

District Profile Of Needs

CLEAR CREEK AMANA COMMUNITY SCHOOL DISTRICT 2001-2002

Date of Next_Site Visit **2002-03**

GOALS

Student Learning Goals	<p>The school district believes that for children to become all that their talent promises for them, the following instructional (learning) goals must be met:</p> <ol style="list-style-type: none"> 1. Develop skills in reading, writing, speaking and listening. 2. Develop pride in work and a feeling of self-worth 3. Develop a desire for learning now and in the future. 4. Gain a general education. 5. Learn to respect and get along with people with whom we work and live. 6. Develop good character. 7. Learn how to be a good citizen. 8. Understand and practice democratic ideas and ideals. 9. Learn how to examine and use information. 10. Appreciate culture and beauty in the world and accurately work to keep it. 11. Learn about and try to understand the changes that take place in the world. 12. Learn how to respect and get along with people who think, dress and act differently. 13. Understand and practice the skills of both independent and family living and stress family living. 14. Learn how to be a good manager of money, property, and resources. 15. Learn how to use leisure time. 16. Practice and understand the ideas of health and safety. 17. Gain information needed to make career and higher education selections. 18. Develop work habits and skills preparatory to entering the field of work.
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Over the next ten years, our long-range student achievement goal is to increase the reading ability of all students in the district.	Over the next ten years, our long-range student achievement goals is to improve the mathematics skills and problem-solving ability of all students in the district.	All students in the district will improve their understanding of science concepts and the application of the scientific process.		

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
<p>Annual Improvement (most recent) 2001-2002</p>	<p>4th, 8th, & 11th Grades: The three year average percentage of students scoring in the proficient range and above will increase over the prior three-year average in reading comprehension as shown by the System Achievement Level for ITBS/ITED or a district alternative assessment.</p>	<p>4th Grade: The three-year avg. percentage of students scoring in the proficient range or above will increase over the prior three-year average in math as shown by the System Achievement Level report for the ITBS/ITED.</p> <p>8th Grade: The three-year average percentage of students scoring in the proficient range and above will increase over the prior three-year average in the fraction subsection of the ITBS.</p> <p>11th Grade: The three-year average percentage of students scoring in the proficient range and above will increase over the prior three-year average in the area of problem solving as shown on the ITED or a district alternative assessment.</p>	<p>4th, 8th, & 11th Grades: The three-year average percentage of students scoring in the proficient or above proficient range will increase over the prior three-year average on the science portion of the ITBS/ITED.</p>		
<p>Annual Improvement (last year) 2000-2001</p>	<p>4th, 8th, & 11th Grades: To increase the percentage of students performing in the proficient or above proficient range in reading comprehension as shown by the System Achievement Level Report for ITBS/ITED or a district alternative assessment.</p>	<p>4th Grade: 60% of the 5th grade students will correctly answer whole number computation items in multiplication and division on the ITBS or will score 75% or above on a district alternative assessment.</p> <p>8th Grade: Students will show a 10% overall gain on the fraction subsection of the math computation and concepts of the ITBS.</p> <p>11th Grade: The percentage of students in the proficient range in the area of problem solving will increase as shown on the ITBS or a district alternative assessment.</p>	<p>4th, 8th & 11th Grades: There percentage of students in the grades scoring in the proficient or above range on the science portion of the ITBS/ITED will increase.</p>		
<p>Staff Development</p>	<p>Use Title I Funds to support students with reading problems.</p> <p>Continue to train Title I teachers in Reading Recovery.</p> <p>Use Success program to assist students with reading problems.</p>	<p>Form a Math Advocate Team with teachers that represent primary, intermediate, middle and high school. Training provided by AEA math consultants Vicki Burketta and Chuck Gustafson (3 yr. Commitment)</p>	<p>Form a Science Collaborative Team to be trained through GWAEA. Team will study Standards and Benchmarks, check for articulation between grade levels and will study various assessments tools and methods.</p>		

