2002. 	<ol style="list-style-type: none"> 1. Four years of curriculum mapping have been started beginning with language arts/reading and math.

	<p>reflective writing as part of daily activities.</p> <ol style="list-style-type: none"> 8. Teacher developed scope and sequence in the Jr. High. 9. Teachers will strive to insure consistency across all subjects regarding the evaluation of student work in the areas of spelling, grammar, and expression in the high school 10. Proper usage and expression will be expected in all classrooms and in those areas in which English is specifically taught in the high school. 11. An additional kindergarten teacher will lower class sizes to increase reading achievement. 	<p>School.</p> <ol style="list-style-type: none"> 7. Graduation requirements have been raised from 2 to 3 units beginning with the class of 2002. 8. An additional kindergarten teacher will be added to lower class sizes to improve math achievement. 		
(4) Diverse Learning Needs	<ol style="list-style-type: none"> 1. TAG program has developed standards and benchmarks tied to the regular classroom. 2. Appropriate reading materials will be purchased for each school library. 3. School to work project. 4. Job shadowing. 	<ol style="list-style-type: none"> 1. TAG program has developed standards and benchmarks tied to the regular classroom. 2. School to work project 3. Job shadowing 	<ol style="list-style-type: none"> 1. Science kits are used in some elementary classrooms. 2. TAG Program has developed standards and benchmarks tied to the regular curriculum. 3. School to work program. 4. Job shadowing. 	
(5) Inclusive Schools	<ol style="list-style-type: none"> 1. The School Board has adopted a new harassment policy. 2. Appropriate reading materials will be purchased for each school library. 3. School to work project. 	<ol style="list-style-type: none"> 1. The School Board has adopted a new harassment policy. 2. School to work project. 3. Job shadowing. 	<ol style="list-style-type: none"> 1. Science kits are used in some elementary 2. The TAG program has developed standards and benchmarks tied to the regular curriculum. 3. School to work project. 4. Job shadowing. 	

	4. Job shadowing.			
(6) Media Services				
(7) School Technology	Integration efforts are on going.	Integration efforts are on going.	Integration efforts are on going.	Integration efforts are on going.
(8) Leadership Services				
(9) Management Services				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	<ol style="list-style-type: none"> 1. Facilitation of meetings 2. Represent Belle Plaine’s needs and interests by collaborating with and accessing resources from county agencies (i.e., Benton County Empowerment Board). 3. Continue participation of School Improvement Advisory Committee. 4. Assist in increasing staff and public awareness of school improvement in general and Belle Plaine’s school improvement plan, specifically. 	<ol style="list-style-type: none"> 1. Facilitation of meetings 2. Represent Belle Plaine’s needs and interests by collaborating with the accessing resources from county agencies (i.e., Benton County Empowerment Board). 3. Continue participation of School Improvement Advisory Committee. 4. Assist in increasing staff and public awareness of school improvement in general and Belle Plaine’s school improvement plan, specifically. 	<ol style="list-style-type: none"> 1. Facilitation of meetings. 2. Represent Belle Plaine’s needs and interests by collaborating with and accessing resources from county agencies (i.e., Benton County Empowerment Board). 3. Continue participation of School Improvement Advisory Committee. 4. Assist in increasing staff and public awareness of school improvement in general and Belle Plaine’s school improvement plan, specifically. 	
(2) Professional Development Services	<ol style="list-style-type: none"> 1. Facilitation of meetings 2. Crisis Prevention Intervention Training. 3. Provide curriculum consultants; school improvement consultants; and other AEA staff as needed. 4. Supply research and best practice information. 	<ol style="list-style-type: none"> 1. Facilitation of meetings. 2. Crisis Prevention Intervention Training. 3. Provide curriculum consultants; school improvement consultants; and other AEA staff as needed. 4. Supply research and best practice information. 	<ol style="list-style-type: none"> 1. Facilitation of meetings 2. Crisis Prevention Intervention Training. 3. Provide Curriculum consultants; school improvement consultants; and other AEA staff as needed. 4. Supply research and best practice information. 	<ol style="list-style-type: none"> 1. Facilitation of meetings 2. Provide curriculum consultants; school improvement consultants; and other AEA staff as needed. 3. Supply research and best practice information.
(3) Curriculum, Instruction and Assessment Services	Support district in continuing to align standards and benchmarks with assessments.	Support district in continuing to align standards and benchmarks with assessments.	Support district in continuing to align standards and benchmarks with assessments.	
(4) Diverse Learning Needs	<ol style="list-style-type: none"> 1. Represent Belle Plaine’s needs and interests by collaborating with and 	<ol style="list-style-type: none"> 1. Represent Belle Plaine’s needs and interests by collaborating with and 	<ol style="list-style-type: none"> 1. Represent Belle Plaine’s needs and interests by collaborating with and 	<ol style="list-style-type: none"> 1. Assist special education teachers in aligning IEPs to district standards and

