

District Profile Of Needs

HIGHLAND COMMUNITY SCHOOL DISTRICT 2000-2001

Date of Next Site Visit: 2002-2003

GOALS

Student Learning Goals	<p>The goal of the Highland CSD is to create life-long learners. A life-long learner possesses the following characteristics:</p> <ol style="list-style-type: none"> 1. Life Skills/Employability 2. Responsibility 3. Respect for Self and Others
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	<p>#1 All Buildings & K-12: -All students will improve their ability to read.</p>	<p>#2 All Buildings & K-12: -All students will improve their mathematics skills and problem-solving ability.</p>	<p>#3 All Buildings & K-12: -All students will improve their understanding and application of science.</p>	<p>#4 All Buildings & K-12: -All students will improve their writing ability. CURRICULUM PROGRAM GOALS: #5 <i>Grades 7-12 Only:</i> -Review the Student Learning Goals (especially employability skills) and assess their impact on curriculum and graduation requirements #6 All Buildings & K-12: -Faculty staff development and implementation of Standards-Based Classroom practices and Assessments. #7 All Buildings & K-12: -New Programs will be established for Pre-School Education, middle School Education, At Risk/Alternative Education.</p>	Pages 19-32

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
<p>Annual Improvement (most recent)</p>	<p>AINSWORTH: On the ITBS assessment, 75% of all students will show one-year growth.</p> <p>RIVERSIDE: 80% of the students will show at least one-year growth as measured by the ITBS assessment.</p> <p>JR/SR HIGH: 1A . The number of students who are reading at the proficient or advanced levels according to the ITBS/ITED will increase by 3% in grades 8 & 11.</p> <p>1B. Students will increase their vocabulary skills as assessed by classroom assessments in the core academic content areas by reaching 80% mastery.</p> <p>1C. Students will improve their ability to comprehend written information as assessed by the ITBS/ITED scores and Achievement Level Testing in grades 8 & 11.</p> <p>1D. Students will demonstrate their ability to apply what they read as assessed by a teacher-designed, interdisciplinary performance assessment (also applies to goal 4B).</p> <p>1E. 50% of all students in the grades 7-12 will increase the amount of time spent in personal reading for enjoyment as assessed by student survey & reading reports.</p>	<p>AINSWORTH: 75% of all students will gain an 80% mastery on the standards and benchmarks for each grade level measured by classroom assessments.</p> <p>RIVERSIDE: All students will show improvement on decimal and money knowledge as measured by a district pre-test/post-test.</p> <p>JR/SR HIGH: 2A. 75% of students will achieve proficiency on the principles and concepts contained within the 7th, 8th, pre-algebra, algebra, and geometry courses as measured by teacher pre-tests/post-tests.</p> <p>2B. 75% of students in grades 8 & 11 will achieve grade level on mathematics testing using the Achievement Level Tests.</p>	<p>AINSWORTH: 75% of all students will gain an 80% mastery on the standards and benchmarks for each grade level in science as measured by classroom assessments.</p> <p>RIVERSIDE: The percent of students in grades 4-6 that participate in the annual Science Fair will increase by 10% per year.</p> <p>JR/SR HIGH: Students will increase their understanding of the principles and concepts contained within the 7th through 10th grade science curriculum as measured by Achievement Level Testing</p>	<p>AINSWORTH: 4A. All students will improve in their ability to construct and convey meaning through written expression as measured by portfolio assessment & teacher checklists.</p> <p>4B. All students will improve in their usage of proper mechanics in writing as measured by ITBS scores for grades 3-6; increasing their scores from the previous year.</p> <p>RIVERSIDE: 80% of the students will score proficient or better in mechanical editing (spelling, capitalization, etc.) as measured by the ITBS assessment.</p> <p>JR/SR HIGH: 4A. 80% of students will perform proficient or higher in their ability to use appropriate grammar and punctuation as measured by scores on the ITBS/ITED assessments.</p> <p>4B. Over 70% of students in grades 8, 10, 12 will perform at the proficient level or above in their ability to formulate answers in essay form as a measure against the writing and usage rubric.</p> <p>5A. <i>Unexcused student tardies will be reduced 50% annually in grades 7-12.</i></p> <p>5B. <i>Student use of the ICN will increase for all students for both career explorations and academic course work</i></p> <p>5C. <i>Conduct a curriculum mapping project during the 2000/2001 school year to identify survival/anniversary</i></p>	<p>p. 19-33</p>

