

District Profile Of Needs

COLLEGE COMMUNITY SCHOOL DISTRICT 2001-2002

Date of Next

Site Visit 2003-2004

Jamel Lesan 2/14/02

GOALS

Student Learning Goals	<i>All graduates, beginning with class of 2004, will be proficient in reading, language, and math. (Exceptions are made for special education students with specific IEP exemptions)</i>
-------------------------------	--

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Achievement Level Exit Test scores of: 230	Achievement Level Exit Test scores of: 241	By spring of 2004, 80 % of grade 8 and 11 students will be proficient in science, as measured on two district assessments— ITBS/ITED and one to be designed.	Achievement Level Exit Test scores of: Lang. Arts: 230 By spring 2004, 100% of grade 11 students will qualify for Prairie’s Basic Technology Certificate.	P. 1-2 District-Wide Assessment Plan 2001 <i>p. 7 CSIP</i>

GO	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (2001-2002)	60% of students in grades 4, 8, 10 will reach their grade level performance growth rate targets as measured by Achievement Level Test Performance	60% of students in grades 4, 8, 10 will reach their grade level performance growth rate targets as measured by Achievement Level Test Performance		90 % of grade 8 students will qualify for Prairie's Basic Technology Certificate	P. 1-2 District-Wide Assessment Plan 2001
Annual Improvement (1999-2000)	60% of students in each quartile reach growth target on ALT	60% of students in each quartile reach growth target on ALT	none	Lang. Arts: 60% of students in each quartile reach growth target on ALT	pp. 8 & 10 CSIP
Annual Improvement (1998-1999)	5% increase by all students classed as intermediate & high on ITBS	5% increase by all students classed as intermediate & high on ITBS	none	none	p. 6 of '98-'99 APR
Staff Development	<p>None listed for specific content areas. General offerings such as study groups, action research, coaching/mentoring, collaborative unit/assessment design, case studies, workshops, seminars, and institute are listed in the CSIP.</p> <p>There is an emphasis on differentiated learning, brain-based assessment, web-page design, integrating the internet, multi-media student-led conferences, use of research-based instructional practices and project-based learning.</p>				p. 12 CSIP
Assessment Method	ALT ITBS/ITED	ALT ITBS/ITED	none	ALT ITBS/ITED	p. 10 CSIP p. 4-13 APR

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School - Community Planning	<i>Supt.'s Advisory Committee reviews results & patterns on ITBS and ITED</i>	<i>Supt.'s Advisory Committee reviews results & patterns on ITBS and ITED</i>		<i>Quality Council for CSIP</i>
(2) Professional Development Services				<i>Technology learning needs for faculty designed from skill assessment</i>
(3) Curriculum, Instruction and Assessment Services	<i>Align district curriculum and support services</i>	<i>Align district curriculum and support services</i>	<i>None</i>	
(4) Diverse Learning Needs				
(5) Inclusive Schools	<i>Reduce discrepancies in gender/free & reduced lunch scores (p.7 APR)</i>	<i>Reduce discrepancies in gender/free & reduced lunch scores (p.11 APR)</i>		
(6) Instructional Services				<i>Media centers refocused on use of literacy standards</i>
(7) School Technology				<ul style="list-style-type: none"> •K-8 tech. competencies and assessments developed • Web-master hired
(8) Leadership Services				
(9) Management Services				<i>Planning web-based information management system for attendance, scheduling, etc.</i>

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> • Provide instructional strategies and support • Every Child Reads 	Provide instructional strategies and support	Provide instructional strategies and support	
(2) Instructional Media				<ul style="list-style-type: none"> • Access Clip library • Utilize EBSCO and ProQuest
(3) Staff Development	<ul style="list-style-type: none"> • Provide instructional strategies and support • Every Child Reads 	<ul style="list-style-type: none"> • Access consultants and array of professional development services • Provide instructional strategies and support 	<ul style="list-style-type: none"> • Access consultants and array of professional development services • Provide instructional strategies and support 	
(4) School-Community Planning				Collaborate and assist district with mission
(5) School Technology				<ul style="list-style-type: none"> • Provide basic technical support (Word, Excel, PowerPoint) • Provide digital video services
(6) Diverse Learners				<ul style="list-style-type: none"> • Assist in the creation of an ISDS plan • Provide additional support to families and teachers • Increase social work by .5 FTE
(7) Leadership Development	<ul style="list-style-type: none"> • Universal Design • Differentiated Instruction 	<ul style="list-style-type: none"> • Universal Design • Differentiated Instruction 	<ul style="list-style-type: none"> • Universal Design • Differentiated Instruction 	

(8) Management Services				<ul style="list-style-type: none"> • Access GW services • Financial accounting • SIMS • Purchase order • HR systems
(9) Inclusive Schools				Iowa Behavior Initiative

STUDENT ACHIEVEMENT DATA

For

READING, MATH AND SCIENCE

Information included in College Community Annual Progress Report 2000-2001.

ADDITIONAL STATE INDICATORS

.76 % Dropouts – The percentage of students considered dropouts for grades 6 – 12.

71.5 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

74 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success. (*ACT Test*)

50.65 % 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 1999

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Policy Manual	<p><u>Strengths:</u> is current, follows IASB, has proactive policies, board members are articulate and knowledgeable, board retreats used for training and planning, strong collaboration with community</p> <p><u>Suggestions:</u> find balance between need for quick change and need for personnel to facilitate that change, broadcast meetings</p>	None
Needs Assessment, Philosophy, and Long-Range Plans	<p><u>Strengths:</u> assessment done with multiple data, many stakeholders involved in belief statements, committed to site-based management, provides a variety of communication to public in</p> <p><u>Suggestions:</u> collect alumni data, develop vocational advisory committees, plan for growth, continue to develop web site</p>	None
Personnel Evaluations	<p><u>Strengths:</u> certified staff have personal growth plans (PGP), various stakeholders surveyed for administrator PGP, regular evaluation of all probationary staff, staff ownership in system</p> <p><u>Suggestions:</u> implement PGP process for non-certified staff, collect student satisfaction data on instruction and climate</p>	None
Curriculum Review and Refinement	<p><u>Strengths:</u> district strives to educate every child, cycle of curricular review, exceptional vocational programs, representatives for vertical and horizontal articulation, has Basic Skills strategist</p> <p><u>Suggestions:</u> continue to develop common assessments, continue development of basic skills competencies, enhance transitions</p>	None
Staff Development Program	<p><u>Strengths:</u> use of early dismissal time for professional development activities, aligns with other district initiatives, supports board, district and building goals, new certified staff training</p> <p><u>Suggestions:</u> support change initiatives, consider balance in time between district initiatives and time for staff members to plan, etc.</p>	None
Student Learning Goals	<p><u>Strengths:</u> teachers have flexibility to meet student needs, skilled, caring staff and administration, students actively engaged, teachers believe they have "tools", programs to enhance character, behavior</p> <p><u>Suggestions:</u> enhance post-secondary transitioning and life-planning, prepare for diverse student population, find ways to report student achievement data to public</p>	None

Other Strengths: DE concerns from 1992 addressed and corrected, district continues to upgrade facilities, good partnership with AEA, high number of open enrollment into district

Suggestions: employ a Director of Technology, engage parents not involved now, use AEA support for coming CSIP initiatives