

# District Profile Of Needs

DEEP RIVER MILLERSBURG COMMUNITY SCHOOL DISTRICT 2000-2001

Date of Last Site Visit: November 27-28, 2001

Next Visit: **2006**

## GOALS

<b>Student Learning Goals</b>	<p>All students will demonstrate effective reading skills.</p> <p>The student will apply mathematical problem solving.</p> <p>The student will demonstrate competency in the science standards and benchmarks.</p> <p>The student will increase skills, habits, and character traits for leading healthy lives as productive citizens.</p> <p>The students will use technology to access and use information for learning.</p>
-------------------------------	--

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	By the 2002-2003 school year, the district's goal is that 70% of all fourth grade students will perform at the proficient level or above on the reading comprehension of the ITBS	By the 2002-2003 school year, the district's goal is that 70% of all fourth grade students will perform at the proficient or above level on the math total score of the ITBS	By the 2002-2003 school year, the district's goal is that 70% of all fourth grade students will perform at or above grade level on the science sub-test of the ITBS.	<p>By the 2002-2003 school year, less than 15% of the elementary students will report being teased or harassed by other students.</p> <p>By the 2002-2003 school year, 100% of the elementary students will report no use of drugs, alcohol, and/or tobacco.</p> <p>By the 2002-2003 school year, the district's goal is that all sixth grade students will independently complete a simple research project that requires the use of technology to access and report information.</p>	1999-2000 annual report p.10-13

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent)	During the 2000-2001 school year, the district's goal is to increase the number of all fourth grade students performing at the proficient level or above on the reading comprehension of the ITBS from 63% to 65%.	During the 2000-2001 school year, the district's goal is to maintain the number of all fourth grade students performing at the proficient level or above on the math total of the ITBS at 65-70%.	During the 2000-2001 school year, the district's goal is to increase the number of all fourth grade students performing at the proficient level or above on the science sub-test of the ITBS to 67%.	During the 2000-2001 school year, the district's goal is to determine assessment measures and baseline data on indicators of being a productive citizen.	
Annual Improvement (last year)	During the 1999-2000 school year, the district's goal is to increase the number of all fourth grade students performing at the proficient level or above on the reading comprehension of the ITBS from 59% to 61%. (goal met)	During the 1999-2000 school year, the district's goal is to maintain the number of all fourth grade students performing at the proficient level or above on the math total of the ITBS at 61%-63%. (goal met)	n.a.	n.a.	
Staff Development	-All K-6 teachers will be trained in guided reading strategies.	-Encourage all teachers to take math workshops, courses, and hands-on math training.	-Take advantage of staff development opportunities that provide integrated science training.		
Assessment Method	<ul style="list-style-type: none"> <li>-ITBS performance levels for Reading</li> <li>-Running records</li> <li>-Gates McGinitle</li> <li>-Houghton Mifflin Unit Tests</li> <li>-Achieve (V-ed)</li> </ul>	<ul style="list-style-type: none"> <li>-ITBS Performance levels for Mathematics</li> <li>-Grade Level Assessments</li> <li>-Scott Foresman Tests</li> </ul>	<ul style="list-style-type: none"> <li>-ITBS performance levels for Science</li> <li>-Unit tests over science material</li> </ul>	<ul style="list-style-type: none"> <li><u>Productive Citizen</u></li> <li>-Focus Group Data</li> <li><u>Technology</u></li> <li>-competency based assignments</li> <li>-teacher observations</li> </ul>	

District: **DEEP RIVER MILLERSBURG**

**ACTION PLANS**

<b>AREAS</b>	<b>(A) READING</b>	<b>(B) MATH</b>	<b>(C) SCIENCE</b>	<b>(D) OTHER</b>
(1) School – Community Planning	-Support for PEP Grant and PEP coordinator	-Support for PEP Grant and PEP coordinator	-Support for PEP Grant and PEP coordinator	-Support for PEP Grant and PEP coordinator
(2) Professional Development Services	-All staff will be trained in running records and phonemic awareness assessments.	-Encourage all teachers to take math workshops, courses, and hands-on math training.	-Take advantage of staff development opportunities that provide integrated science training	
(3) Curriculum, Instruction and Assessment Services	-The staff will identify assessments that measure language arts standards and benchmarks. -Implementation of standards and benchmarks	-The district will utilize and stress critical math vocabulary at all grade levels. -The district will continue implementation of the district's Mathematics Standards and Benchmarks. - The district will develop and identify assessments that measure mathematics standards and benchmarks. - Implement QDPSA problem solving methods with a "problem of the day."	-Continue implementation of "Kids Doing Science." -Continue implementation of science standards and benchmarks. -Identify baseline data on student achievement in science - The district will develop and identify assessments that measure progress toward the science standards and benchmarks	-Character Counts, Quest, Success 4, Drug-Free activities and the need for support.  -Continue implementation of ACHIEVE to record student assessment. -The student will use technology to access and use information for learning. -Selection of computer software, CD ROMs
(4) Diverse Learning Needs	-Develop Emergent Literacy Library for grades K-3 -The district will continue current programs (Title 1, Reading Recovery, TAG, Special Ed., preschool, At-risk, Early Intvn.) to improve reading achievement. -All students will participate in the Accelerated Reader program to increase reading comprehension. -See curriculum (above)	-The district will continue current programs (DAP, hands-on math strategies) to improve math achievement. -See curriculum (above)	-See curriculum (above)	
(5) Inclusive Schools	-Use the Child Study Team process to identify and implement specific interventions for student success in reading. -Use CST to review student referrals, collect student data, identify strengths and areas of concern, develop intervention plans, implement plans, assess progress toward goals, determine need for further interventions	-Same as reading	-Same as reading	

