

Goals

Student learning goals	<ol style="list-style-type: none"> 1. Acquire basic skills and fundamental knowledge 2. Develop attitudes and skills for lifelong learning 3. Cultivate skills for change 4. Demonstrate responsible citizenship 5. Develop a worldwide perspective 6. Possess a positive self-concept 7. Develop positive social skills 8. Prepare to participate in economic affairs and the world of work 9. Practice healthful living 10. Develop an appreciation for aesthetic and creative experiences
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Goals	Reading	Math	Science	Other	Action Plan Reference
Long Range Goals	<ol style="list-style-type: none"> 1. To improve the reading achievement scores of students. 2. To improve the reading skills of low-income students. 	<ol style="list-style-type: none"> 1. To improve the mathematics achievement scores of students. 2. To improve the mathematical skills of low-income students. 	<ol style="list-style-type: none"> 1. To improve the science achievement scores of students 2. To improve the science achievement scores of low-income students 	<ol style="list-style-type: none"> 1. To improve school climate/culture 	1A 1B 1C 6D 7D 9 A 9B 9C 9D

Goals	Reading	Math	Science	Other	Action Plan Reference
<p>Annual Improvement (2000-2001)</p>	<p>1. Students will show at least 1 year of growth in reading annually.</p> <ul style="list-style-type: none"> ◆ Students in grades 3-8 will show growth of at least 10 months on the national grade equivalent score scale of the TTBS annually. ◆ Students in grades 9-12 will show annual growth on the dev. Score scale of the ITED equal to or greater than the growth in median standard scores <p>2. Low-income students will show at least one year of growth in reading annually.</p> <ul style="list-style-type: none"> ◆ Low-income students in grades 3-8 will show growth of at least 10 months on the national grade equivalent score scale of the TTBS annually. ◆ Low-income students in grades 9-12 will show annual growth on the developmental score scale of the ITED equal to or greater than the growth in median standard scores. 	<p>1. Students will show at least one year of growth in math annually.</p> <ul style="list-style-type: none"> ◆ Students in grade 3-8 will show growth of at least 10 months on the national grade equivalent score scale of the TTBS annually ◆ Students in grades 9-12 will show annual growth on the developmental score scale of the ITED equal to or greater than the growth in median standard scores. <p>2. Low-income students will show at least one year of growth in math annually.</p> <ul style="list-style-type: none"> ◆ Low-income students in grades 3-8 will show growth of at least 10 months on the national grade equivalent score scale of the TTBS annually. ◆ Low-income students in grades 9-12 will show annual growth on the dev. Score scale of the ITED equal to or greater than the growth in median standard scores. 	<p>1. Students will show at least one year of growth in science annually.</p> <ul style="list-style-type: none"> ◆ Students in grades 3-8 will show growth of at least 10 months on the national grade equivalent score scale of the TTBS annually. ◆ Students in grades 0-12 will show annual growth on the developmental score scale of the ITED equal to or greater than the growth in median standard scores. <p>2. Low-income students will show at least one year of growth in science annually.</p> <ul style="list-style-type: none"> ◆ Low-income students in grades 3-8 will show growth of at least 10 months on the national grade equivalent score scale of the TTBS annually. ◆ Low-income students in grades 9-12 will show annual growth on the developmental score scale of the ITED equal to or greater than the growth in median standard scores. 	<p>Mentioned in consolidated area as one of the district goals—improve climate/culture. There are also goals in all other consolidated areas.</p>	<p>Same as above</p>
<p>2001-2002 Annual Improvement Goals</p>	<ul style="list-style-type: none"> ◆ Students will show at least one year of growth in reading annually ◆ Students in grades 3-8 will show growth of at least 10 mo. on the NGE of the TTBS annually 	<ul style="list-style-type: none"> ◆ Students will show 1 year growth in math annually ◆ Students in grades 3-8 will show growth of at least 10 mo. on the NGE of the TTBS annually 	<ul style="list-style-type: none"> ◆ Students will show 1 year growth in science annually ◆ Students in grades 3-8 will show growth of at least 10 mo. on the NGE of the TTBS annually 		<p>APR 2000-2001 p.29-32</p>

