

District Profile Of Needs

IOWA CITY COMMUNITY SCHOOL DISTRICT 2001-2002

Date of Next Site

Visit 2002-2003

GOALS

Student Learning Goals	<p>As a result of their education all Iowa City Community School District graduates will be...</p> <ol style="list-style-type: none"> 1. <i>Fluent and Effective Communicators</i> 2. <i>Collaborative Individuals</i> 3. <i>Critical Thinkers</i> 4. <i>Technological Proactitioners</i> 5. <i>Resourceful Learners</i> 6. <i>Quality Producers</i> 7. <i>Responsible Citizens</i>
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Students will, over time, read independently, increasingly complex text with understanding.	Students will over time, solve, independently, increasingly complex mathematical problems.	Students will over time, construct and use, independently increasingly complex scientific knowledge.	<p><u>Writing:</u> Students will over time, write, independently, increasingly complex text with meaning clarity, purpose and application of standard conventions.</p> <p><u>Early Intervention:</u> Reduce the class size in grades K-2 toward the state goal of 1 to 17 teachers to students.</p>	

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent)	To increase reading comprehension of third and fourth grade students	To increase mathematical problem solving skills of 5 th , 6 th , 7 th and 8 th grade students. The percentage of students performing at the intermediate level will result in fewer students performing at the low performance level.	To increase the use and ability to construct scientific knowledge of 8 th grade students. To increase and strengthen skills for information gathering, problem solving and evaluating data of students in grades 5-8.	Writing: To increase the ability of 11 th grade students to write meaningfully, purposefully and clearly.	
Annual Improvement (last year)	To increase reading comprehension of third and fourth grade students.	To increase mathematical problem solving skills of 5 th , 6 th , 7 th and 8 th grade students. The percentage of students performing at the intermediate level will result in fewer students performing at the low performance level.	To increase the use and ability to construct scientific knowledge of 8 th grade students.		
Staff Development (Called: Professional Development Model)	Provide staff development to new K-6 classroom teachers relative to diagnostic reading assessment. CSIP reports for all curricular areas that throughout the years, teachers meet on Thursday early release days to discuss instructional methods and assessment techniques. A year-long district-wide curriculum plan focuses on assessment and meeting the needs of diverse learners. At the building level,	Provide staff development to all grade 6-8 math teachers relative to teaching the new Connected Mathematics curriculum. Continue to provide staff development to classroom teachers and administrators relative to district mathematics assessment plan.	Provide staff development to grades 7,8,9 teachers relative to teaching the new science curriculum. Provide staff development to all science teaching staff and administrators relative to the assessment plan for new science curriculum.	Writing: Provide inservice to all secondary teachers relative to forms of writing. Provide new direct reading instructional materials at the secondary level that demonstrates the reading and writing connection. (Target-struggling readers)	

	principals and teachers work together to design staff development activities to support the unique characteristics of the students they teach.				
Assessment Method	Fall testing using ITBS and ITED(norm-referenced, selected response)-grades 4,8,11. Check Point Assessment (constructed response)-4 th grade Iowa Collaborative Assessment Module (selected and constructed response)-grades 8 & 11.	Fall testing of ITBS and ITED. District developed, selected response measure, to all 4 th , 8 th and 10 th grade students.	Norm reference data, ITBS & ITED at 4 th , 8 th 11 th grade.	Iowa Writing assessment	

