

# District Profile Of Needs

CENTER POINT-URBANA COMMUNITY SCHOOL DISTRICT 2001-2002

Date of Next Site Visit: 2005-06

## GOALS

<b>Student Learning Goals</b>	<ol style="list-style-type: none"> <li>1. <b>Fundamental Skills:</b> The learner will demonstrate competence in the fundamental (basic) skills necessary for continual learning in school, work, and life situations.</li> <li>2. <b>Critical Thinking &amp; Problem-solving:</b> The learner will demonstrate the ability to apply knowledge, critical thinking, and problem-solving skills to school, work, and life situations.</li> <li>3. <b>Life-long Learning:</b> The learner will demonstrate attributes that are necessary for life-long learning and success in a changing world.</li> <li>4. <b>Citizenship:</b> The learner will demonstrate knowledge and attributes necessary for positive citizenship in the community, country, and world.</li> <li>5. <b>Teamwork:</b> The learner will demonstrate skills and qualities necessary for productive group membership.</li> </ol>
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	The educational program at CPU will increase the percentage of students performing at the proficient level in reading.	The educational program at CPU will increase the percentage of students performing at the proficient level in math.	The educational program at CPU will increase the percentage of students performing at the proficient level in science.	<p><i>The educational program at CPU will:</i></p> <p>Improve student ability to contribute positively to the school, community, nation and the world.</p> <p>Increase the quality and variety of student writing.</p> <p>Increase student proficiency in the use of technology as a tool of learning.</p>	

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent)	To increase the rate of growth in student achievement in reading	To increase the rate of growth in student achievement in math.	To increase the rate of growth in student achievement in science.		
Annual Improvement (last year)	<p>By the end of the 2000-2001 school year 32% or less of 4<sup>th</sup> graders will score in the low performance group in reading.</p> <p>By the end of the 2000-2001 school year 32% or less of 8<sup>th</sup> graders will score in the low performance group in reading.</p> <p>By the end of the 2000-2001 school year 15% or less of 11<sup>th</sup> graders will score in the low performance group in reading.</p>	<p>By the end of the 2000-2001 school year 40% or less of 4<sup>th</sup> graders will score in the low performance group in math.</p> <p>By the end of the 2000-2001 school year 18% or less of 8<sup>th</sup> graders will score in the low performance group in math.</p> <p>By the end of the 2000-2001 school year 16% or less of 11<sup>th</sup> graders will score in the low performance group in math.</p>	<p>By the end of the 2000-2001 school year 30% or less of 8<sup>th</sup> graders will score in the low performance group in science.</p> <p>By the end of the 2000-2001 school year 12% or less of 11<sup>th</sup> graders will score in the low performance group in science.</p>	<p><b>(PK-4)</b> To review, revise, and implement assessments. To improve staff communication. To improve the language arts abilities of the students.</p> <p><b>(5-8)</b> Student behavior in our school will improve as measured by an increase in results from a student survey on students treating other students with respect. Integrating technology into the curriculum.</p> <p><b>(9-12)</b> To emphasize and improve student literacy across the curriculum by increasing frequency of reading and writing opportunities. To improve students' sense of community obligation through increased service learning and citizenship activities.</p>	
Staff Development	*Continue to assess and develop the staff development plan to support teach competency in reading instruction.	*Continue to assess and develop the staff development plan to support teacher competency in math instruction.	*Continue to assess and develop the staff development plan to support teacher competency in the area of science instruction.	*Implement the goals of State and Federal programs.	

Assessment Method	ITBS, ITED Linn County K Assessment, Fluency Reading Inventory (Grade 3), Harcourt Brace Placement Test, ICAM, Work Keys	ITBS, ITED, ICAM and Work Keys	ITBS, ITED Science Standards & Benchmarks Assessments  Teacher designed authentic tasks, Teacher Observation, Classroom Assessments.	PSAT, ACT, WorkKeys, Kirkwood Community College Compass Test	
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**ACTION PLANS**