<p>01-02 Improve-ment Goals con't.</p>	<p>Reading</p> <ul style="list-style-type: none"> ◆ Students in grades 9-12 will show annual growth on the developmental score scale of the ITED equal to or greater than the growth in median standard scores 	<p>Math</p> <ul style="list-style-type: none"> ◆ Students in grades 9-12 will show annual growth on the developmental score scale of the ITED equal to or greater than the growth in median standard scores 	<p>Science</p> <ul style="list-style-type: none"> ◆ Students in grades 9-12 will show annual growth on the developmental score scale of the ITED equal to or greater than the growth in median standard scores 	<p>Other</p> <p>Technology, at-risk, diverse learners, early intervention, gifted, teacher mentoring, special education</p>	<p>3A 3D</p>
<p>Staff Develop-ment</p>	<p>Reading</p> <ul style="list-style-type: none"> ◆ Ongoing training in a variety of curriculum areas throughout the k-12 organization occurs both in seminar approaches (voluntary) and through an early release plan that ties district concept presentation to building-based follow-up and support so ideas can be learned, practiced and assessed as they get to students. ◆ Kaleidoscope 	<p>Math</p> <p>Same as reading</p>	<p>Science</p> <p>Same as reading</p>	<p>Other</p> <p>Technology, at-risk, diverse learners, early intervention, gifted, teacher mentoring, special education</p>	<p>3A 3D</p>
<p>Assess-ment method</p>	<p>K-District assessment 2-3 X per year 1-2-Reading Observation 3X/year 3-ITBS, CBA, Fluency 4-5-ITBS 6-ITBS, Degrees of Reading Power (fall) 7-ITBS 8-ITBS, Degrees of Reading Power 9-ITED 10-ITED, Degrees of Reading Power-Fall, Work Keys-Winter 11-12- ITED</p>	<p>K-District Assessment -2-3X/yr 1-2-District Assessment-3X/yr 3-5-ITBS District Computation-Spring 6-ITBS 7-ITBS, District Computation-Spring 8-ITBS Iowa Algebra Aptitude Test 9-ITED 10-ITED, Work Keys, winter 11-12-ITED</p>	<p>3-7- ITBS 8-ITBS, additional measure to be selected or developed 9-ITED 10-ITED, additional measure to be selected or developed 11-12-ITED</p>	<p>5-Writing 7-Writing 8-Career Inventories 9-Writing 10-Work Keys-locating information-winter 10-Careers-Choices 11-Writing ACT, ASSET, COMPASS 12-Tech Proficiency-Senior Capstone: Oral and/or written comps</p>	<p>1A 1B 1C 8A 8B 8C 8D 9A 9B 9C 9D</p>

Action Plans

Areas	(A) Reading	(B) Math	(C) Science	(D) Other
<p>(1) Curriculum, Instruction and Assessment</p>	<ul style="list-style-type: none"> ◆ Conduct substantive review of instructional programs k-12 in math, reading and science with Instructional Cabinet ◆ Conduct substantive review of Chapter 12 and Title I Assessment requirements with Teaching and Learning Steering Committee ◆ Review and discuss requirement with the SI Advisory committee, Board of Education ◆ Finalize and implement assessment plan for submission ◆ Implement additional assessment in math and reading ◆ To continue to support and develop teacher leaders in math and reading ◆ Initiate training and development for second cadre of Teacher Leaders in math and reading 	<ul style="list-style-type: none"> ◆ Conduct substantive review of instructional programs k-12 in math, reading and science with Instructional Cabinet ◆ Conduct substantive review of Chapter 12 and Title I Assessment requirements with Teaching and Learning Steering Committee ◆ Review and discuss requirement with the SI Advisory committee, Board of Education ◆ Finalize and implement assessment plan for submission ◆ Implement additional assessment in math and reading ◆ To continue to support and develop teacher leaders in math and reading ◆ Initiate training and development for second cadre of 	<ul style="list-style-type: none"> ◆ Conduct substantive review of instructional programs k-12 in math, reading and science with Instructional Cabinet ◆ Conduct substantive review of Chapter 12 and Title I Assessment requirements with Teaching and Learning Steering Committee ◆ Review and discuss requirement with the SI Advisory committee, Board of Education ◆ Finalize and implement assessment plan for submission ◆ Implement additional assessment in math and reading ◆ To continue to support and develop teacher leaders in math and reading ◆ Initiate training and development for second cadre of 	<p>Personal Development at middle school has been switched to the <i>11 Habits of Greatness</i>, an integrated approach to success</p>