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning				
(2) Professional Development Services	<p>Reading: Increase number of Reading Recovery Teachers to support first grade students. Add reading teachers at targeted schools to support reading in the early grades. Continue to implement new grade 1 & 2 reading program for low performing readers. (<i>Early Success</i>) Continue to implement grade 3 reading program for low performing readers. (<i>Soar to Success</i>) Implement grade 4-6 reading program for low performing readers using selected programs.</p>	<p>Math: Implement on full scale, the new K-5 mathematics curriculum. Continue to provide staff development to grades K-5 pilot teachers relative to new mathematics program. Implement the new 6-8 mathematics curriculum</p>	<p>Science: Implement all K-6 units and and 7-12 courses to meet district standards and benchmarks. Continue to implement the new 7-9 science curriculum. (SALI (Science and Life)). Implement all K-6 units and 7-12 courses to meet district standards and benchmarks. Continue to implement the new 7-9 science curriculum. (SALI (Science and Life)).</p>	<p>Writing: Provide instructional resource materials to all junior high teachers designed to teach elements of writing composition. Develop and distribute a time allocation guide for writing instruction. Administer writing assessment for the first time in Fall, 2000 and analyze results for the purpose of guiding instruction. Provide new reading instructional materials at the secondary level (target audience is struggling readers) that demonstrates the reading and writing connection.</p>
(3) Curriculum, Instruction and Assessment Services	<p>Coordination with Director of Instruction, Principals, and Teachers, Language Arts Curriculum Coordinator and Language Arts Resource Specialists. Support provided through GWAEA reading consultants and special education consultants.</p>	<p>Coordination with Director of Instruction, Principals, and Teachers, Math Curriculum Coordinator and Math Resource Specialists</p>	<p>Coordination with Director of Instruction, Principals, and Teachers, Science Curriculum Coordinator and GWAEA science consultants.</p>	<p>Coordination with Director of Instruction, Principals, and Teachers, Language Arts Curriculum Coordinator and Language Arts Resource Specialists. Support provided through GWAEA reading consultants and special education consultants.</p> <p>Incorporate assessment into instruction.</p>

				<p>Mentor training by GWAEA staff.</p> <p>Development of pre-kindergarten benchmarks and standards.</p>
(4) Diverse Learning Needs	<p>Review test data for individuals in child study teams. Provide individualized support to students in need.</p>	<p>Review test data for individuals in child study teams. Provide individualized support to students in need.</p>	<p>Review test data for individuals in child study teams. Provide individualized support to students in need.</p>	<p>Review test data for individuals in child study teams. Provide individualized support to students in need.</p>
(5) Inclusive Schools	<p>Implement, maintain and monitor student needs model.</p>	<p>Implement, maintain and monitor student needs model.</p>	<p>Implement, maintain and monitor student needs model.</p>	<p>Implement, maintain and monitor student needs model.</p>
(6) Media Services				
(7) School Technology	<p>Integration of technology to support instruction.</p>	<p>Integration of technology to support instruction.</p>	<p>Integration of technology to support instruction.</p>	
(8) Leadership Services				
(9) Management Services				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				Conduct Graduate follow-up for special education students. Develop curriculum review surveys. Maintain CSI Reporting document.
(2) Professional Development Services	Support provided through GWAEA reading consultants. Reading Recovery support through GWAEA. Building reading improvement plans supported with GWAEA reading consultant.	Support with math curriculum from math consultant..	Regional science meetings for teachers	Training of associates through in-service opportunities. Opportunities for parental involvement/communication for teachers and principals. Media specialist professional development provided by GWAEA staff.
(3) Curriculum, Instruction and Assessment Services	Support for reading and writing instruction.	Support provided through GWAEA math consultants.	Support for planning and implementation of regional science materials center.	
(4) Diverse Learning Needs	Support in providing instructional strategies for the diverse learner.	Support in providing instructional strategies for the diverse learner.	Support in providing instructional strategies for the diverse learner.	Implementation of Super Senior program Planning for Level 1 students in a resource center at City High. Monitor blended Early Childhood programs. Support for assistive technology provided through GWAEA team members.