(6) Media Services	-GWAEA media support for classes for teachers, community members	-GWAEA media support for classes for teachers, community members	-GWAEA media support for classes for teachers, community members	
(7) School Technology	-Selection of computer software, CD ROMs -Support student technology projects			
(8) Leadership Services				
(9) Management Services				

**PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN**

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				<ul style="list-style-type: none"> <li>-CSIP</li> <li>-Community/School Advisory Committee</li> <li>-Develop, implement, and facilitate focus groups</li> <li>-Use the district advisory committee as a visioning/school improvement committee</li> <li>-Develop a plan for reporting</li> <li>-Increase AEA attendance/support</li> <li>-Support increasing meaningful involvement</li> <li>-Review core values and mission statement</li> <li>-PEP (Parent Meetings, Grant)</li> </ul>
(2) Professional Development Services	<ul style="list-style-type: none"> <li>-Ongoing support/staff development</li> <li>-GWAEA Staff Development</li> <li>-Best Practices Reading</li> <li>-reading Strategies Workshop</li> </ul>	<ul style="list-style-type: none"> <li>-Math Advocate Team</li> <li>-GWAEA Staff Development</li> <li>-Best Practices Math</li> <li>-Math curriculum support</li> </ul>	<ul style="list-style-type: none"> <li>-GWAEA Staff Development</li> <li>-Best Practices Science</li> <li>-Kids Doing Science</li> </ul>	<ul style="list-style-type: none"> <li>-Staff development</li> <li>-Support and coordination as well as structured planned activities</li> <li>-In-service for Region 9 Special Education staff</li> <li>-Nuts and Bolts Special Education</li> <li>-Kaleidoscope</li> <li>-Resiliency Scoring</li> <li>-Explore data management strategies</li> </ul>
(3) Curriculum, Instruction and Assessment Services	<ul style="list-style-type: none"> <li>-GWAEA Staff Development</li> <li>-Ongoing support/staff development</li> <li>-GWAEA Staff Development</li> <li>-Best Practices Reading</li> <li>-Reading Strategies Workshop</li> <li>-Kaleidoscope</li> <li>-Reading strategies K-6</li> <li>-Best practices in assessment</li> <li>-Increase teacher knowledge of special education requirement</li> <li>-Organization and storage of data</li> <li>-Study groups</li> </ul>	<ul style="list-style-type: none"> <li>-Math Advocate Team</li> <li>-GWAEA Staff Development</li> <li>-Best Practices Math</li> <li>-Math curriculum support</li> <li>-Kaleidoscope</li> <li>-Revise K-s Standards and benchmarks in Math</li> <li>-Math strategies K-6</li> <li>-Best practices in assessment</li> <li>-Increase teacher knowledge of special education requirement</li> <li>-Organization and storage of data</li> <li>-Study groups</li> </ul>	<ul style="list-style-type: none"> <li>-GWAEA Staff Development</li> <li>-Best Practices Science</li> <li>-Kids Doing Science</li> <li>-Kaleidoscope</li> <li>-Best practices in assessment</li> <li>-Increase teacher knowledge of special education requirement</li> <li>-Organization and storage of data</li> <li>-Study groups</li> </ul>	<ul style="list-style-type: none"> <li>-Best practices in assessment</li> <li>-Increase teacher knowledge of special education requirement</li> <li>-Organization and storage of data</li> <li>-Study groups</li> </ul>
(4) Diverse Learning Needs	<ul style="list-style-type: none"> <li>-Inservice on diverse learner needs</li> <li>-Consultation on 504 Plan/Process</li> <li>Timely psychological and academic evaluations</li> <li>-Develop District-Developed Instructional Services Delivery System</li> <li>-Solutions Focused Process</li> <li>-Information Management Services</li> <li>-Nuts and Bolts Special Education and Gifted Education Services</li> </ul>	<ul style="list-style-type: none"> <li>-Inservice on diverse learner needs</li> <li>-Consultation on 504 Plan/Process</li> <li>Timely psychological and academic evaluations</li> <li>-Develop District-Developed Instructional Services Delivery System</li> <li>-Solutions Focused Process</li> <li>-Information Management Services</li> <li>-Nuts and Bolts Special Education and Gifted Education Services</li> </ul>	<ul style="list-style-type: none"> <li>-Inservice on diverse learner needs</li> <li>-Consultation on 504 Plan/Process</li> <li>Timely psychological and academic evaluations</li> <li>-Develop District-Developed Instructional Services Delivery System</li> <li>-Solutions Focused Process</li> <li>-Information Management Services</li> <li>-Nuts and Bolts Special Education and Gifted Education Services</li> </ul>	<ul style="list-style-type: none"> <li>-Child Check</li> <li>-PEP</li> </ul>

