

# District Profile Of Needs

MARION INDEPENDENT SCHOOL DISTRICT 2001-2002

Date of Next  
Site Visit: 2003-2004

## GOALS

<b>Student Learning Goals</b>	Our students will be: 1) active, responsible citizens, 2) effective communicators, 3) critical and creative thinkers, 4) lifelong learners, and 5) collaborative workers
-------------------------------	--

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Every MISD student will experience a full year's reading growth each year.	Every MISD student will experience a full year's math growth each year.	All MISD students will increase their understanding of the natural world and their ability to apply scientific processes and principles in decision making.	<u>Safe/Drug Free Schools:</u> Every MISD student will have a safe and drug free environment	CSIP p. 29, 30, 31, 32

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (2001-2002)	Students will demonstrate improvement in reading based on the ITBS and ITED total reading score.	Students will demonstrate improvement in math based on the ITBS and ITED total math score.	Students will demonstrate improvement in science based on the science portion of the ITBS and ITED.		APR 2000-2001 p.116

GOAL	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (2000-2001)	As indicated by the ITBS/ITED total reading score, for students in grades 4, 8, and 11, the number of students scoring at the intermediate and high performance levels will increase two percent at each level.	<p><b>HS:</b> Students will show improvement on the MHS District Math assessment by 90% of the students achieving 80% or better on the algebra section.</p> <p><b>6-8:</b> Students will show improvement in their numbers and operation skills involving fractions.</p> <p><b>4-5:</b> 90% of students improvement in multiplication and division</p> <p><b>1-3:</b> 85% of students will achieve 85% accuracy on the number and operations section of the post test</p> <p><b>K:</b> 90% of the students will score 5/6 or better on the number association section.</p>	The number of students who perform at the proficient and high levels of the ITBS, ITED and selected classroom assessments will increase.	<p><b><u>Safe/Drug Free:</u></b></p> <ul style="list-style-type: none"> <li>- Provide drug prevention programs that emphasize individual responsibility</li> <li>- expand the number of student groups promoting drug prevention</li> <li>- develop community wide violence and substance abuse behavior</li> </ul>	CSIP p. 29, 30, 31, 32

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (1999-2000)	The number of students scoring in the middle and high performance levels will increase over the baseline year of 1998-99, as the number of students scoring in the low performance level decreases (ITBS/ITED)	The number of students scoring in the middle and high performance levels will increase over the baseline year of 1998-99, as the number of students scoring in the low performance level decreases (ITBS/ITED)			1999-2000 SIP p. 36
Staff Development	Conduct informal survey of staff development needs Establish and coordinate K-12 staff development program	Participate in GWAEA Math Advocate Team Participate in curriculum mapping	Participate in GWAEA Science Curriculum Collaborative Participate in curriculum mapping		CSIP p. 38, 39, 41
Assessment Method	ITBS/ITED	ITBS/ITED, District Math Assessment	ITBS, ITED and selected classroom assessments		CSIP p. 29, 30, 31, 32

### ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning				-Develop guidelines for reporting student achievement to public
(2) Professional Development Services	-Establish k-12 staff development program for reading	-Math team to participate in GWAEA Math Advocates training	-Science team to participate in GWAEA Science Curriculum Collaborative	
(3) Curriculum, Instruction and Assessment Services	-Establish standards, benchmarks, and goals -Develop assessments -Write Goals 2000 grant for preK-3 reading	-Establish standards, benchmarks, and goals -Revise district math assessments -Establish student expectations for grade levels	-Articulate standards, benchmarks, and goals -Determine meaningful data -Establish assessments	
(4) Diverse Learning Needs	-Design & deliver specialized instruction to meet needs of diverse learners	-Design & deliver specialized instruction to meet needs of diverse learners		
(5) Inclusive Schools				
(6) Media Services				
(7) School Technology	-Infuse technology to improve instruction	-Infuse technology to improve instruction	-Infuse technology to improve instruction	
(8) Leadership Services				
(9) Management Services				

**PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN**

AREAS	READING	MATH	SCIENCE	OTHER
(1) Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> <li>• Analysis of reading performance data</li> <li>• Curriculum Mapping</li> <li>• Support goals 2000 reading grant</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of math performance data</li> <li>• Curriculum Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of science data</li> <li>• Curriculum Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plan to assist in implementing LEA Assessment Plan</li> </ul>
(2) Instructional Media				<ul style="list-style-type: none"> <li>• Develop process to book materials online</li> <li>• Provide workshops for media specialists and aides</li> </ul>
(3) Staff Development		Math Advocates Team	Science Collaborative	
(4) School-Community Planning				<ul style="list-style-type: none"> <li>• Assist in development and implementation of CSIP</li> <li>• Access grants writer to pursue funding sources</li> </ul>
(5) School Technology	Technology integration	Technology integration	Technology integration	
(6) Diverse Learners				<ul style="list-style-type: none"> <li>• High School High Tech</li> <li>• Solution focused process</li> <li>• IDEA 97 requirements</li> </ul>
(7) Leadership Development				<ul style="list-style-type: none"> <li>• Contemporary School Leadership classes</li> <li>• Expand range of recertification classes</li> </ul>
(8) Management Services				<ul style="list-style-type: none"> <li>• Competent private instruction</li> <li>• Administrator license renewal</li> <li>• Cooperative Purchasing</li> <li>• SEM substitute teachers</li> </ul>
(9) Inclusive Schools				<ul style="list-style-type: none"> <li>• Early intervention in speech and language</li> <li>• FAST Program</li> </ul>

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

Information included in Marion Annual Progress Report 2000-2001

### ADDITIONAL STATE INDICATORS

.78 % 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)

74 % 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)

51 % 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: May 1999**

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Policy Manual	<p><u>Strengths:</u> Board policies follow IASB models and are proactive, board members know current issues and take advantage of training opportunities, district and board work to develop strong partnerships with city government and business</p> <p><u>Suggestions:</u> Make decision based on research and data, use the ILT as school improvement committee</p>	None
Needs Assessment, Philosophy, and Long-Range Plans	<p><u>Strengths:</u> Needs assessments are done, communicates with public in a variety of ways, collaborates with the AEAs and metro schools</p> <p><u>Suggestions:</u> Align building plans with district plans, focus on student achievement, refine purpose of ILT to communication flow</p>	None
Personnel Evaluation	<p><u>Strengths:</u> Certified staff members are evaluated every three years, administration completed Teacher/Principal Perceiver Training, principals are viewed as instructional leaders</p> <p><u>Suggestions:</u> ensure the evaluation system is supported by other major areas, include student satisfaction data in evaluation process</p>	None
Curriculum Review and Refinement	<p><u>Strengths:</u> District has well-articulated statements of expectations, analysis of ITBS/ITED data is used, there is a common assessment for math and one planned for reading</p> <p><u>Suggestions:</u> Continue to develop properly articulated curriculum, principals need to well-versed in curriculum to monitor its implementation</p>	None
Staff Development Program	<p><u>Strengths:</u> District makes good use of early dismissals, accesses GWAEA staff development opportunities, Phase III money goes to building level activities</p> <p><u>Suggestions:</u> focus on long-term staff development, Phase III funds should support district and building goals</p>	The district must develop a comprehensive staff development program projecting three years into the future for both certified and non-certified staff. This was a concern in the last accreditation visit in 1992

<p>Student Learning Goals</p>	<p><u>Strengths:</u> all students are assessed, district believes there is no difference between general and special education students, district has a long-term commitment to low class size</p> <p><u>Suggestions:</u> implement a systematic approach to behavior management, plan for diversity issues, examine the role of the counselors</p>	<p>None</p>
<p>Other</p>	<p><u>Positives:</u> before and after school daycare available, professional staff members seen as a strength, schools are neighborhood centers, central administration committed to inclusive decision-making, good access to AEA support, staff has pride in work</p> <p><u>Concerns:</u> develop strategies to educate public and staff about changing student demographics, study facilities in regard to disabilities</p>	<p>Collaborate with AEA when developing the CSIP</p>

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

District:

**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