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	<ul style="list-style-type: none"> <li>*The BIT team at each building will develop an action plan to promote CSIP.</li> <li>*Maintain all-day, every day kindergarten.</li> </ul>	<ul style="list-style-type: none"> <li>*Each Building Improvement Team (BIT) will develop and action plan to promote comprehensive improvement in math.</li> <li>*Maintain all day, every day kindergarten.</li> </ul>	<ul style="list-style-type: none"> <li>*Each building level team will develop an action plan to promote comprehensive science improvement.</li> </ul>	<ul style="list-style-type: none"> <li>*The BIT teams will develop action plans based on an analysis of their students’ needs in the following areas: citizenship, writing, and technology.</li> <li>*Continue to hold regularly scheduled meetings of the following committees: Preventing Violence in Schools Committee, Bus safety Council, and Safe and Drug Free Schools Advisory Council.</li> </ul>
(2) Professional Development Services	<ul style="list-style-type: none"> <li>*Continue to assess and develop the staff development plan to support teach competency in reading instruction.</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to assess and develop the staff development plan to support teacher competency in math instruction.</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to assess and develop the staff development plan to support teacher competency in the area of science instruction.</li> </ul>	<ul style="list-style-type: none"> <li>*Implement the goals of State and Federal programs.</li> </ul>
(3) Curriculum, Instruction and Assessment Services	<ul style="list-style-type: none"> <li>*Extend the reading standards and benchmarks by identifying grade level expectations and assessment tools. Communicate these to parents and community</li> <li>*Maintain fully implemented Reading Recovery program.</li> <li>*Maintain extra reading teachers at the K-3 level to support early reading development and counter trend of increased class size caused by enrollment increases.</li> <li>*Continue to work on full implementation of new reading series.</li> <li>*Examine the Title I Program for effectiveness in raising the reading skills of those served.</li> <li>*In conjunction with the Linn County Empowerment Committee, implement a comprehensive assessment tool for kindergarten students.</li> </ul>	<ul style="list-style-type: none"> <li>*Map, analyze, and adjust the K-12 Math curriculum to ensure skills articulation and student progress toward goals.</li> <li>*Extend the math standards and benchmarks by identifying grade level expectations and assessment tools in math. Communicate these to parents and community.</li> <li>*Continue to support the DAP program.</li> <li>*Continue to work on full implementation of new math series.</li> </ul>	<ul style="list-style-type: none"> <li>*Extend the science standards and benchmarks by identifying grade level expectations and assessment tools in science and communicate these to parents and community.</li> <li>*Continue to support the DAP and Kids Doing Science Programs.</li> <li>*Map, analyze, and adjust the k-12 science curriculum to ensure articulation of skills and student progress towards goals.</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to gather and assess objective data sources.</li> <li>*Promote student participation in activities that promote student bonding to school and community.</li> <li>*Offer a prevention curriculum to all students.</li> </ul>

(4) Diverse Learning Needs	<ul style="list-style-type: none"> <li>*Offer summer school to middle school students struggling with reading.</li> <li>*Offer summer school sessions to elementary students.</li> </ul>	<ul style="list-style-type: none"> <li>Start a high school Math Club for students who excel in math.</li> <li>Offer middle school summer math classes to struggling students.</li> <li>Offer elementary summer school sessions.</li> </ul>		*Foster academic success for students of all ability levels.
(5) Inclusive Schools	<ul style="list-style-type: none"> <li>*Encourage more parent involvement in the reading process.</li> <li>*Provide a variety of texts K-12 so as to foster knowledge, contribution, and perspectives of diverse cultural groups.</li> <li>*Include Head Start and Early Childhood Special Education in K-4 art &amp; library classes.</li> </ul>	<ul style="list-style-type: none"> <li>*Encourage more parent involvement in the math learning process.</li> </ul>		*Facilitate and promote parental involvement in student learning and activities.
(6) Media Services	<ul style="list-style-type: none"> <li>*Increase literacy instruction while maintaining existing media program.</li> <li>*Continue to make available a wide variety of literary and informational reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop building level “hands-on-math” resource materials.</li> </ul>		
(7) School Technology	<ul style="list-style-type: none"> <li>*Investigate how to better integrate technology into reading instruction.</li> <li>*Investigate computerized reading integrated learning systems.</li> </ul>	<ul style="list-style-type: none"> <li>*Investigate techniques to better integrate technology into math instruction.</li> <li>*Investigate computerized math learning systems.</li> </ul>	<ul style="list-style-type: none"> <li>*Investigate techniques to better integrate technology into science instruction.</li> </ul>	
(8) Leadership Services				*Coordinate the comprehensive school improvement program and the curriculum revision and development cycle.
(9) Management Services				

**PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN**

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning	Support Parent Partner Project and goals related to improving reading achievement beginning with Early Literacy. Encourage parent involvement in the reading process.	Encourage parent involvement in the math process.		Support Onward to Excellence II approach. Support update of District Profile. Continue cycle of needs assessment, strategic planning, revision of five year plan.
(2) Professional Development Services	On going training of Reading Recovery Teachers. Dialogue about strategies to increase HS students’ mastery of vocabulary and writing across the curriculum. Develop action research model. Provide best practices research/strategies for encouraging great writing.		KIDS Doing Science—provide information and support.	Assessment Literacy learning opportunities. Provide support for using technology to engage diverse learners. Teacher induction and mentoring. Align professional development with district goals and assessments
(3) Curriculum, Instruction and Assessment Services	Integrate technology Encourage parent involvement through grant Student learning goals clearly articulated. Complete grade level expectations. Curriculum Mapping Assessment literacy.	Integrate technology Encourage parent involvement through Grant Wood AEA Complete curriculum maps, grade level expectations Student learning goals clearly articulated. Curriculum Mapping	Complete curriculum maps, grade level expectations	Complete technology grade level expectations. Elementary Building Team Improvement K-4 Multiple Assessments
(4) Diverse Learning Needs	Monitor district profile data to assure all students’ needs are being addressed. Develop means to disaggregate multiple assessment data to monitor achievement, learning, and performance trends Action research approach.	See reading	See reading	Full continuum of programs in all attendance centers. Regular meetings with special education personnel to cover current topics/issues. Provide support for early id and intervention for young children with special needs. Continue High school High tech.

(5) Inclusive Schools MC/GF	Provide technical assistance to align with State of Iowa Inclusive Schools Policy.			
(6) Media Services	Increase use of “on-line checkout” of materials collection. Develop bibliographies of best practices. Provide staff training on EBSCO.	Consider development of local “Hands-On Math” kits.		Continue use of GWAEA media. Encourage visits of staff to Media Center. Promote “on-line” booking of materials.
(7) School Technology				Stay current with WERR technology. Monitor GWAEA Website. Participate in Coop Purchasing Technical support for Technical networks.
(8) Leadership Services				Continue to support shared leadership model.
(9) Management Services				Utilize AEA management services.

**STUDENT ACHIEVEMENT DATA**  
For  
**READING, MATH AND SCIENCE**

### **ADDITIONAL STATE INDICATORS**

0 % Dropouts-- The percentage of students considered dropouts for grades 7 – 12.

79 % Post-Secondary Education The percentage of high school seniors who intend to pursue post-secondary education/training.

66% Pst-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 – 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: November 14-16,2000**

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment	<i>Note: The district leadership facilitated a session with all staff and the District improvement team. They reviewed the site visit report and processed what they were most proud of in terms of strengths and what areas they were most concerned about in terms of the suggested areas of improvement. The results of those sessions follow this page.</i>	The district must establish a district or program level career and technical advisory committee, either as a stand-alone committee or as a function of the District Improvement Team.
Planning	<i>See attachment.</i>	None
Implementation	<i>See attachment</i>	None
Evaluation	<i>See attachment</i>	None
Reporting	<i>See attachment</i>	None
Other		Staff certification issues were resolved. Policies on three Sp.Ed.issues needed. Other special education issues include: IEP process/participants, transition planning, updated program model.

## FEEDBACK FROM LAST APR

District: Center Point- Urbana

All building levels reported.

Reported at each grade level.

00-01 Annual Improvement Goals not included.

Percentage of Students Proficient or above included.

Achievement comparisons shown.

Technical assistance suggestions: Required components must be within the APR and not referenced to the CSIP.

Data by levels and grades was complete where applicable.

Three year trend data was included

Evidence of Multiple Assessments included ITBS, ITED, and ACT.

# STAFF INPUT ON D.E. REPORT STATEMENT

## Identify Strengths Of Which You Are Proudest

### Elementary

#### *Needs Assessment*

- Variety of data to establish goals.
- \*\* Multiple stakeholders established mission/belief statements to guide goal-setting process.
- District actively tracks the changing demographics and the needs of students and the community to align school support system.

#### *Planning*

- High levels of community involvement.
- \*\*\*\*\* Trust in the system to meet student needs and believed their input was heard and valued.
- \*\*\* Staff and adm. willing to try new things fostering mutual trust.

#### *Implementation*

- \*\*\*\*\* Teacher accessibility and dedication.
- Clear/appropriate expectations.
- \* Individualized reading and math (with help of para-educators)!

#### *Evaluation*

- District collects info & adjusts programming & services as needed.
- \* District provides a variety of methods of assessment.
- \*\*\*\*\* Staff consistently looks for way to improve student performance.

#### *Reporting*

- \*\* Regular communication.
- High level of parent participation.
- \*\*\*\*\* Open door policy.

### Middle School

#### *Needs Assessment*

- \*\*\*\*\* To establish goals & set priorities the district: collects a variety of data, includes community input, track workplace development.
- Administrators support these priorities and goals.

#### *Planning*

- \*\* Community-wide involvement in planning.
- \*\* Adaptability based on individual student's needs.
- \* Allows staff in buildings to plan specific building needs.