(5) Inclusive Schools	-Consultation/assistance on special education	-Consultation/assistance on special education	-Consultation/assistance on special education	-Consultation on school climate -Facilitate discussion with staff on crisis plan -Consultation/assistance on home schooling
(6) Media Services				-Ability to access Encyclopedia on-line GWAEA orientation of new teachers to GWAEA Media services -Building materials Circulation -Traveling Production Lab _Print Shop Services -Teacher Work Area in CR On-line ordering --Low cost software purchasing -Consultant support -Proquest
(7) School Technology	-Support teachers in their efforts to infuse technology into curriculum and classroom instruction	-Support teachers in their efforts to infuse technology into curriculum and classroom instruction	-Support teachers in their efforts to infuse technology into curriculum and classroom instruction	-Support teachers in their efforts to infuse technology into curriculum and classroom instruction -Virtual Education -Technology planning -ICN -Audio-visual co-op and "Road Show" -Universal Services funds -Internet filtering
(8) Leadership Services				-Facilitation of study group topic -Staff development on leadership opportunities
(9) Management Services				-Consultation & support on grant writing -Cooperative purchasing -Consultation on management of student records -Consultation on license renewal -Payroll

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

Percent Proficient 2000-01  
(as reported to Iowa Department of Education in APR dated 9-15-01)

- 4<sup>th</sup> Reading: 74%
- 4<sup>th</sup> Math: 84%

**ADDITIONAL STATE INDICATORS**

\_\_\_\_na\_\_\_\_ % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

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

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

\_\_\_\_na\_\_\_\_ % 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 (improvements suggested)	NONCOMPLIANCE AREAS
Needs Assessment	<ul style="list-style-type: none"> <li>-Comprehensive needs assessment</li> <li>-Staff development on assessment</li> <li>-Staff development on Character Education</li> <li>-Staff development on making a difference in student achievement</li> <li>-Professional development for Board Members</li> <li>-Formalize whole-grade sharing with Montezuma and English Valleys (and track performance of these shared students over time)</li> </ul>	
Planning	<ul style="list-style-type: none"> <li>--Mathematics program planning and documentation</li> <li>--Long range plan for the learning needs of support personnel</li> <li>--Revise reading/language arts standards and benchmarks</li> <li>-Incorporate student action research process in reading/language-arts</li> <li>-Develop rubrics for staff development/proficiency (see existing technology rubric for guidance)</li> <li>--Develop multiple measures for assessing science progress</li> <li>-GWAEA science curriculum collaborative (future participation)</li> </ul>	
Implementation	<ul style="list-style-type: none"> <li>-Examine time students have to use computers</li> <li>-Collect data on effectiveness of the new mathematics curriculum</li> <li>--Staff peer observation and peer coaching might be a possible endeavor</li> <li>-Bus driver training from GWAEA (via ICN?)</li> </ul>	
Evaluation	<ul style="list-style-type: none"> <li>-GWAEA assistance to revise CSIP</li> <li>-Technology rubric</li> <li>-Quantitative assessment for Character efforts</li> <li>-Identify progress of students who transition to neighboring districts</li> <li>-Develop reading assessments that align to district standards and benchmarks</li> </ul>	none
Reporting Progress	<ul style="list-style-type: none"> <li>--Implement IEP results information</li> <li>-Training on using IEP results</li> </ul>	none

	-Develop a web page	
Other		<ul style="list-style-type: none"> <li>-Update Board Policy Manual</li> <li>-Report to the public student participation and performance results</li> <li>-Install procedures to ensure the provision of special education and related services... for a free, appropriate public education</li> <li>-Review and comply with 281-IAC 41.18(3)© ...contracts with other agencies to provide special education services... in accord with each eligible individual... “</li> </ul>

## FEEDBACK FROM LAST APR

- Met all goals

District: DEEP RIVER MILLERSBURG