		Teacher Leaders in math and reading	and development for second cadre of Teacher Leaders in math and reading	
(2) Media Services				
(3) Professional Development Services	<ul style="list-style-type: none"> Developmental Reading (Elementary) Reading in the Content Areas (Secondary) 			<ul style="list-style-type: none"> All new teachers receive Harry Wong's First Days of School, and 12 hours of training on teacher efficacy Early release and building based follow-up support model Provide staff training, emphasizing student safety and student management (transportation)
(4) School-Community Planning				<ul style="list-style-type: none"> To conduct at least five special education parent meetings to obtain parent advice about instructional needs and strategies for improvement To provide special education families with a newsletter To partner with PEP at GWAEA Arrange Community Conversations within neighborhood associations to collect further community input Work with P.E. & P.D. facilitators, counselors, Wellness coordinator, and community agencies to develop and carry out a comprehensive school health program In the event of a tax referendum for facilities passing: <ul style="list-style-type: none"> Commit additional resources to facilities mgt. To establish strong communications between users, architect and

				<ul style="list-style-type: none"> contractors. Work closely with district oversight committee Seek ways of working cooperatively with public entities to pool resources and improve efficiencies. (transportation) Develop a work group to review, examine, and study the current research and best practice for evaluation strategies.
<p>(5) School Technology</p>	<ul style="list-style-type: none"> Truman Elementary staff development through a Technology Literacy challenge grant Collaboration with the math, science, social studies, fine arts, physical education, business education, and language arts facilitators to integrate technology to meet their curricular objectives. Increase the number of teachers taking training classes that address and support curriculum/technology integration by providing more opportunities (more & new classes). Identify new approaches to helping teachers with curriculum/technology integration. Pilot a new program that will assist teachers with curriculum/technology integration 	<ul style="list-style-type: none"> Collaboration with the math, science, social studies, fine arts, physical education, business education, and language arts facilitators to integrate technology to meet their curricular objectives. Graphing calculator in-service at middle and high school. Increase the number of teachers taking training classes that address and support curriculum/technology integration by providing more opportunities (more & new classes). Identify new approaches to helping teachers with curriculum/technology integration. Pilot a new program 	<ul style="list-style-type: none"> Collaboration with the math, science, social studies, fine arts, physical education, business education, and language arts facilitators to integrate technology to meet their curricular objectives. Increase the number of teachers taking training classes that address and support curriculum/technology integration by providing more opportunities (more & new classes). Identify new approaches to helping teachers with curriculum/technology integration. 	<ul style="list-style-type: none"> Use of technology to meet student learning goals Increased use of ICN Staff development to support continued growth in the use of technology All staff use technology on a daily basis Staff regularly learning from their peers. Continuing investigation of potential tools and techniques that hold potential to improve the educational process. Training for K-8 staff members in buildings in integrating technology into math, reading and careers, part of the MRC grant CE laptop project at Erskine, being expanded to McKinley

		<p>that will assist teachers with curriculum/technology integration</p>	<ul style="list-style-type: none"> • Pilot a new program that will assist teachers with curriculum/technology integration 	
<p>(6) Diverse Learning Needs</p>	<ul style="list-style-type: none"> • Improve student performance in communication, mathematics, and science • Develop a manual that identifies the high school, middle school and elementary general education core standards for students with mild disabilities and the tie to IEP's • Identify SpEd representation on gen. Ed. Curriculum development committees. • To identify appropriate general education instructional materials for teachers and students with mild disabilities • To identify life-based curriculum implementation needs and develop a staff development schedule • To have special education students participate in appropriate district-wide assessments. 	<p>Same as reading</p>	<p>Same as reading</p>	<ul style="list-style-type: none"> ◆ Develop and elementary day treatment program for students with severe behavioral disabilities ◆ Develop a therapeutic instructional class within the 4 Oaks Phase Program for court ordered students including those with disabilities at the middle and high school levels ◆ To develop an interventionist behavioral disabilities model at 2 elem. sites with a cluster of 4 or more behavioral disability classes. ◆ To develop a systemic model for the development of FBA and BIP ◆ To identify state or federal funds to strengthen the array of mental health supports available to support students with severe emotional needs. ◆ To promote family involvement and knowledge of education rights through individual education plan meetings.
<p>(7) Leadership Services</p>				<ul style="list-style-type: none"> ◆ Provide opportunity for personally customized professional development through study groups ◆ Develop teacher leaders in Tribes workshop for trainers