				<p><i>skills throughout the curriculum.</i></p> <p><i>5D. Highland will promote a safe, drug-free environment by seeking to reduce tobacco, alcohol and drug use to minimum levels during the next school year.</i></p> <p><i>6A. Ten teachers will voluntarily participate in summer and ongoing workshop training during the 2000/2001 school year in Standards-based classroom practices.</i></p> <p><i>6B. All Highland teachers will participate in a "Curriculum Mapping" project to align their classroom activities, strategies, and assessments with the district standards & benchmarks during the 2000/2001 school year.</i></p> <p><i>7A. Plans will be developed by the end of 2000/2001 school year for the implementation of a pre-school program at both elementary buildings in the fall of 2001.</i></p> <p><i>7B. Plans will be developed throughout the 2000/2001 school year for the implementation of a Middle School program for grades 6-8 at the Central Campus location in the fall of 2001.</i></p> <p><i>7C. Plans will be developed throughout the 2000/2001 school year for the implementation of a full At-Risk program and the establishment of an Alternative School for students in grades 9-12 by the fall of 2001.</i></p>	
Annual Improvement (last year)					
Staff Development	<p>AINSWORTH: -Workshop in guided reading -Training for Reading Recovery</p>	<p>AINSWORTH: -Training in record-keeping and graph making</p>	<p>AINSWORTH: -Inservice on Curriculum Mapping</p>	<p>AINSWORTH: -Curriculum Mapping workshop -Checklist & rubric development</p>	p. 19-33

	<p>-Curriculum Mapping</p> <p>RIVERSIDE: -Train reading Recovery teacher -Train classroom teachers to support Reading Recovery</p> <p>JR/SR HIGH: 1A -Content teacher orientation -Reading Recovery teacher to be inserviced on SRA reading system.</p> <p>1B -Inservice on vocabulary pre-teaching exercises -Inservice workshop on vocabulary assessment and reporting</p> <p>1C Teacher inservice for exploratory teacher -teacher inservice for content teachers</p> <p>1D -Inservice on designing performance assessment rubric</p> <p>1E -Survey development -Develop strategies and ideas for each content area</p>	<p>-Training in interpreting Achievement Level Tests</p> <p>RIVERSIDE: -Train to develop pre-post tests and to integrate more time to teach money lessons</p> <p>JR/SR HIGH: 2A -Develop pre-test, post-test -Learn new software and utilities</p> <p>2B -Training in administering & interpreting RIT scores</p>	<p>-Inservice on portfolio assessment & teacher checklists</p> <p>RIVERSIDE: -AEA training for Science Kits; especially K-2</p> <p>JR/SR HIGH: -Training in test administration and RIT interpretation -Inservice time to develop pre-tests -Training in new technology and software</p>	<p>-Determine content</p> <p>RIVERSIDE: -Review goals during orientation -Develop portfolio system</p> <p>JR/SR HIGH: 4A -Develop a rubric</p> <p>4B -Inservice to explain writing and -usage rubric</p> <p>5A <i>n.a.</i></p> <p>5B <i>n.a.</i></p> <p>5C -Inservice time to do comparisons</p> <p>5D -Train TATU sponsor -Train Quest teachers -Inservice teachers on interdisciplinary program on substance abuse</p> <p>6A -Train on using standards based grade book, classroom management systems -Training on using standards based grade book and classroom management practices</p> <p>6B -6 HOUR TRAINING -Continued support through one-on-one help</p> <p>7A <i>n.a.</i></p> <p>7B <i>n.a.</i></p> <p>7C -Orientation workshop</p>	
<p>Assessment Method</p>	<p>AINSWORTH: -Teachers will log daily amount</p>	<p>AINSWORTH: -Curriculum Maps</p>	<p>AINSWORTH: -Curriculum Maps</p>	<p>AINSWORTH: -Curriculum Maps</p>	<p>p. 19-33</p>