				<p>Regional facilitator support: Curriculum, compliance, staffing, programming, and district student needs model.</p> <p>Supporting implementation of early care and access.</p> <p>Support High School High Teach programs</p> <p>Special Education task force meetings to facilitate communication.</p>
(5) Inclusive Schools				<p>Increase access to hearing/vision screening with involvement at family resource centers.</p> <p>Participation in GWAEA behavior academy.</p> <p>In-services provided by GWAEA on diverse learners, explosive children and poverty and schools.</p> <p>Regional facilitator support: Curriculum, compliance, staffing, programming, and district student needs model.</p>
(6) Media Services	Literature review searches for curriculum reviews. Media support for classroom.	Literature review searches for curriculum reviews.	Literature review searches for curriculum reviews.	<p>Material resource center provided by GWAEA.</p> <p>Cooperative purchasing for professional journals and media support for classroom.</p>
(7) School Technology				<p>Cooperative purchasing for software.</p> <p>CE laptop project.</p> <p>Training by GWAEA.</p> <p>Support for tech center and maintaining operations of network. By GWAEA staff.</p>
(8) Leadership	Reading Leadership workshops	Opportunities to learn how to		Implementation of Student Needs

Services	<p>provided by GWAEA.</p> <p>Opportunities to learn how to gather, interpret and use data to set achievement goals.</p> <p>Buildings set improvement goals and plans for achieving goals.</p>	gather, interpret and use data to set achievement goals		<p>Model</p> <p>Leadership roles in new teacher mentor program defined.</p>
(9) Management Services				<p>Iowa City does not use management services provided by GWAEA.</p>

District: Iowa City

STUDENT ACHIEVEMENT DATA
For
READING, MATH AND SCIENCE

Students who are in proficient or advanced proficient achievement levels on the ITBS and ITED

% Proficient or Advanced Proficient

	1997-1998	1998-1999	1999-2000	2000-2001-District Assessment Scores Scores not available for ITBS/ITED at time of this gathering of information
Reading Proficiency				
Grade 4	71.5	71.3	69.2	Check Point- 77.6%
8	80.5	80.5	77.7	ICAM-ave. # correct 64%
11	85.3	83.2	84	ave. # correct 73%
Math Proficiency				
4	74.0	74.9	74.5	District math assessment-65%
8	88.0	85.6	84.2	71%
11	89.4	87.5	87.8	71%
Science Proficiency				
4			77.6	
8			78.1	
11			86.9	
Writing Proficiency		Standard Conventions		
4			68.5	
8			74.0	
11			87.1	

District: Iowa City

ADDITIONAL STATE INDICATORS

.91 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

86.9 % 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.
85% of the students who took ACT scored 20 points of higher.

79% 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.

SUMMARY OF FEEDBACK FROM LAST SITE VISIT**Date of visit: 1998**

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment	A survey of the community and staff is done as part of the revision process for each curricular area. Results are disaggregated. District is committed to site-based management. Communication with the public is done in several ways. Active strategic plan in place. Alignment of building improvement plans to district strategic plan is unclear in some cases. When local decisions are made information from comparable districts is encouraged. Web site should be developed further to enhance communication.	None
Planning	Staff sees value in how Phase III dollars are used. Buildings are encouraged to do long term planning and tackle school reform issues. Function of district vertical team should be redefined. Several site teams suggested building representation to this central team. .	None
Implementation	All G&T students have a personalized education plan. Some buildings are using Success4 for support of social/emotional/behavioral objectives. Multi-age classroom clusters working well in some buildings. Accommodations for students with special needs requires continued dialogue.	None
Evaluation	Board members have a devised schedule of regular school site visitations. Revisit at-risk programming. Encourage ways to disaggregate student achievement. Evaluate para-professional assignments at each building. Evaluations of all personnel should be linked to job descriptions. Demographic profiles should be developed at each building to help make data driven decisions	None
Reporting	All board meetings are televised and policy manuals are accessible in a variety of locations. Many policies are proactive. District is exploring ways to report student data. More graduate survey data is needed. Data is critical in meeting needs for realigning programming.	None
Other	The district has a Blue Ribbon School, National Superintendent of the year and the media program won a National School Media Award. Computer networking is in place and labs area available to students after hours. Inclusive attitude of problem solving. Recruitment of minority staff members encouraged.	None

FEEDBACK FROM LAST APR

District: Iowa City

Summary Statements: Strengths of the Comprehensive School Improvement Plan

A very solid plan. This plan could serve as a model for others seeking ways to reflect consolidated planning in overall district planning.