

# 1. District Profile Of Needs

CENTRAL CITY COMMUNITY SCHOOL DISTRICT 2001-2002

Date of Next  
Site Visit 2004-05

## GOALS

<b>Student Learning Goals</b>	<p>Students will develop a sense of personal worth and respect for others, which will help them become responsible citizens.</p> <p>Central City students will show they have acquired the necessary knowledge base to become life-long learners, demonstrating:</p> <ul style="list-style-type: none"> <li>• Competent skills in math, reading comprehension, writing, speaking, and listening.</li> <li>• Proficiency in the use of diverse resources, including technology, to store, access, create and communicate information.</li> <li>• The development of personal responsibility, including work ethic, self-management, goal setting, and organizational skills.</li> <li>• Skills necessary for critical thinking, such as analyzing and identifying issues, access and applying information, and providing solutions.</li> </ul>
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	-Raise the percentage of students at the proficient level or higher in reading at all levels. -Students will show growth in reading skills during the K-3 grades.	-Raise the percentage of students at the proficient level or higher in mathematics at all levels.	-Develop baseline data for our science program.	-Provide a safe, positive educational environment. -The district will complete curriculum restructuring.	-Remedial Summer School for 2 <sup>nd</sup> to 8 <sup>th</sup> grader. -Virtual Education System through the Achieve Program -All students have access to computer labs.

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent)	Show an average of one year's growth between 3 <sup>rd</sup> and 4 <sup>th</sup> grade and 7 <sup>th</sup> and 8 <sup>th</sup> grade and 10 <sup>th</sup> and 11 <sup>th</sup> grade using the ITBS and ITED scores in reading.	Show an average of one year's growth between 3 <sup>rd</sup> and 4 <sup>th</sup> grade and 7 <sup>th</sup> and 8 <sup>th</sup> grade and 10 <sup>th</sup> and 11 <sup>th</sup> grade using the ITBS and ITED scores in math..	Show an average of one year's growth between 7 <sup>th</sup> and 8 <sup>th</sup> grade and 10 <sup>th</sup> and 11 <sup>th</sup> grade using the ITBS and ITED scores in science.		
Annual Improvement (last year)	-Raise the percentage of students at the proficient level or higher in reading on the ITBS or ITED by 1%. -Students will show an average of at least 1 year's growth.	-Raise the percentage of students at the proficient level or higher in mathematics on the ITBS by 1%.	-Raise the percentage of students at the proficient level or higher in science on the ITBS by 1%.	-Decrease in discipline referrals. -The teachers will complete 1 <sup>st</sup> Operation Curriculum Maps	
Staff Development	Improving comprehension in content area reading K-12. Introduce teachers to new strategies, collect implementation data.	Join Math Teacher Advocates program thru GWAEA to help inform a core of our math teachers re: best practices. Devote time to share across staff.	Continue participation in science consortium thru GWAEA to improve teaching and assessment skills of our science teachers.	Develop a program to improve motivation of high school students to succeed.	
Assessment Method	Implementation data based on our action research model.			Monitor attendance, drop out rates, on-time assignments.	

## ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	-Make the standards and benchmarks available to all students, teachers, and parents.	-Make the standards and benchmarks available to all students, teachers, and parents.	-Make the standards and benchmarks available to all students, teachers, and parents.	-Information Technology Career Academy.
(2) Professional Development Services	-Staff Development training in improving classroom assessment. -Staff Development in best practices for the teaching of reading. -Staff Development for all teachers in content reading and writing. -Staff Development in Effective Reading Strategies.	-Staff Development training in improving classroom assessment -Staff Development NCTM Teaching Standards for Mathematics.	-Staff Development training in improving classroom assessment -Staff Development for Kids Doing Science Project for K-6 -Staff Development in Project 2061	-Staff Development training in improving classroom assessment
(3) Curriculum, Instruction and Assessment Services	-Grade Level and Course Benchmarks. -Making an Operational Curriculum Map. -Continue a curriculum development materials adoption cycle. -Reading Recovery -Accelerated Reader Program -Reading and Listening Program in the Middle School	-Grade Level and Course Benchmarks. -Making an Operational Curriculum Map. -Continue a curriculum development materials adoption cycle. -K-6 mathematics program. -Implementation of a new 9-12 math sequence.	-Grade Level and Course Benchmarks. -Making an Operational Curriculum Map. -Continue a curriculum development materials adoption cycle. -Science Curriculum Review Collaborative	-DARE Program for 5 <sup>th</sup> graders -Project Alert -CHAT: Community, Health, Attitude, Togetherness -Choice Program
(4) Diverse Learning Needs	-Peer Tutoring: Middle School and High School -“Early Success” and “Soar to Success” -Accelerated Reader Program and STAR Computer Testing Program	-Peer Tutoring: Middle School and High School	-Peer Tutoring: Middle School and High School	-Celebrating Families. -“Get a Grip” summer program -Discipline Plan development -Middle School Reward Program -Assignment Book Program -MOC Program
(5) Inclusive Schools	-Materials to address Global Ed, MCCF, and Career Ed.		-Participation in the Inclusion for Science and Special Education project	-Off to School We Go -SODA Program -Student Leadership Conferences

				<ul style="list-style-type: none"> <li>-Liaison Program with the Linn County Deputy Sheriff's Dept.</li> <li>-Win with Wellness Student Group</li> <li>-Kids on the Block Program for 4<sup>th</sup> grade</li> <li>-Music Programs</li> <li>-K-8 and 9-12 Gifted and Talented Program</li> </ul>
(6) Media Services	-All Curriculum and Resource Materials will be reviewed to career, global multicultural and gender fair programs.	-All Curriculum and Resource Materials will be reviewed to career, global multicultural and gender fair programs.	-All Curriculum and Resource Materials will be reviewed to career, global multicultural and gender fair programs.	
(7) School Technology	<ul style="list-style-type: none"> <li>-High School Technology Integration Program</li> <li>-Integration of appropriate computer programs into the general curriculum</li> <li>-Informational Literacy Strand of Staff Development</li> <li>-Internet Based Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Staff Development for the use of technology in the teaching of mathematics.</li> <li>-High School Technology Integration Program</li> <li>-Integration of appropriate computer programs into the general curriculum</li> <li>-Informational Literacy Strand of Staff Development</li> <li>-Internet Based Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>-High School Technology Integration Program</li> <li>-Integration of appropriate computer programs into the general curriculum</li> <li>-Informational Literacy Strand of Staff Development</li> <li>-Internet Based Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Development of new technology plan for the next 5 years.</li> <li>-Staff Development program on Inclusion and Differentiation Strategies</li> </ul>
(8) Leadership Services				-Reduce class size.
(9) Management Services				

**PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN**

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				-Needs Assessment Survey -Develop early resources with Head Start, Day Care Providers -Develop community communication strategy (s) -Last needs assessment 1996. Improvement Committee has reviewed accreditation report.
(2) Professional Development Services				-Develop a Bldg. Assistance Team -Develop vision, goals and action plan for middle school -Differentiated instruction, assessment, technology integration in elementary
(3) Curriculum, Instruction and Assessment Services	-Use Assessment information to plan instruction -Support indistrict work on reading strategy development.	Math Advocates participation.	Science consortium	-Curriculum mapping inservice -Curriculum review cycle (social studies)
(4) Diverse Learning Needs	Review disaggregated data to determine subgroups that require specialized programs in reading. Use building resource team as study group	Review disaggregated data to determine subgroups that require specialized programs in math.	Review disaggregated data to determine subgroups that require specialized programs in science.	Develop district delivery system.
(5) Inclusive Schools	Guidelines for MC/GF as related to print material..			Compile survey results re: equal opportunity issues.
(6) Media Services	-Coding library collection for accelerated reading.			-No media specialist
(7) School Technology	Provide current information regarding universal design of instruction and assistive technology in the area of reading.	Provide current information regarding universal design of instruction and assistive technology in the area of math.	Provide current information regarding universal design of instruction and assistive technology in the area of science.	-Training on “Inspiration” -Assist staff to stay current on software -Have completed computer labs