	<p>of time for independent reading -Reading Recovery methods of data gathering & tracking -ITBS and K-3 diagnostic test -Curriculum Maps</p> <p>RIVERSIDE: -Use reading Recovery methods for data collection -Keep logs of SSR time daily, weekly, and monthly</p> <p>JR/SR HIGH: 1A -ITBS/ITED scores in fall of 2001 & Achievement Level Tests in fall and spring -SRA system -SRA, ITBS, Achievement Level Testing</p> <p>1B -Self-evaluation -Periodic reporting to C.D. on vocabulary mastery</p> <p>1C -ITBS, Achievement Level tests</p> <p>1D -Assessment rubric</p> <p>1E -Tally amount of time or number of books being read -Tally number of teachers involved</p>	<p>-Teacher Observation and anecdotal evidence -Checklist for each student -Portfolio assessment of student work -Student journals</p> <p>RIVERSIDE: -Pre-test/Post-test locally constructed -Logs of teacher time (all year)</p> <p>JR/SR HIGH: 2A -End of year post-test as a final exam -Time audit</p> <p>2B -Using RIT scores to evaluate needs of individual students</p>	<p>-Teacher observation & anecdotal evidence -Checklist for each student -Portfolio assessment of student work -Student journals</p> <p>RIVERSIDE: -Teacher log of number of students participating</p> <p>JR/SR HIGH: -RIT scores to determine student mastery of standards and benchmarks -RIT scores to determine grade level -Compare pre-test with post-test -Amount of time using technology and number of new programs introduced</p>	<p>-Teacher observation evidence -Portfolio assessment -Scoring of student writing on checklists</p> <p>RIVERSIDE: -Student checklist for writing/drafting etc. -Portfolio assessment of student writing -Regular appearance of student writing in the newspaper</p> <p>JR/SR HIGH: 4A -All student writing will be evaluated by the same common rubric and expectations</p> <p>4B -Running records</p> <p>5A -Running records</p> <p>5B -Running records</p> <p>5C -Comparisons of curriculum maps</p> <p>5D -Iowa Youth Survey</p> <p>6A -Implement standards and benchmarks with student oriented assessments in the fall of 2000 -Sustain implementation of standards-based practices throughout the year</p> <p>6B -Monthly mapping exercises to correlate standards and benchmarks -Work sessions for grade level and cross grade level</p> <p>7A -Advisory Committee and Board Review</p> <p>7B</p>	
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				<p><i>-Review by Advisory Committee, Board of Directors & outside agencies</i></p> <p><i>7C</i></p> <p><i>-Review by Advisory Committee, Board of Directors & outside agencies</i></p> <p><i>-Teacher observation</i></p>	
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ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning				
(2) Professional Development Services				Consistent policy enforcement among teachers, administrators; teachers attend EIIC workshop on standards-based assessment; teachers attend monthly training and follow-up workshops; curriculum mapping;
(3) Curriculum, Instruction and Assessment Services	<p>Ainsworth: Increase time spent on independent reading K-6; increase remedial reading teacher time at Ainsworth; implement reading recovery; target phonics skills for K-2; increase word attack skills for 3-6; determine which skills are missing and incorporate into the curriculum;</p> <p>Riverside: Implement Reading Recovery; implement SSR daily for 15 minutes K-6</p> <p>JR/SR High: identify students who are below proficient in grades 7-8; provide reading instruction using SRA program and other individualized reading materials; provide a summer reading program for readers in the summer of 2001; all core teachers engage in “vocabulary pre-teaching” activities; content area teachers will assess vocabulary as ongoing classroom assessment and results aggregated; implement a study skills SQ3R and word attack program for grades 7-8 as an exploratory course; implement study skills program for content area teachers to apply with their students; teachers design a performance task for students in 8, 10, 12 to complete by the end of the year; design a pre-year and end of the year survey; devise incentives and activities to promote independent reading.</p>	<p>Ainsworth: Students will memorize addition and subtraction facts by end of third grade; memorize multiplication facts by end of 4th grade.</p> <p>Riverside: Implement a school store; increase time spent teaching decimals; increase time spent teaching money skills.</p> <p>JR/SR High: Math instructors develop a pre-test post-test for their course; each math instructor will use technology and manipulatives to increase student learning of math concepts and problem solving; determine student grade level in math using initial testing and on-line testing; test a second time on line to measure growth in the same year.</p>	<p>Ainsworth: Align the science program with the district standards and benchmarks; develop a checklist N/A of knowledge & skills students should demonstrate (based on standards and benchmarks);</p> <p>Riverside: Implement science kits to increase interest in activity-based science; more publicity for the Science Fair activity.</p> <p>JR/SR High: Design a “Writing and Usage Rubric” to be utilized by all content teachers; use the “Writing and Usage Rubric.”</p>	<p>Ainsworth: Align writing program with standards and benchmarks; develop student writing portfolio & skills checklist; develop a K-2 checklist of skills for mechanics based on standards and benchmarks; develop a 3-6 checklist of skills for mechanics based on standards and benchmarks</p> <p>Riverside: All students will prepare one published work per quarter (4 per year); two published works will be placed in a portfolio & two will be sent home; student work to be regularly published in the Highland Highlights newspaper</p> <p>JR/SR High:</p>