	<p>accessing resources from county agencies (i.e., Benton County Empowerment Board, Juvenile Justice).</p> <ol style="list-style-type: none"> 2. CPI Training 3. Support special education teachers in the development of quality IEPs. 4. Review Solutions Focus Process with the staff. 5. Assist special education teachers in aligning IEPs to district standards and benchmarks 	<p>accessing resources from county agencies (i.e., Benton County Empowerment Board, Juvenile Justice).</p> <ol style="list-style-type: none"> 2. CPI Training 3. Support special education teachers in the development of quality IEPs. 4. Review Solutions Focus Process with the staff. 5. Assist special education teachers in aligning IEPs to district standards and benchmarks. 	<p>accessing resources from county agencies (i.e., Benton County Empowerment Board, Juvenile Justice).</p> <ol style="list-style-type: none"> 2. CPI Training 3. Support special education teachers in the development of quality IEPs. 4. Review Solutions Focus Process with the staff. 5. Assist special education teachers in aligning IEPs to district standards and benchmarks. 	<p>benchmarks.</p>
(5) Inclusive Schools	<ol style="list-style-type: none"> 1. Educate and consult with general and special education staff by making regular contacts. 	<ol style="list-style-type: none"> 1. Educate and consult with general and special education staff by making regular contacts. 	<ol style="list-style-type: none"> 1. Educate and consult with general and special education staff by making regular contacts. 	
(6) Media Services				
(7) School Technology	<ol style="list-style-type: none"> 1. Assist in writing technology grant. 2. Look for assessments in the area of technology. 	<ol style="list-style-type: none"> 1. Assist in writing technology grant. 2. Look for assessments in the area of technology. 	<ol style="list-style-type: none"> 1. Assist in writing technology grant. 2. Look for assessments in the area of technology. 	
(8) Leadership Services				
(9) Management Services				

STUDENT ACHIEVEMENT DATA
For
READING, MATH AND SCIENCE

See Attached Data

**Belle Plaine Community Schools
Achievement Levels**

The BPCS district adopted the Iowa Testing Program's (ITBS/ITED) three achievement levels based upon percentile ranks.

Advanced Proficiency 90-99: the student demonstrates superior knowledge of the material tested and possesses the skills and abilities and understands concepts at a high performance level when compared to other students in the test group.

Proficient 41-89: the student demonstrates a basic knowledge of the material tested and possesses the fundamental skills and abilities and understands concepts at an intermediate performance level when compared to other students in the test group.

Low Proficiency 1-40: the student demonstrates weak knowledge of the material tested and possesses marginal skills and abilities when compared to other students in the test group.

Fourth Grade Reading

Year	<i>N = # of kids tested</i>	Low Proficiency	Proficient	Advanced
2000-2001	N=65	44.6	52.3	3.1
1999-2000	N=53	39.6	60.4	0
1998-1999	N=66	37.9	57.6	4.5
1997-1998	N=53	43.4	50.9	5.7

Fourth Grade Math

Year	Low Proficiency	Proficient	Advanced
2000-2001 N=65	41.5	47.7	10.8
1999-2000 N=53	52.8	45.3	1.9
1998-1999 N=66	37.9	48.5	13.6
1997-1998 N=53	43.4	47.2	9.4

Eighth Grade Reading

Year	Low Proficiency	Proficient	Advanced
2000-2001 N=42	36.1	52.4	9.5
1999-2000 N=65	38.8	52.3	13.8
1998-1999 N=70	32.9	52.9	14.3
1997-1998 N=60	31.7	60.0	8.3

Eighth Grade Math

Year	Low Proficiency	Proficient	Advanced
2000-2001 N=42	31.0	57.1	11.9
1999-2000 N=65	27.7	55.4	16.9
1998-1999 N=70	22.9	62.9	14.3
1997-1998 N=60	26.7	51.7	21.7