	<p>Hire reading specialist to come to district to train K-5 teachers in reading instruction.</p> <p>Attend workshops to learn more about reading in the content areas and the use of non-fiction materials.</p> <p>Pay teachers to take additional reading courses and/or workshops.</p> <p>Revise K-12 curriculum.</p> <p>Participate in Kaleidoscope (AEA Conference)</p> <p>Hire a full time Curriculum Coordinator</p> <p>Utilize school improvement services</p> <p>Participate in <i>Principal's Reading Leadership Conference</i></p> <p>(See "Data Not Guesswork" under Assessment Methods)</p>	<p>Math teachers meet periodically with math consultant, Vicki Burketta:</p> <ul style="list-style-type: none"> • Assessment literacy training • Goal setting • Best practices in math • Middle school math teachers creat a fractions assessment component • High school teachers write an assessment component for problem solving <p>Use Success Program to assist student with math problems.</p> <p>Form study teams to promote collegial collaboration and study in areas of special interest.</p> <p>All teachers will be encouraged to attend one math or science workshop – Utilize Title II (Eisenhower) funds to pay workshop fees.</p> <p>Pay teachers to take additional math courses.</p> <p>Host primary math workshop – <i>Building Better Number Sense, Incredible Equations</i></p> <p>Host: <i>Math, A Way of Thinking</i> workshop</p> <p>Conduct a field test of the Scott Foresman math series, "Investigations in Number, Data and Space with 15 K-5th Gr. Teachers.</p> <p>Provide funds for summer training and math manipulatives for this field test group.</p> <p>Continue Math Advocate Team into year two: (Five training sessions offered by GWAEA)</p> <p>Focus on setting solid, measurable goals.</p> <p>Begin a second Math Advocate</p>	<p>Elementary teachers will receive training for the implementation of the new KIDS science kits.</p> <p>Promote more and better methods of data collection (See "Data Not Guesswork" training under Assessment)</p>		
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		<p>Team with 5 additional teachers from K-2, 3-5, 6-8 & 9-12 (attend 5 training sessions at GWAEA)</p> <p>Continue standards work by revising benchmarks and establishing grade level expectations for K-5.</p>		
Assessment Method	<p>Continuously improve our educational program and instructional practices (increase student and staff accountability; update job descriptions; improve staff evaluation instruments; continue to develop standards and benchmarks; develop alternative assessment program; evaluate block schedule; multi-age grouping, cooperative learning; improve vocal and instrumental programs; improve the learning environment-reduce student-to-student harassment)</p> <p>Contact AEA to develop evaluation instruments to evaluate block schedule, multi-age grouping, cooperative learning.</p> <p>District wide Project: Attend a two-day "Data Not Guesswork Seminar" for training on assessment literacy and methods of data collection. 70 of 107 CCA teachers will attend.</p> <p>Utilize AEA reading consultants to analyze diagnostic reading data.</p> <p>See Assessment Plan</p>	<p>Promote more and better data collection (Data, Not Guesswork training)</p> <p>Continue to search for alternative assessments with multiple format approaches to be used a 4th, 8th, & 11th grade.</p> <p>Grade levels and departments will study/analyze standardized test results.</p> <p>See Assessment Plan</p>	<p>The Science Collaborative will lead the selection process for an appropriate alternative assessment for science.</p> <p>See Assessment Plan</p>	

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	Continue Strategic Planning Process; Unify and involve the regional community to meet its learning needs; Improve communication within the district; improve email & web site; improve newsletter & update needs assessment.	See Reading Column	See Reading Column	
(2) Professional Development Services	Hire reading specialist to train K-5 teachers Pay teachers to take additional reading courses Form study teams to propose areas of special interest Balanced literary instruction with emphasis on guided reading Use AEA staff development opportunities	See Reading Column	See Reading Column	
(3) Curriculum, Instruction and Assessment Services	Continuously improve our educational program <ul style="list-style-type: none"> • More staff & student accountability • Update job descriptions • Improve staff evaluation tool • Continue Standards & benchmarks development • Develop alternative assessment program • Evaluate block schedule • Multi-age grouping • Cooperative learning • Improve vocal & instrumental programs • Reduce student-to-student harassment High School Teachers work a a study team to develop guidelines for the high school portfolio project. Train all staff in assessment literacy and classroom data collection Use Title I funds to support students with reading problems. Train Title I teachers in Reading Recovery Hire Reading Specialists Revise K-12 curriculum Participate in Kaleidoscope PENDING: Project CRISS for grades 4-12 Special interest study groups Balanced Literacy Instruction Training College for Kids Invent Iowa Youth Art Month	Use Success Program to help students with math problems See Reading Column	Use science kits from AEA to supplement science instruction in K-5 Use Success program to assist students with science difficulties Hire science specialists to come to district and train K-5 grade level teachers in science instructional techniques. Pay teachers to take additional science courses or workshops PENDING: Project CRISS for Gr. 4-12 Form study teams All teachers encouraged to attend one math or science workshop 5 year curriculum cycle exists Utilize Eisenhower Funds See Reading Column	

