

# District Profile Of Needs

LINN-MAR SCHOOL DISTRICT 2001-2002

Date of Next  
Site Visit: 2003-2004

## GOALS

<b>Student Learning Goals</b>	Students will be: 1) users of core skills and knowledge, 2) thinkers, 3) self-directed learner, 4) responsible citizens, 5) effective communicators, and 6) collaborative workers (CSIP, p. 11)
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	By 2003, 80% of all elementary students and 85% of all secondary students will perform at the proficient level or higher on the ITBS/ITED.	*By 2003, 80% of all students at the elementary level and 85% of all students at the middle and high school levels will perform at the proficient level or higher on the ITBS/ITED and/or other district-wide measures.	*To ensure all students become proficient in Science as measured by ITBS/ITED or other district-wide measures.	<u>Career Education:</u> By 2003, Career Education will be integrated into the educational program.	CSIP. pp. 25, 27, 31, 32

\* Indicates a change in Long-term goal for 2001-2002

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (2001-2002)	All students will increase academic achievement in reading comprehension	All students will increase achievement in mathematics total	The percentage of students in 8, 9, 11 grades will demonstrate increased science achievement in the areas of science reasoning, interpreting information, and analysis		
Annual Improvement (2000-2001)	By the end of 2000-2001, the percent of all 4 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> grade students in the proficient or high range on ITBS/ITED reading total will increase	By the end of 2000-2001, the percent of all 4 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> grade students in the proficient or high range on ITBS/ITED mathematics total will increase	By the end of 2000-2001 all 9 <sup>th</sup> and 11 <sup>th</sup> grade students will show improvement toward high level on ITED	<u>Career Education:</u> Career Education: Develop a K-12 Career Ed program that will meet needs of all students.	CSIP p. 25, 27, 31, 32
Annual Improvement (1999-2000)	To decrease the percentage of students in the low performance level of the ITBS.	To decrease the percentage of students in the low performance level of the ITBS.	To decrease the percentage of students in the low performance level of the ITBS.	None	(Appendix E, District Annual Report, pages 18, 23, 31)

Staff Development	<ul style="list-style-type: none"> <li>Inservice time provided</li> </ul> (Literacy Instruction, Metro Reading Alliance, CRISS)	<ul style="list-style-type: none"> <li>Inservice time provided</li> </ul> (Curriculum mapping & ITBS/ITED analysis)	Inservice time provided	None listed for staff	CSIP pp.26, 28-30, 31, 32
Assessment Method	ITBS/ITED or other district-wide measures	ITBS/ITED or other district-wide measures	ITBS/ITED or other district-wide measures	None listed	See above.

## ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	-involve community in a volunteer reading mentor program			-use Facility Study Committee to plan space needs -involve parents in all building improvement processes -publish APR
(2) Professional Development Services	-train Guided Reading elem. mentors in each building -review best practice and plan for staff development -train whole middle school staff -conduct HS all staff meeting -hold small group meetings -train HS reading mentors -develop staff development activities for reading in the content areas -train 20-25 staff in <i>CRISS</i> strategies -train two in-house <i>CRISS</i> trainers	-identify and provide staff development needs -participate in <i>GWAEA</i> Math Advocates Curriculum project	- participate in <i>GWAEA</i> Science Curriculum Collaborative	
(3) Curriculum, Instruction and Assessment Services	<b>Elementary:</b> -implement Guided Reading -implement balanced literacy instruction <b>Middle School:</b> -have .5 FTE 6 <sup>th</sup> reading instructor institute daily reading class for 6, 7, and 8 grade -analyze ITBS results -develop strategies to improve reading achievement -integrate reading across the	-analyze ITBS/ITED data -compare time on concept per grade level -make a curriculum map for k-12 math concepts/skills -develop performance indicators	-develop assessments for middle school science benchmarks -develop performance indicators	-infuse career ed. into curr. -provide Junior Achievement -review middle school exploratory program -develop Career Academies -develop a Scholastic Mentor program

	<p>curriculum</p> <ul style="list-style-type: none"> <li>-hold interdisciplinary team meetings with CIA and Reading staff</li> <li>-develop performance indicators</li> </ul> <p><b>High School:</b></p> <ul style="list-style-type: none"> <li>-establish a collaborative reading team</li> <li>-develop strategies on reading in the content areas</li> </ul>			
(4) Diverse Learning Needs	<ul style="list-style-type: none"> <li>-develop strategies for HS at-risk students</li> </ul>			
(5) Inclusive Schools				<ul style="list-style-type: none"> <li>-integrate multicultural experiences k-12</li> <li>-review best practices and trends in multilinguistic programs k-12</li> </ul>
(6) Media Services				
(7) School Technology				<ul style="list-style-type: none"> <li>-provide staff development for new technologies</li> <li>-provide staff development for integration of technology in the classroom</li> <li>-implement electronic attendance and grading at middle and high School</li> <li>Psychologist</li> <li>-develop k-12 technology standards</li> <li>-incorporate technology standards in to curriculum</li> <li>-develop Graphics Career</li> </ul>

				Academy at HS -increase use of ICN -furnish/upgrade each elem. -develop HS LAN -establish sign up procedure for labs
(8) Leadership Services				
(9) Management Services				

**PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN**

**6-6-01**

AREAS	READING	MATH	SCIENCE	OTHER
(1) Curriculum, Instruction and Assessment	Provide resources for better staff use of the D.R.P.		Provide training for the Kids For Science project	<ul style="list-style-type: none"> <li>• Audit/review district's standards and benchmark document</li> <li>• Assist with articulation of ECSE curriculum through AK into the regular curriculum</li> <li>• Support with curriculum mapping</li> </ul>
(2) Instructional Media				Provide materials for check out, access to professional library, on-line catalog
(3) Staff Development	<ul style="list-style-type: none"> <li>• Provide expertise for reading/writing connection</li> <li>• Bring in experts in the field of curriculum integration</li> </ul>		Bring in experts in the field of curriculum integration	<ul style="list-style-type: none"> <li>• Provide training in legal issues, best practices for SpEd teachers</li> <li>• Offer professional development opportunities at AEA and building level (media, technology)</li> <li>• Support SpEd teachers with curriculum dev and assessment</li> <li>• Assist in conducting annual program reviews</li> <li>• Assist with training SpEd teachers on supervision of associates</li> <li>• Provide info and support on restorative justice</li> </ul>
(4) School-Community Planning				<ul style="list-style-type: none"> <li>• Assist in strategic planning</li> <li>• Begin norming process for data collected for the CSIP</li> <li>• Develop performance standards using normative data that is collected</li> <li>• RF to serve on CSIP advisory committee</li> <li>• Realign AEA staff into 5 clusters to provide services toward school improvement</li> </ul>
(5) School				<ul style="list-style-type: none"> <li>• Continue ACHIEVE services</li> </ul>

Technol				<ul style="list-style-type: none"> <li>• Support the use of instructional technology throughout the district</li> <li>• Provide ongoing staff development on assistive technology</li> <li>• Support the development of an articulated K-12 technology curriculum</li> </ul>
(6) Diverse Learners	Provide a .5 teacher/consultant			<ul style="list-style-type: none"> <li>• Three .33 social workers for at risk elementary students</li> <li>• Provide services &amp; consultation in early childhood</li> </ul>
(7) Leadership Development				Review all metro service plans and facilitate all Metro schools in coordination of their best efforts
(8) Management Services				<ul style="list-style-type: none"> <li>• Support collecting SpEd data records, legal, and financial data</li> <li>• Assist in the development of an associate substitute pool</li> </ul>
(9) Inclusive Schools				

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

Information included in Linn-Mar Annual Progress Report 2000-2001.

## ADDITIONAL STATE INDICATORS

.15 % Dropouts – The percentage of students considered dropouts for grades 9 – 12. (Appendix E, District Annual Report, page 11.  
No data for grades 7 and 8)

98.2 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.  
(Appendix E, District Annual Report, page 9)

69 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success. (ACT scores; 100% of composite scores indicate success.  
Appendix E, District Annual Report, page 10)

54 % 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. (Appendix E, District Annual Report, page 9)

**FEEDBACK FROM LAST SITE VISIT**

**Date of visit: April 1999**

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Policy Manual	<p><u>Strengths:</u> current, follows IASB, guides Board policy, focused on student achievement &amp; career competencies, strong collaboration with community/business partners</p> <p><u>Suggestions:</u> find balance between need to change and need for additional personnel to facilitate change</p>	None
Needs Assessment, Philosophy, and Long-Range Plans	<p><u>Strengths:</u> assessment is being done, using multiple sources of data, inclusive of stakeholders, site-based management, collaboration with other area schools</p> <p><u>Suggestions:</u> collect alumni data, plan for growth, develop web site, assist employees to collect/analyze data for decision-making, collaborate with AEA for district service plan, ensure proper communication flow</p>	None
Personnel Evaluation	<p><u>Strengths:</u> certified staff members use a Personal Growth Plan (PGP), survey stakeholders for PGP of administrators, all evaluate probationary staff yearly</p> <p><u>Suggestions:</u> implement PGP process for non-certified staff members</p>	None
Curriculum Review and Refinement	<p><u>Strengths:</u> strives to educate every child, cycle of curriculum review, strong vocational programs, uses early release time for curriculum development</p> <p><u>Suggestions:</u> develop common assessments in all areas, enhance transition planning between levels, enhance vertical and horizontal articulation</p>	None
Staff Development Program	<p><u>Strengths:</u> uses early release time for staff dev., mandatory training on schedule, aligns with instructional practice, support Board, district and building goals</p> <p><u>Suggestions:</u> decide time needed for curriculum and assessments, include paraprofessionals, plan for 3 years</p>	None

Student Learning Goals	<p><u>Strengths:</u> teachers have flexibility in delivering curriculum, strength in skilled staff &amp; administration, students were actively engaged in learning,</p> <p><u>Suggestions:</u> enhance post-secondary transitioning and life planning, plan for increased diversity in students</p>	None
Other	<p><u>Strengths:</u> concerns from 1992 were corrected, employs a full time Director of Technology, serves as a community center</p> <p><u>Suggestions:</u> implement technology plan, engage all parents, collaborate with AEA on coming CSIP</p>	

**ANNUAL PROGRESS REPORT**  
**Technical Assistance Suggestions**

District: Linn-Mar Community Schools

**Goals and Student Achievement (Page 1)**

Areas identified for technical assistance (check):	Reading	Math	Science
Setting Achievable Goals	_____	_____	_____
Establishing Measurable Goals	_____	_____	_____
Connect Annual Improvement Goals to Longer Range	_____	_____	_____
Other:			

**High School Data (Page 2)**

Technical assistance suggestions (check):

- \_\_\_\_\_ percentage of 7-12 dropouts, disaggregated
- \_\_\_\_\_ percentage of students intending post-secondary enrollment
- \_\_\_\_\_ percentage of students achieving score indicating success on post-secondary measure
- \_\_\_\_\_ percentage of graduates completing core program