

## District Profile Of Needs

**LISBON COMMUNITY SCHOOL DISTRICT**  
2000-2001 and 2001-2002

Date of Next Site Visit: 2002-2003

### GOALS

<b>Student Learning Goals</b>	<ol style="list-style-type: none"> <li>1. Students graduating from the Lisbon Community School should have the ability to use the basics of education in reading, writing, math, science, problem solving, technology, and the arts, to become life-long learners.</li> <li>2. Students graduating from the Lisbon Community School should have good work ethics, including the ability to work, compete, and cooperate with a diverse population.</li> <li>3. Students graduating from the Lisbon Community School should have the ability to creatively think, reason, find and use information, and communicate successfully, both orally and in writing.</li> </ol>
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	<p>Fourth Grade On a longitudinal growth analysis, the average grade equivalent gain on the ITBS Reading Comprehension will be .9</p> <p>Eighth Grade On a longitudinal growth analysis, the average grade equivalent gain on the ITBS Reading Comprehension will be .9</p> <p>Eleventh Grade The percent of eleventh grade students in the low</p>	<p>Fourth Grade On a longitudinal growth analysis, the average grade equivalent gain on the ITBS Math Total will be .9</p> <p>Eighth Grade On a longitudinal growth analysis, the average grade equivalent gain on the ITBS Math Total will be .9</p> <p>Eleventh Grade The percent of eleventh grade students in the low performance level of the ITFD</p>	<p>Fourth Grade On a longitudinal growth analysis, the average grade equivalent gain on the ITBS Science sub test will be .9</p> <p>Eighth Grade On a longitudinal growth analysis, the average grade equivalent gain on the ITBS Science sub test will be .9</p> <p>Eleventh Grade The percent of eleventh grade students in the low performance level of the ITFD Science Test</p>		

	performance level of the ITED Reading Comprehension Test will be at the 10% or less level by the 2005-2006 school year.	Math/Quantitative Thinking Test will be at the 10% or less level by the 2005-2006 school year.	will be at the 10% or less level by the 2005-2006 school year.		
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent)	<p><b>Fourth Grade</b> The percent of fourth grade students in the intermediate and high performance levels on the ITBS will increase.</p> <p><b>Eighth Grade</b> The percent of fourth grade students in the intermediate and high performance levels on the ITBS will increase.</p> <p><b>Eleventh Grade</b> The percent of eleventh grade students in the low performance level of the ITED Reading Comprehension Test will be reduced by 5%</p>	<p><b>Fourth Grade</b> The percent of fourth grade students in the intermediate and high performance levels on the ITBS will increase.</p> <p><b>Eighth Grade</b> The percent of fourth grade students in the intermediate and high performance levels on the ITBS will increase.</p> <p><b>Eleventh Grade</b> The percent of Eleventh grade students in the low performance level of the ITED Math/Quantitative Thinking Test will be at the 15% or less level.</p>	<p><b>Fourth Grade</b> The percent of fourth grade students in the intermediate and high performance levels on the ITBS will increase.</p> <p><b>Eighth Grade</b> The percent of fourth grade students in the intermediate and high performance levels on the ITBS will increase.</p> <p><b>Eleventh Grade</b> The percent of eleventh grade students in the low performance level of the ITED Science Test will be reduced by 5%</p>	<p>Board Goals: Create a positive learning environment &amp; school climate</p> <p>Develop long-range plans</p> <p>Incorporate Comprehensive School Improvement Plan into the School System</p>	
Annual Improvement (last year)	<p>We would like to increase the number of students in grades 4, 8, and 11 who are functioning in the average and high groups as measured by the ITBS and ITED.</p>	<p>We would like to increase the number of students in grades 4, 8, and 11 who are functioning in the average and high groups as measured by the ITBS and ITED.</p>			
Staff Development	<p>Long Range:</p> <ol style="list-style-type: none"> <li>1. Develop active partnerships with our stakeholders.</li> <li>2. Improve and diversify our curriculum to meet changing needs assuring the use of the latest proven research based instructional and</li> </ol>	<ol style="list-style-type: none"> <li>4. Integrate the latest technology into our learning environment.</li> <li>5. Define what we want our students to know, involving our stakeholders in the process.</li> <li>6. Make the best possible use of time</li> </ol>		<p>Annual goal:</p> <ol style="list-style-type: none"> <li>1. Operationalizing the comprehensive school improvement plan</li> <li>2. Developing a positive school climate.</li> <li>3. Integrating technology with a focus on universal design for learning.</li> </ol>	

	<p>assessment methods</p> <p>3. Explore new sources for funding.</p>	<p>and facilities.</p>		<p>4. Encouraging staff and student wellness.</p> <p>5. Revising grading practices.</p> <p>6. Sharing between grades.</p> <p>7. Relating brain-based learning to instructional planning.</p>	
<p>Assessment Method</p>	<p>1. Establish K assessment</p> <p>2. K-3 Teachers will develop a student profile format based on standards and benchmarks.</p> <p>3. Students will receive more instructional time.</p>				