Eighth Grade Science

Year	Low Proficiency	Proficient	Advanced
2000-2001 N=42	26.2	64.3	9.5
1999-2000 N=65	15.4	67.7	16.9

Eleventh Grade Reading

Year	Low Proficiency	Proficient	Advanced
2000-2001 N=56	35.7	46.4	17.9
1999-2000 N=51	29.4	58.8	11.8
1998-1999 N=48	35.4	50.0	14.6
1997-1998 N=49	28.6	55.1	16.3

Eleventh Grade Math

Year	Low Proficiency	Proficient	Advanced
2000-2001 N=56	23.2	48.2	28.6
1999-2000 N=51	19.2	61.5	19.2
1998-1999 N=48	34.7	49.0	16.3
1997-1998 N=49	20.4	51.0	28.6

Eleventh Grade Science

Year	Low Proficiency	Proficient	Advanced
2000-2001 N=57	22.8	50.9	26.3
1999-2000 N=51	28.0	56.0	16.0

ADDITIONAL STATE INDICATORS

1.74% Dropouts – The percentage of students considered dropouts for grades 7 – 12.

49% Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

70% Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

56% Core Program of Studies – The percentage of high school graduates who completed a core program of four years of English/Language Arts and three or more years each of Math, Science and Social Studies.

FEEDBACK FROM LAST SITE VISIT

Date of last visit March 2001

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment	March 2001	<ol style="list-style-type: none"> 1. There is no evidence that a long-range data collection process exists and is used.
Planning	March 2001	The CSIP contains no evidence that an in-service design exists for talented and gifted programming.
Evaluation	March 2001	
Reporting	March 2001	Not all mandated state indicator information was included in the report to the community.
Other	March 2001	<ol style="list-style-type: none"> 1. A review of all certified staff members found several issues relating to teacher certification. 2. Several special education noncompliance issues were found. 3. Board policies relating to harassment (staff to staff, student to staff, and staff to student) and special education performance goals and indicators, special education participation in district-wide assessment, and special education reporting in the public do not exist. 4. All dates of adoption, review, and revision of board policy do not indicate review within the last five years. 5. Several noncompliance issues related to the equity visit of two years ago were still unresolved. 6. Several noncompliance issues related to Title I was not found.

FEEDBACK FROM LAST APR (2000-2001)

	Reading	Math	Science
1.a. Met all goals	yes	yes	yes
1.b. At least 3 levels	yes	yes	yes
1.c. Grade 4	yes	yes	
Grade 8	yes	yes	yes
Grade 11	yes	yes	yes
1.d. Long range goals	no	no	no
1.e. 99-00 Annual goals	yes	yes	
00-01	yes	yes	yes
1.g. Actions to meet 00-01 goals	N/A	N/A	
1.h. Percentage of students proficient or above			
Grade 4	yes	yes	
Grade 8	yes	yes	yes
Grade 11	yes	yes	yes
1.i. Achievement Comparison Report compares grade level Achievement to State Norms	yes	yes	yes
Achievement Comparison Report compares grade Level achievement to National norms.	yes	yes	yes
Technical Assistance Suggestions (none) Setting Achievable Goals Establishing Measurable Goals Connect Annual Improve Goals to Longer Range Other – Please describe			

Data by levels and grades	Reading	Math	Science
Disag male	yes	yes	
Disag female	yes	yes	
Disag race	N/A	N/A	
Disag SES	N/A	N/A	
Disag Disabilities	N/A	N/A	
Disag Migrant	N/A	N/A	
Disag ELL	N/A	N/A	
3 year trend	yes	yes	
Multiple Assessments	ITBS/ITEDS	ITBS/ITEDS	ITBS/ITEDS

Checked area – (NONE)

All Building Levels Reported (checked)

**ANNUAL PROGRESS REPORT
Technical Assistance Suggestions**

Goals and Student Achievement (Page 1)

Areas identified for technical assistance (check):	Reading	Math	Science
Setting Achievable Goals	_____	_____	_____
Establishing Measurable Goals	_____	_____	_____
Connect Annual Improvement Goals to Longer Range	_____	_____	_____
Other:	All districts much have long-range goals.		

High School Data (Page 2)

Technical assistance suggestions (check):

- _____ percentage of 7-12 dropouts, disaggregated
- _____ percentage of students intending post-secondary enrollment
- _____ percentage of students achieving score indicating success on post-secondary measure
- _____ percentage of graduates completing core program