	<ul style="list-style-type: none"> ◆ Collect and analyze achievement and contextual data ◆ Provide data to schools in comprehensive school improvement plan templates. ◆ Work with program facilitators and reading specialists to identify/develop assessments with multiple approaches and multiple formats. ◆ Assist in the administration of assessments ◆ Assist in the identification of assessment scoring mechanisms ◆ Assist in assessment data entry and analysis ◆ Provide assessment results for comprehensive school improvement planning. ◆ Assist schools in analyzing and interpreting data ◆ Review current research regarding the achievement of low-income students and successful interventions for improving achievement ◆ Develop research design and secure funding 	Same as reading	Same as reading	<ul style="list-style-type: none"> ◆ Determine principals' needs and areas of interest (public engagement) ◆ Pilot workshop with Superintendent's cabinet or a group of principals/administrators. ◆ Create a database with key information, e.g. classroom space, enrollment trends, current use of classroom space, neighborhood maps. ◆ Analyze available space against anticipated enrollments to develop short-term plans for accommodating enrollment needs with consideration of boundary issues, feeders systems, transportation, equity and realistic timelines for changes. ◆ Develop a detailed budget through a clearly defined annual budgetary process that reflects common district instructional goals and education philosophy. ◆ Review staffing ratios and their impact upon the budget. ◆ Analyze budgeted and actual spending patterns. ◆ Communicate budgetary trends to Board of Ed, district staff and public ◆ Monitor legislative initiatives and their impact upon district finances. ◆ Work with GW/AEA programmers to convert our account structure to the 20 digit state mandated system ◆ Provide training for staff & admin. On 20 digit structure to facilitate a smooth transition ◆ Implement accounting and reporting changes for GASB 34
(8) Mgt. Services				

	<ul style="list-style-type: none"> ◆ Assess the needs of elementary students who are underachieving, low-income students using achievement and aptitude tests, and personality and interest inventories ◆ Identify interventions most effective and appropriate for each child or group of students ◆ Provide professional development to staff on identification of needs of low-performing individuals and appropriate interventions ◆ Implement interventions ◆ Assess the effectiveness of interventions in improving student achievement. 			<ul style="list-style-type: none"> ◆ Review and evaluate internal controls in the Activity Fund area ◆ Research, develop and implement program changes to accommodate legislative actions. ◆ Maximize the use of PPEL funds through input from Principals ◆ Continue providing quality services in maintaining cleanliness in district buildings. This will be accomplished through evaluation of procedures, equipment, and emphasizing student and employee safety. ◆ Review routes to determine the best usage of equipment and personnel (transportation) ◆ Develop an on-line purchase requisition process for the entire district. ◆ Review office supplies ordering system ◆ Implement current instructional supplies pilot program on a district wide basis. ◆ Continue to update purchasing procedures to reflect changes in procurement codes and governmental regulations
(9) Inclusive Schools	<ul style="list-style-type: none"> ◆ Analyze student achievement data to identify disparities in achievement ◆ Review effective practices in the district and nation for decreasing achievement disparities ◆ Establish short and long term goals for implementation. 	<ul style="list-style-type: none"> ◆ Analyze student achievement data to identify disparities in achievement ◆ Same as reading 	<ul style="list-style-type: none"> ◆ Analyze student achievement data to identify disparities in achievement ◆ Same as reading 	<ul style="list-style-type: none"> ◆ Study available data pertinent to the discussion, i.e. dropout info., suspension data, attendance data, etc. Gather data that is not readily available and study the best practice research in relation to connecting with at-risk students. ◆ Establish an elementary level work group to look at busing practices, in-district permits, and stabilization