**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	Share improvement goals with community and develop strategies to enlist community support.	Share improvement goals with community and develop strategies to enlist community support.	Share improvement goals with community and develop strategies to enlist community support.	Communicate progress toward positive climate goal through district newsletter and local media.
(2) Professional Development Services	Continue study groups in areas of planning instruction for diverse learners and universal design of instruction.	Continue study groups in areas of planning instruction for diverse learners and universal design of instruction. Encourage teachers to participate in approved math in-services	Continue study groups in areas of planning instruction for diverse learners and universal design of instruction. Encourage teachers to participate in approved science in-services.	Study of character education and elements of positive school climates.
(3) Curriculum, Instruction and Assessment Services	Through the use of multiple assessments of comprehension in outside reading, basal reader, and classroom novels, overall student reading will be improved. More effort by staff to impress upon students the importance of giving a better effort on the test would decrease the number of low performing students below the 15% range: space testing out; less testing per day; reward effort.	Through the use of hands on materials, drill and practice, problem-solving activities, and incorporated technology, over-all student math performance will improve.	Through the use of hands on materials, a project/lab approach, problem-solving activities, and incorporated technology, over-all student science performance will improve.	A study/steering committee will be formed to provide information to the staff on alternative approaches to create a positive impact on the school climate. Initial steps will be taken that involve all staff, students, parents and administration
(4) Diverse Learning Needs	Reading Recovery, individualized small group reading instruction, co-teaching (special education and regular education)			
(5) Inclusive Schools	Students work in heterogeneous groups. Educational materials portray diversity. Learning experiences connect students to the broader community (“real	Students work in heterogeneous groups. Educational materials portray diversity. Learning experiences connect students to the	Students work in heterogeneous groups. Educational materials portray diversity. Learning experiences connect students to the	Expand time and staff available to provide individual contact and support. Staff development to develop strategies for engaging

	world”).	broader community.	broader community.	students. Continue to develop peer program
(6) Media Services	Acquire quality software based on student/staff survey. Increase usage of GWAEA on-line scheduling & Proquest.	Acquire quality software based on student/staff survey.	Acquire quality software based on student/staff survey.	Seek grant funds.
(7) School Technology	Show increased use of technology in the curriculum.	Data System to include health, scheduling, grades, and test scores.	Investigate purchase of wireless laptops for field study and other applications. Invest in digital equipment for multimedia student projects.	Survey students, staff and parents re: tech needs. Allocate funds to meet needs. Hire full time technology coordinator
(8) Leadership Services	Attend DE and AEA sessions and Web Site for current information	Support internal committee work in curriculum design for diverse learners.		
(9) Management Services				Financial accounting applications Printing services Cooperative Purchases.

**PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN**

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning	<p>Share improvement goals with community and develop strategies to enlist community support.</p> <hr/> <p>00-01:</p>	<p>Share improvement goals with community and develop strategies to enlist community support.</p> <hr/>	<p>Share improvement goals with community and develop strategies to enlist community support.</p> <hr/>	<p>Update needs assessment Establish a database for evaluating student progress and community satisfaction with K and early childhood programs. School Board committees: Facilities, Early Childhood, Curriculum, Technology</p> <hr/> <p>00-01: -Update needs assessment -Establish data-base for evaluating student progress and community satisfaction with early childhood and kindergarten programs</p>
(2) Professional Development Services	<p>Continue study groups in areas of planning instruction for diverse learners and universal design of instruction.</p> <hr/>	<p>Continue study groups in areas of planning instruction for diverse learners and universal design of instruction. Encourage teachers to participate in approved math in-services</p> <hr/>	<p>Continue study groups in areas of planning instruction for diverse learners and universal design of instruction. Encourage teachers to participate in approved science in-services.</p> <hr/>	<p>Grant for assistive technology (held in-service on assistive technology for all staff.) School climate issues. “Respect” Training summer 2001. Implement Fall 2001. Staff attended Kaleidoscope and staff development classes.</p> <hr/> <p>00-01: -Continue comprehensive school improvement grant for assistive technology leadership team -Sessions throughout the year to focus on climate issues as defined by staff and community</p>
(3) Curriculum, Instruction and Assessment Services	<p>Align assessments with benchmarks. Reading Counts</p> <hr/> <p>00-01: -Study assessments that align with benchmarks</p>	<p>Align assessments with benchmarks.</p> <hr/> <p>00-01: -Study assessments that align with benchmarks</p>	<p>Align assessments with benchmarks. Curriculum Review Cycle</p> <hr/> <p>00-01: -Study assessments that align with benchmarks -Develop benchmarks for science</p>	<hr/> <p>00-01: -Study groups to review current assessment/grading practices</p> <hr/> <p>-Study assessments that align with benchmarks</p>