	Kids on the Block Utilize curriculum specialists and school improvement services.			
(4) Diverse Learning Needs	Provide gifted students with educational opportunities College for Kids Use Title I Funds to support students with reading problems Train Title I teachers in Reading Recovery Utilize specialty resource Teams Use Title I funds to support students with reading problems Use Success program to assist students with reading problems Utilize Specialty Resource Teams & AEA special education services	See Reading Column	See Reading Column	
(5) Inclusive Schools	Use Title I Funds to support students with reading problems (See "Diverse Learning Needs" above) Early Intervention Program At-Risk Drug Free Schools program Innovative Education Program Career Education Plan Success 4 Plan Global Ed. Infusion Plan MCGF Plan	See above	See above	
(6) Media Services	Use AEA media services and consultant support			
(7) School Technology	Increase the use of technology for teaching and learning: complete network, educate staff on computers, networks, email; investigate new phone system Training and implementation of "Class Action " software District technology coordinator will oversee and teach classes and workshop sessions to meet the faculty's varying levels of expertise in technology Use AEA technology consultant services	See Reading Column	See Reading Column	
(8) Leadership Services	Training for all staff in "Total Quality Tools Management"	See Reading Column	See Reading Column	
(9) Management Services	Have facilities to meet immediate and future needs (identify location for central office; site for future elementary school(s), develop land use plan for land west of high school; increase parking space at high school; complete middle-	See Reading Column	See Reading Column	

	school track project. Optimize existing funding and seek new sources of additional funds; pass PPEL			
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PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				Develop a District Brochure Broaden scope of the Advisory Committee Develop a Needs Assessment Tool Change district newsletter based on study group input & identify better communication methods internally & externally.
(2) Professional Development Services	Participate in “Data, Not Guesswork” Seminar	Participate in “Data, Not Guesswork” Seminar	Participate in “Data, Not Guesswork” Seminar	Link Professional Development to staff evaluations; develop rubrics Continue Edutrac certification for associates Develop a Mentoring Plan & participate in new evaluation approval for principals
(3) Curriculum, Instruction and Assessment Services	Link current emphasis on instructional practices with the cycle for review and text adoption Vertical & horizontal articulation of curricula Assessment Literacy	Link current emphasis on instructional practices with the cycle for review and text adoption Vertical & horizontal articulation of curricula Assessment Literacy Best Practices in Math 2 Math Advocate Teams	Link current emphasis on instructional practices with the cycle for review and text adoption Vertical & horizontal articulation of curricula Assessment Literacy Best Practices in Science Science Collaborative Team	Character Development: systematic approach to student behavioral management between buildings and within buildings
(4) Diverse Learning Needs	Broaden staff knowledge on working with slow learners Develop skills in working with students who have behavior challenges	Broaden staff knowledge on working with slow learners Develop skills in working with students who have behavior challenges	Broaden staff knowledge on working with slow learners Develop skills in working with students who have behavior challenges	
(5) Inclusive Schools	MCGF: disaggregate and analyze data by gender, race.	MCGF: disaggregate and analyze data by gender, race.	MCGF: disaggregate and analyze data by gender, race.	Update Crisis Response Plan Student to student harassment: stop ticket at Middle School, inservice, train bus drivers
(6) Media Services				
(7) School Technology	Integrate technology into the curriculum Software: Curriculum specific content	Integrate technology into the curriculum Software: Curriculum specific content	Integrate technology into the curriculum Software: Curriculum specific content	Explore Elementary Student Management System on internet SASI
(8) Leadership Services				Courses offered for administrative certificate Facilitate program to train new administrators – Principal’s Academy
(9) Management				Substitute: explore use of SEMS (long distance)

Services				distance was an issue) Explore use of system to facilitate BEDS contracts, teacher leaves
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STUDENT ACHIEVEMENT DATA
For
READING, MATH AND SCIENCE

READING: 2000-01

4th Grade: 71.2% Proficient
8th Grade: 69% Proficient
11th Grade: 82.9% Proficient

MATH: 2000-01

4th Grade: 71.4% Proficient
8th Grade: 66.2% Proficient
11th Grade: 74.7% Proficient

SCIENCE: 2000-01

4th Grade: 71% Proficient
8th Grade: 73.2% Proficient
11th Grade: 86.6% Proficient

ADDITIONAL STATE INDICATORS

.19 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

85 % 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.

62.5 % 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: _____

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment		
Planning		
Implementation		
Evaluation		
Reporting		
Other		

FEEDBACK FROM LAST APR

District: **Clear Creek Amana Schools**