(8) Leadership Services				-Department meetings to focus on special education topics -Support from AEA for new staff.
(9) Management Services	Information on student assessment on-line data systems.			Budget consultation

District: \_\_\_\_\_

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

**ADDITIONAL STATE INDICATORS**

1.3 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

69 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

85 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

100 % 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 visit: March 2000

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment	<ul style="list-style-type: none"> <li>-Conduct needs assessment more frequently</li> <li>-Improve student involvement in decision making &amp; survey grads</li> <li>-Consolidate committees</li> <li>-Develop a district profile</li> </ul>	-None
Planning	<ul style="list-style-type: none"> <li>-School board with policy development</li> <li>-Work to understand Chapter 12 requirements</li> <li>-Improve use of information in decision making</li> <li>-Use SI Advisory Committee to provide information.</li> <li>-Conduct comprehensive needs assessment</li> <li>-Use policy to make decisions &amp; upgrade lang. in Board policies.</li> </ul>	-District equity statement not in all publications
Implementation	<ul style="list-style-type: none"> <li>-Curriculum Development - Identify gaps from standardized tests.</li> <li>-Develop alternative instruction methods</li> <li>-Introduce technology</li> <li>-Cease to use ITBS below 3<sup>rd</sup> grade</li> <li>-Develop actions to support benchmarks</li> <li>-Develop plans for prep support.</li> <li>-Ask "What is important for students to know?"</li> </ul>	-None
Evaluation	<ul style="list-style-type: none"> <li>-Personnel</li> <li>-Link evaluation with staff development and curriculum dev.</li> <li>-Consider student and staff input to eval. of staff &amp; administrators.</li> <li>-Ensure formal evaluations occur.</li> <li>-Consider process of new teacher induction.</li> </ul>	<ul style="list-style-type: none"> <li>-6 certification issues</li> <li>-Some staff do not have physicals on file</li> </ul>
Reporting	<ul style="list-style-type: none"> <li>-Communication with stakeholders. Parents want more information on student progress. Trust issues.</li> </ul>	
Other	<ul style="list-style-type: none"> <li>-Staff Development - Develop a yearly process to get staff development input from all staff. Develop indicators of success. Utilize AEA staff in planning. Use community input.</li> <li>-Student Learning and Achievement – Climate should be improved. Achievement a concern at all levels. Study effectiveness of block schedules. Identify student learning needs at an earlier age. Work needed to accommodate students under 504. Look at ways to increase secondary course offerings. Look at multi-age grouping. Consider allowable growth for at-risk students.</li> <li>Facilities – High school building is deficient.</li> <li>Staff – Retaining staff is an issue.</li> <li>Open enrollment – Why are students leaving?</li> </ul>	<p>None in Staff Development</p> <p>Student Learning – develop a process to identify and serve at-risk students K-12. Same for gifted and talented. Some special education records have compliance issues. IEPs must be maintained for students who receive services outside the district.</p>

## FEEDBACK FROM LAST APR

District: Central City

- Did not meet reading or math goal
- Reported at each grade level
- Goal information complete
- Percentage of students proficient or above reported.
- Achievement comparison provided
- No technical assistance suggestions noted
- Date by levels and grades complete EXCEPT for low SES
- Three year Trend Data included

**ANNUAL PROGRESS REPORT  
Technical Assistance Suggestions**

District: \_\_\_\_\_

**Goals and Student Achievement (Page 1)**

Areas identified for technical assistance (check):

Setting Achievable Goals

Reading

Math

Science

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Establishing Measurable Goals

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Connect Annual Improvement Goals To Longer Range

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Other:

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**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