

District Profile Of Needs

MID-PRAIRIE COMMUNITY SCHOOL DISTRICT 2000-2001

Date of Next Site Visit: 2001-2002

GOALS

Student Learning Goals	<p>Student Learning: Students will read for understanding and pleasure. Students will understand and apply mathematics. Students will demonstrate knowledge of basic science concepts. Students will demonstrate the use of scientific inquiry. Students will apply scientific knowledge and processes to societal issues.</p> <p>District Goals: A. MP will improve school climate. B. MP will improve community involvement and communication C. MP will improve academic achievement.</p>
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Revised: 12/18/01

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
<p>Long – term</p>	<p>All: The students will read for understanding and pleasure.</p> <p>Mid-Prairie Middle: All students will improve their literacy skills.</p> <p>High School: All students will demonstrate academic growth and achievement in all curricular areas.</p> <p>High School: Students will show improvement in oral and written communication skills in reading comprehension in all areas across the curriculum.</p>	<p>All: The students will understand and apply mathematics.</p> <p>Kalona Elementary: Each K-5 student will, at his her appropriate ability level, demonstrate with 75% accuracy, addition, subtraction, multiplication, and division facts and apply these facts in problem solving.</p> <p>High School: All students will demonstrate academic growth and achievement in all curricular areas.</p>	<p>All: Students will demonstrate knowledge of basic science concepts.</p> <p>Students will demonstrate the use of scientific inquiry.</p> <p>Students will apply scientific knowledge and processes to societal issues.</p> <p>High School: All students will demonstrate academic growth and achievement in all curricular areas.</p>	<p>All: The number of students who have had their classes interrupted by behavior problems three times or more in the last three weeks will decrease by 5% by the end of the 2002 school year.</p> <p>Wellman: -Students will increase their use of technology for learning purposes. -Students will improve their level of respect for each other, the staff, and the building. -School, home, and community involvement will increase.</p> <p>Washington Township: -Students will demonstrate effective written communication. -Students will demonstrate their use of technology for learning purposes.</p> <p>Kalona Elementary; -Students will improve citizenship skills by following agreed-upon school rules.</p> <p>Mid-Prairie Middle: -Communication and interaction will be encouraged between staff, students, families, and community. -All students will experience success at MPMS.</p> <p>High School: -All students will become more responsible, involved, respectful of others. -Communication between the school and students, staff and community members will improve.</p> <p>-All students will have tentatively identified an area of post-secondary school interest, have established a</p>	

				four-year course of study in their portfolio and be successfully progressing in the program consistent with their career interest. -Students will demonstrate effective applications of technology in all curricular areas in real life situations.	
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent)	During the 2000-01 school year, 75% of all 4 th grade students will perform at grade level or show one year's growth on the reading comprehension test (NPR) of the Iowa tests of Basic Skills or in the district-wide assessment.	During the 2000-01 school year, 60% of all 4 th grade students will perform at grade level or show one year's growth on the math total score (NPR) of the Iowa Tests of Basic Skills or in the district-wide assessment.	<p>During the 2002-01 school year, 55% of all 8th grade students will perform at the proficient level or above on the science total score (NPR) of the ITBS or in the district-wide assessment.</p> <p>During the 2000-01 school year 80% of all 11th grade students will perform at the proficient level or above on the science total score (NPR) of the ITED or in the district wide assessment.</p>		
Annual Improvement (last year)	70% of student in grades 4, 8, and 11 will perform at the proficient level or above on the reading total score (NPR) of the Iowa Test of Basic Skills and/or the Iowa Test of Educational development.	70% of student in grades 4, 8, and 11 will perform at the proficient level or above on the reading total score (NPR) of the Iowa Test of Basic Skills and/or the Iowa Test of Educational development.			
Staff Development	See action plan section	See action plan section	See action plan section		
Assessment Method	Iowa Test of Basic Skills or the PLAN Reading Tests	Iowa Test of Basic Skills or the Iowa Test of Educational Development	Iowa Test of Basic Skills or the Iowa Test of Educational Development		