	<ul style="list-style-type: none"> ◆ Initiate the drafting of a district equity plan 		<ul style="list-style-type: none"> ◆ of students. ◆ Enhance administrators' awareness of brain research related to climate and culture ◆ Design the integration of models/processes such as Tribes, ITI, BTNI, IBI, Reggio, Ruby Payne's work. ◆ Offer professional development for educators in the field: Tribes, ITI ◆ Research best practices on climate/connectness/transitioning. Hold student interviews to compile data on student needs in this area ◆ Hold a student Listen Up in March with approximately 100 9th and 10th graders to address climate issues ◆ Review data from UEN study, IA Youth Survey and other pertinent data sets such as dropout info, suspension data, attendance data ◆ Set up longitudinal tracking system for identified 9th graders to determine interventions, etc. established to assist them in staying in their traditional high school ◆ Study data and effectiveness of several existing transition processes (EXTEND, R. White's pre-AP course, block scheduling) ◆ Work with guidance attendance, and dropout staff member to assist in creating a comprehensive plan for the identified students ◆ Form a committee of middle school, high school and central office personnel to meet and determine focus and direction ◆ Harassment In-Service for all staff
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Priorities from District Service Plans

Areas	(A) Reading	(B) Math	(C) Science	(D) Other
(1) Curriculum, Instruction and Assessment		<ul style="list-style-type: none"> ◆ Math Consultant 	<ul style="list-style-type: none"> ◆ Kids Doing Science 	<ul style="list-style-type: none"> ◆ On-line courses ◆ Assessment data ◆ Mild disabilities curriculum facilitator ◆ Inclusive services
(2) Media Services		<p>Increased selections of functional, high interest reading texts</p>		<ul style="list-style-type: none"> ◆ Continue learning support meetings with Metro technology ◆ PROQUEST and EBSCO ◆ Accuret IAP ◆ Delivery services
(3) Professional Development Services				<ul style="list-style-type: none"> ◆ Substitute teacher training ◆ Harassment ◆ Differentiated instruction ◆ Reporting systems ◆ Kaleidoscope ◆ Para educator training ◆ Conflict Resolution ◆ Socioeconomic training

Areas	(A) Reading	(B) Math	(C) Science	(D) Other
(4) School-Community Planning	<ul style="list-style-type: none"> ◆ Building a community of readers 			<ul style="list-style-type: none"> ◆ Outreach 0-5 ◆ Common protocol for CSM teams ◆ Safe schools
(5) School Technology				<ul style="list-style-type: none"> ◆ Co-op purchasing ◆ Explore River Deep online curriculum ◆ IA CE laptop pilot ◆ Information exchange ◆ Consultant for Media and technology
(6) Diverse Learning Needs				<ul style="list-style-type: none"> ◆ Support staff for Gibson Elementary ◆ Consultant for diverse learning ◆ Continue to provide support personnel in buildings: <ul style="list-style-type: none"> ◆ To meet needs of diverse learners ◆ To identify those in need of special ed. ◆ Special services director and associate directors (3) ◆ Discrete Trial associate

Areas	(A) Reading	(B) Math	(C) Science	(D) Other
(7) Leadership Services				<ul style="list-style-type: none"> ◆ Contemporary leadership
(8) Mgt. Services				<ul style="list-style-type: none"> ◆ Common data processing center ◆ Web based SASI ◆ Grant writing ◆ Food, office supply co-op
(9) Inclusive Schools				<ul style="list-style-type: none"> ◆ Policy guidance on equity ◆ Pulse of the Village ◆ Differentiated Instruction ◆ Secondary level special educators - content

ADDITIONAL STATE INDICATORS

2.97% Dropouts-The percentage of Students considered dropouts for grades 7-12.

84.1% Post-Secondary Education-The percentage of high school seniors who intend to pursue post-secondary education/training.

80%-Post-Secondary Success Probability-The percentage of high school students achieving a score or status on a measure indicating probably post-secondary success. (Used 20 or higher on ACT)

71.79%-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