<p>(4) Diverse Learning Needs</p>	<p>Reading Recovery, individualized small group reading instruction, co-teaching (special education and regular education)</p>			<p>Para educator In-service: job shadowing, community learning. Network with other schools re: transition. IEP training for staff. Inform area day care providers re: 3-4-5-Thrive. Develop full continuum of services Birth to 21.</p> <hr/> <p>00-01: Para educator In-service: job shadowing, community learning. Network with other schools re: transition. IEP training for staff. Inform area day care providers re: 3-4-5-Thrive. -Print information focus groups for community communication</p>
<p>(5) Inclusive Schools</p>	<p>Students work in heterogeneous groups. Educational materials portray diversity. Learning experiences connect students to the broader community ("real world").</p>	<p>Students work in heterogeneous groups. Educational materials portray diversity. Learning experiences connect students to the broader community.</p>	<p>Students work in heterogeneous groups. Educational materials portray diversity. Learning experiences connect students to the broader community.</p>	<p>Expand time and staff available to provide individual contact and support. Staff development to develop strategies for engaging students. Continue to develop peer program</p>
<p>(6) Media Services</p>	<p>Acquire quality software based on student/staff survey. Increase usage of GWAEA on-line scheduling &amp; Proquest.</p>	<p>Acquire quality software based on student/staff survey.</p>	<p>Acquire quality software based on student/staff survey.</p>	<p>Seek grant funds.</p>
<p>(7) School Technology</p>	<p>Show increased use of technology in the curriculum. 00-01: -Study assessments that align with benchmarks -Explore net/internet as a way to expand class offerings at high school -Explore internet as a way to open dialog between and among students in other schools</p>	<p>Data System to include health, scheduling, grades, and test scores. 00-01: -Study assessments that align with benchmarks -Explore net/internet as a way to expand class offerings at high school -Explore internet as a way to open dialog between and among students in other schools</p>	<p>Investigate purchase of wireless laptops for field study and other applications. Invest in digital equipment for multimedia student projects. 00-01: -Study assessments that align with benchmarks -Explore net/internet as a way to expand class offerings at high school -Explore internet as a way to open dialog between and</p>	<p>Survey students, staff and parents re: tech needs. Allocate funds to meet needs. Hire full time technology coordinator 00-01: -Study assessments that align with benchmarks -Explore net/internet as a way to expand class offerings at high school -Explore internet as a way to open dialog between and</p>

			among students in other schools	among students in other schools
(8) Leadership Services	Attend DE and AEA sessions and Web Site for current information	Support internal committee work in curriculum design for diverse learners.		
(9) Management Services				Financial accounting applications Printing services Cooperative Purchases.

**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: 64%
- 4<sup>th</sup> Math: 64%
- 8<sup>th</sup> Reading: 84%
- 8<sup>th</sup> Math: 77%
- 11<sup>th</sup> Reading: No data available
- 11<sup>th</sup> Math: No data available

### ADDITIONAL STATE INDICATORS

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

99-00: 1%

00-01: 1.4% (4 OF 277; 3 FEMALE, 1 MALE)

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

99-00: 90%

00-01: 73%

% 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: 92% take and average score is 21.3

00-01: 84%

% 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: 83%

00-01: 44%

**FEEDBACK FROM LAST SITE VISIT**

**Date of visit: 2/98**

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment	Policy Manual: All suggested improvements in place.	None
Planning		
Implementation	Curriculum Review- retire the former cycle. Development of standards, benchmarks and assessments will replace it. Develop content standards for all subject areas. Access AEA curriculum support. Staff Development—can't rely entirely on Phase III. Develop cohesive focus. Align with district and student achievement goals.	None  Develop staff development plan for non-certified staff.
Evaluation	Personnel Evaluation—Develop formal evaluation for non-certificated staff.	None
Reporting	Student Learning Goals Find ways to report student achievement to public. Develop multiple measures Look at schedule flexibility	Student Learning Goals Develop a parent policy with parents and share annually (Title I)
Other	Broaden definition of life-long learning.	

**FEEDBACK FROM LAST APR (Annual Progress Report)**

September 2000:	<b>READING</b>	<b>MATH</b>	<b>SCIENCE</b>
<b>Setting Achievable Goals</b>	OK	OK	OK
<b>Establishing Measurable Goals</b>	OK	OK	OK
<b>Connecting Annual Improvement Goals to Longer Range Goals</b>	OK	OK	OK
<b>Other</b>	OK	NEEDS ATTENTION	NEEDS ATTENTION

1999-2000
<ul style="list-style-type: none"> <li>▪ Did not meet reading and math goals</li> <li>▪ Reported at each grade level</li> <li>▪ Achievement comparisons included.</li> <li>▪ Disaggregated by gender only</li> <li>▪ Three-year trend data included.</li> <li>▪ Used ITBS and ITED for all reporting.</li> <li>▪ All building levels were reported.</li> </ul>