(4) Diverse Learning Needs				Make curriculum adjustments to include, delete or reduce redundancy (sic) or employability skills; continue use of Project Alert (7 th grade; Quest (elementary)); implement an interdisciplinary project on substance abuse; evaluate gifted program annually;
(5) Inclusive Schools				
(6) Media Services				
(7) School Technology				Inservice students and teachers on the use of the ICN at the beginning of the school year;
(8) Leadership Services				Consistent policy enforcement among teachers, administrators; teachers attend EIIC workshop on standards-based assessment; teachers attend monthly training and follow-up workshops; curriculum mapping;
(9) Management Services				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN (06-07-01)

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				<ul style="list-style-type: none"> -Facilitate focus groups & planning committees -Obtain community input re: graduation requirements/revision/review -Preschool program development -Provide information in helping District staff meet grant requirements
(2) Professional Development Services	<ul style="list-style-type: none"> -Provide reading assessment training -“Soar to Success” assistance -Use of assessment data to inform instruction (in-service & staff development) -Gifted and Talented support 	<ul style="list-style-type: none"> -Use of assessment data to inform instruction (in-service & staff development) -Gifted and Talented support 	<ul style="list-style-type: none"> -Use of assessment data to inform instruction (in-service & staff development) -Gifted and Talented support -KIDS Science from GWAEA 	<ul style="list-style-type: none"> -Use of assessment data to inform instruction (in-service & staff development) -Gifted and Talented support

(3) Curriculum, Instruction and Assessment Services	-“Solutions Focuses Approach” for diverse learners -Curriculum and Instructional Design -Classroom management -Participation in school improvement and assessment seminars at GWAEA -Work with stakeholders re: early childhood education	-Math Advocacy Team -Develop math standards and benchmarks -“Solutions Focuses Approach” for diverse learners -Curriculum and Instructional Design -Classroom management -Participation in school improvement and assessment seminars at GWAEA -Work with stakeholders re: early childhood education	-“Solutions Focuses Approach” for diverse learners -Curriculum and Instructional Design -Classroom management -Science Curriculum Collaborative -Develop science benchmarks/standards -Participation in school improvement and assessment seminars at GWAEA -Work with stakeholders re: early childhood education	-“Solutions Focuses Approach” for diverse learners -Curriculum and Instructional Design -Classroom management -Participation in school improvement and assessment seminars at GWAEA -Work with stakeholders re: early childhood education
(4) Diverse Learning Needs	-IEP Training -Appropriate training for programming for students with special needs	-IEP Training -Appropriate training for programming for students with special needs	-IEP Training -Appropriate training for programming for students with special needs	-Screening of three-year-olds (hearing, vision) -BD Screening -Job Olympics -College for Kids -Future Problem Solving -Parenting classes (toddlers & young children) -Rosters and record review -SFP in-service to new manual
(5) Inclusive Schools				
(6) Media Services				
(7) School Technology	-Digital Video Project -Lesson plan posting on “the Web”	-Integration of technology to Math Advocacy Team learning -Lesson plan posting on “the Web”	-Integration of technology to Science Curriculum Collaborative learning -Lesson plan posting on “the Web”	-Parents email system development -Lesson plan posting on “the Web”
(8) Leadership Services	-In-service to prepare for Department of Education Site Visit (scheduled to happen in 2002-03)	-In-service to prepare for Department of Education Site Visit (scheduled to happen in 2002-03)	-In-service to prepare for Department of Education Site Visit (scheduled to happen in 2002-03)	-In-service to prepare for Department of Education Site Visit (scheduled to happen in 2002-03)
(9) Management Services				-Cooperative purchasing expansion

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)

- 4th Reading: 39%
- 4th Math: 49
- 8th Reading: 55%
- 8th Math: 81%
- 11th Reading: No data available
- 11th Math: No data available

ADDITIONAL STATE INDICATORS

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

99-00: .003%

00-01: .007%

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

99-00: 87%

00-01: 70%

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

99-00: 60% take and average score is 21.3

00-01: 67%

% 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.

99-00: 35%

00-01: 33%

FEEDBACK FROM LAST SITE VISIT

Date of visit: _____

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

FEEDBACK FROM LAST APR

Connecting annual improvement goals to long range goals needs attention in:

Reading

Math

Science

“OTHER” category Citation:

Science