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	<ul style="list-style-type: none"> -Review content standards and benchmarks and performance standards for all grade levels. The Decoding and Phonics Inventory (DPI) were administered to all kindergarten /1st gradestudents; 2nd and 3rd grade students had informal reading inventories. Results were reported to parents. 	<ul style="list-style-type: none"> -Review content standards and benchmarks and performance standards for all grade levels 	<ul style="list-style-type: none"> -Develop content standards for science -Develop performance standards Implement student portfolios 	<ul style="list-style-type: none"> -Block scheduling
(2) Professional Development Services	<ul style="list-style-type: none"> -Develop a school improvement plan -Begin work on articulation of curriculum/assessment K-12 	<ul style="list-style-type: none"> -Develop a school improvement plan -Begin work on articulation of curriculum /assessment K-12. - 	<ul style="list-style-type: none"> -Develop a school improvement plan -Begin work on articulation of curriculum/assessment k-12 	<ul style="list-style-type: none"> -Develop a school improvement plan -Career education -Technology inservices provided to staff
(3) Curriculum, Instruction and Assessment Services	<ul style="list-style-type: none"> -Disaggregate student achievement data in reading -Implement the Accelerated Reader Program assessments -Implement the STAR program for assessment -Curriculum Committee will work on content standards, benchmarks, and performance standards for ALL grade levels -Vertical and horizontal curriculum articulation -Title I assessment -Study current research -Study learning tools for students 	<ul style="list-style-type: none"> -Curriculum Committee will work on content standards, benchmarks, and performance standards for ALL grade levels -Disaggregate student achievement data in mathematics -Vertical and horizontal curriculum articulation -Title I assessment -Study current research -Study learning tools for students 	<ul style="list-style-type: none"> -Focus on the implementation of science content standards into classroom curriculum -Curriculum Committee will work on content standards, benchmarks, and performance standards for ALL grade levels -Inservice on science implementation -Vertical and horizontal curriculum articulation -Title I assessment -Study current research -Study learning tools for students 	<ul style="list-style-type: none"> -Portfolio and alternative assessment -Vertical and horizontal curriculum articulation -Develop building rules
(4) Diverse Learning Needs	<ul style="list-style-type: none"> -Implement student portfolios -Gifted education inservice -Title I assessment -Study learning tools for students 	<ul style="list-style-type: none"> -Implement student portfolios -Gifted education inservice -Title I assessment -Study learning tools for students 	<ul style="list-style-type: none"> -Implement student portfolios -Gifted education inservice -Title I assessment -Study learning tools for students 	<ul style="list-style-type: none"> -Implement student portfolios -Gifted education inservice -Title I assessment -Prepare for special education compliance review spring 2002 (IEP inservice, SRP inservice, records review, data collection.)
(5) Inclusive Schools	<ul style="list-style-type: none"> -Gifted education -Participate in family support programs 	<ul style="list-style-type: none"> -Gifted education -Participate in family support programs -special education 	<ul style="list-style-type: none"> -gifted education -Participation in family support programs -special education 	<ul style="list-style-type: none"> -Gifted education -Participation in family support programs -special education
(6) Media Services	<ul style="list-style-type: none"> -Add writing lab at high school and a 	<ul style="list-style-type: none"> -Completed process to search and check out software in media centers. 	<ul style="list-style-type: none"> -Completed process to search and check out software in media centers. 	

	computer cluster at the middle school. -Completed process to search and check out software in media centers.			
(7) School Technology	-Update technology curriculum -Continue technology training/integration in curriculum	-Update technology curriculum -Continue technology training/integration in curriculum	-Update technology curriculum -Continue technology training/integration in curriculum.	-Update technology curriculum -Continue technology training' integration in curriculum -ICN room added at high school.
(8) Leadership Services				-Support development of community school improvement committee
(9) Management Services				-Administrative software was installed and used at the middle school and high school.

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				-Support provided by GWAEA to facilitate community meetings.
(2) Professional Development Services			-Training provided for science teachers on the use of science kits.	-Paraeducators are pursuing inservices for certification.
(3) Curriculum, Instruction and Assessment Services	-Continued work examining existing data as well as consideration of additional assessment measures to make district wide decisions in curricular areas. -GWAEA reading consultation	-Continued work examining existing data as well as consideration of additional assessment measures to make district wide decisions in curricular areas. -GWAEA Math Advocacy Team	-Continued work examining existing data as well as consideration of additional assessment measures to make district wide decisions in curricular areas. -GWAEA Science Curriculum Collaborative	
(4) Diverse Learning Needs	-Support for district teachers of the gifted -Support for district teachers in identification/programming for special needs students.	-Support for district teachers of the gifted -Support for district teachers in identification/programming for special needs students.	- -Support for district teachers of the gifted -Support for district teachers in identification/programming for special needs students.	-Special Education inservices provided by GWAEA on Solution Focused Process and IEP Development ; teachers and administrators had the option to attend.
(5) Inclusive Schools	-Enhance staff understanding of inclusive education -Support for district teachers of the gifted	-Enhance staff understanding of inclusive education -Support for district teachers of the gifted	-Enhance staff understanding of inclusive education -Support for district teachers of the gifted	
(6) Media Services				-Continued use of GWAEA media services for meeting student needs and for staff development in all areas.
(7) School Technology				-GWAEA provided support on technology integration in district curriculum..
(8) Leadership	-Support for district administrators in determining how to utilize current student	-Support for district administrators in determining how to utilize current student	-Support for district administrators in determining how to utilize current student	District staff participated in the Mentor Academy.

Services	assessment to make decisions regarding programming and to meet assessment requirements of the Iowa Department of Education	assessment to make decisions regarding programming and to meet assessment requirements of the Iowa Department of Education	assessment to make decisions regarding programming and to meet assessment requirements of the Iowa Department of Education	
(9) Management Services				

STUDENT ACHIEVEMENT DATA

For
READING, MATH AND SCIENCE

All Elementary Buildings – Grade 4

Reading: Less than Proficient 29%, Proficient 49%, Advanced, 22%

Math: Less than Proficient 26%, Proficient 64%, Advanced 10%

Grade 8

Reading: Less than Proficient 27%, Proficient 53%, Advanced 20%

Math: Less than Proficient 30%, Proficient 56%, Advanced 14%

Grade 11

Reading: Less than Proficient 21%, Proficient 62%, Advanced 18%

Math: Less than Proficient 19%, Proficient 56%, Advanced 25%

ADDITIONAL STATE INDICATORS

.4 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

84 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

75 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

74 % 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.

FEEDBACK FROM LAST SITE VISIT

Date of visit: _____

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

FEEDBACK FROM LAST APR

Feedback from APR of 2000 only (2001 not available from D.E. as yet)

District did not meet all goals in reading and math.

Three levels were not reported in science.

There were no long range goals or annual improvement goals for 00-01 in science.

There were no action plans indicated in reading or math to meet 00-01 goals.

The proficiency levels of students in science were not reported.

The report did not compare grade levels to state or national norms in reading, math or science.

Technical Assistance suggestions were given in setting achievable goals and comparing scores to state and national norms.

District: **MID-PRAIRIE**