#### *Implementation*

- \*\*\*\*\* High value on giving all students a chance to shine at something. (Academic/Extracurricular)
- \*\* Behavioral/academic expectations are clear and appropriate.
- \* Teachers accessibility, consistent and excellent.

#### *Evaluation*

- Daily access to academic progress or grade information.
- Enhances performance by individual professional growth-self directed.
- Report information – state & local.

#### *Reporting*

- \*\*\*\*\* Commitment of parents, students & staff to school & community activities in a positive manner.
- \* Communication – variety of means (Newsletter, PT Conference well attended).
- District does a good job of reporting info (yr wrap-up & begin yr. set goals).

### High School

#### *Needs Assessment*

- Actively tracks changing needs of students & community to align school support.
- \*\*\*\*\* Established mission & beliefs statements guide every aspect of district functioning.
- District collects & evaluates data portfolios to provide appropriate curriculum.

#### *Planning*

- \*\*\*\*\* Good community involvement.
- \* BIT/DIT team empowerment.
- \*\* Willing to take risks and try new things.

#### *Implementation*

- \*\*\*\*\* Teamwork.
- Accessibility of teachers & administrators to the students and parents.
- \* Counselors.

#### *Evaluation*

- \*\*\*\*\* Faculty not merely satisfied with current student performances. Striving for better.
- \* District uses various data to strengthen programs. eg. wr. lang. math.
- \*\*\* This district is trying to utilize new concepts/ideas...being risk takers.

#### *Reporting*

- \*\*\*\*\* School is hub of community.
- Communication tools create school support.
- Administrative interaction with parents & community.

# STAFF INPUT ON D.E. REPORT STATEMENT

## Identify the Areas You Most Strongly Agree Need Improvement/Attention

### Elementary

#### *Needs Assessment*

- \*\*\*\* Creating a K-12 profile would benefit transitioning from the three buildings.
- \*\*\* Collecting data from stakeholders relating to 0-5 population.
- \*\*\*\*\* Future growth (SPACE).

#### *Planning*

- Continue training to integrate tech.
- Continue w/grade level expectations and mapping.
- Include gen.ed. teachers in IEP process and implementation.
- \*\*\*\*\* Consider class sizes in future planning.

#### *Implementation*

- Include non-certified staff in planning/implementation of goals, development.
- Establish customary accommodations for at-risk.
- \*\*\*\*\* Examine growth. Examine time allocations to ensure balance (6-8 day cycle).

#### *Evaluation*

- More towards professional growth model.
- Continue variety of multiple assessments for students.
- \*\*\*\*\* Align report cards with benchmarks & grade level expectations.

#### *Reporting*

- Are our goals and needs aligned?
- Gain an understanding of assessment literacy concepts.
- Don't we already report in terms of student outcomes?

### Middle School

#### *Needs Assessment*

- Assess needs relating to transitioning students between elem, mid, hs.
- More student involvement in data collection & goal setting.
- \*\*\*\*\* Continue to address concerns of growth.

#### *Planning*

- weaknesses? (we [MS] don't have a weakness).
- \* Integration of grade level expectations.
- \*\*\*\*\* Class size.
- Be sure to include spec ed or all pop. (TAG) in standards and benchmarks.

#### *Implementation*

- \*\*\*\*\* Need for add. K-12 curricular/vertical meetings.
- Communicate strategies for district and building goals.
- \*\* Include non-certified staff more often to develop learning goals.

#### *Evaluation*

- \*\*\*\*\* Align report card to established benchmarks & grade level expectations.
- Measure impact of staff dev. on student learning-directed in right areas?
- \*\* Personnel evaluation system - prof. growth prof staff & non-cert. staff

#### *Reporting*

- Age appropriate student presentation of student perform.
- Establish more uniform building profiles – to help share between grades & buildings.
- \* More staff training to assess student progress to more effectively collect & report student progress data.

### High School

#### *Needs Assessment*

- \*\*\*\*\* More transitioning between high school-middle school-elementary.
- Assessment of lack of space and growth.
- Create document K-12.

#### *Planning*

- \*\*\*\*\* Coordinate district/building/student goals – be consistent.
- \*\*\*\*\* More support for TAG students, spec. needs, 504.
- \*\*\*\*\* Concerns about class size/growth; future plans.

#### *Implementation*

- \*\*\*\*\* Vertical articulation in some areas.
- \* Content decisions.
- Student involvement in decisions.

#### *Evaluation*

- Development of valid/reliable authentic assessment.
- Personnel evals. should be tied into a “professional growth model.”
- Development & implementation of evaluations for non-certified staff members.

#### *Reporting*

- \* Focus on student outcomes & student progress toward benchmarks.
- Find ways to increase students' awareness of goals & performance.
- \* Understand assessment lit.