

District Profile Of Needs

MIDLAND COMMUNITY SCHOOL DISTRICT 2001-2002

Date of Next
Site Visit: 2006-07

GOALS

Student Learning Goals	<ol style="list-style-type: none">1. Have the opportunity to be challenged at all levels of math, science, communication, and technology.2. Have the opportunity to be successful to the best of their ability.3. Acquire a sense of social, civic, global, environmental, economics, and moral/ethical responsibility.4. Display a positive work ethic incorporating goal setting, teamwork, self-discipline, organizational and leadership skills.5. See the importance of viewing themselves as lifelong learners.6. Access and use information responsibly and effectively.7. Understand the benefits of developing and maintaining a healthy lifestyle both mentally and physically.8. Develop a sense of self-esteem and self-respect.9. Develop creativity and show appreciation for the arts.10. Display problem-solving skills using flexible and critical thinking.
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Decrease the percent of students in the lower achieving band in reading comprehension at all grade levels by the year 2002.	Decrease the percent of students in the lower achieving band in math at all grade levels by the year 2002.	Align kindergarten through grade 12 science benchmarks and develop a district-wide assessment for science.	<p><u>Technology</u></p> <p>Continue technology improvements in the Midland District.</p> <p><u>Early Intervention</u></p> <p>Increase the percentage of students in Kindergarten through grade 3 who demonstrate proficiency on the Developmental Reading Assessment when administered in the spring of the school year.</p>	<p>CSIP</p> <p>APR 2000-01</p>

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
<p>Annual Improvement (most recent) 2001-02</p>	<p>The Midland Advisory Team will reassess the results of low socio-economic students at all grade levels on the ITBS and ITED scores. Additional information will be gathered on district multiple assessments.</p>	<p>The Midland Advisory Team will reassess the results of low socio-economic students at all grade levels on the ITBS and ITED scores. Additional information will be gathered on district multiple assessments.</p>	<p>The Midland Science Department will develop a district-wide assessment to measure student achievement in science a all grade levels. This assessment will be given at the end of the year if possible.</p>	<p>The Midland Technology Coordinator with the assistance of the Technology Committee will develop a K-12 scope and sequence curriculum.</p> <p>70% of the students in Kindergarten through grade 3 will demonstrate reading proficiency on the Developmental Reading Assessment.</p>	<p>CSIP APR September, 2001</p>
<p>Annual Improvement (last year) 2000-01</p>	<p>20 percent of the free and reduced lunch students will show a one-year growth from their current grade using the Iowa grade equivalency on the ITBS and Iowa standard score on ITED.</p>	<p>20 percent of the free and reduced lunch students will show a one-year growth from their current grade using the Iowa grade equivalency on the ITBS and Iowa standard score on ITED.</p>	<p>The Midland Science Department writes benchmarks for their grades. Kindergarten through grade 12 teachers will then meet to align their benchmarks and analyze the scope and sequence of what is being taught from one grade level to the next.</p>	<p>The Midland Technology Coordinator develops a committee of persons from each building to analyze current technology being used in the district K-12.</p> <p>60% of the students in Kindergarten through grade 3 will demonstrate reading proficiency on the Developmental Reading Assessment.</p>	<p>CSIP Pages 69-77</p>

<p>Staff Development</p>	<p>Staff development in Scholastic Reading counts.</p> <p>Possible workshops in reading for teachers in other subject areas.</p>	<p>Possible workshops in math for teachers in other subject areas.</p>	<p>Workshop time at AEA in science curriculum development.</p> <p>Workshop time sponsored by DE.</p>	<p>Need time to research various progress reports used by other schools.</p> <p>Need outside school time to develop progress reports.</p> <p>Possible AEA workshops.</p> <p>Workshops in technology and computer skills.</p> <p>Research time and workshop time.</p> <p>Workshops in curriculum mapping and assessment writing.</p>	
<p>Assessment Method</p>	<p>ITBS/ITED</p> <p>Qualitative Reading Inventory</p>	<p>ITBS/ITED</p>	<p>Midland K-12 curriculum guides for science turned in from 1999-00 school year.</p>	<p>Research off internet and other forms of media.</p> <p>Transportation costs, staff needs, financing, community support survey.</p> <p>List of what's being used in each building in technology.</p> <p>Sing-up sheet for teachers interested in computer and technology literacy.</p> <p>Members selected for the committee and review various curriculums used at other schools.</p> <p>Long-term strategic goals established in 1995</p> <p>Benchmarks already written in 1999-00.</p>	

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) Curriculum, Instruction and Assessment	<ol style="list-style-type: none"> 1. Continue to offer assisted Title I Reading for grades 6-8. 2. Continue Reading Specialist Position at Oxford Junction Elementary. 3. Expand Scholastic Reading Counts Library. 4. Collect the ITED data from 11th grade Midland students. 	<ol style="list-style-type: none"> 1. Continue to offer assisted Title I Math for grades 6-8. 2. Continue the district Math Assessment. 3. Collect the ITED data from 11th grade Midland students. 	<ol style="list-style-type: none"> 1. The K-12 Science Department will meet during in-service time and develop a district Science assessment. 2. A team of Midland teachers will participate in a two-year Science Improvement Process sponsored by Grant Wood AEA. The team consists of a 3rd grade teacher, a 5th grade teacher, a middle school science teacher, and a high school science teacher. 	<p><u>Technology</u></p> <ol style="list-style-type: none"> 1. The Technology Coordinators and Technology Committee will meet during in-service time to develop a K-12 Technology Curriculum. <p><u>Early Intervention</u></p> <ol style="list-style-type: none"> 1. A new reading series, Scott Foresman, has been purchased. 2. A new systematic phonics program called Open Court has been purchased for Kindergarten and first grades. 3. Reading group placement based on the Scott Foresman Placement Test and spring 2001 DRA test results. 4. Students placed in reading groups where the student to teacher ratio will be 12 to 1 or less.
(2) Instructional Media				
(3) Staff Development	<p>Staff development in Scholastic Reading Counts.</p> <p>In-service K-3 staff in use of Development Reading Assessment.</p>		<p>Staff development in science assessments.</p>	<p>Workshops in curriculum mapping.</p>
(4) School-Community Planning				<p>Develop a committee of community members, parents, teachers, administrators and students to re-write Midland Mission Statement, belief statements, and student learning</p>

				goals. Establish committee of community members, parents, and staff to develop options on how to equalize numbers in Oxford Junction and Onslow.
(5) School Technology				Develop a committee of community members, parents, teachers, administrators and students to re-write Midland Mission Statement, belief statements, and student learning goals. Establish committee of community members, parents, and staff to develop options on how to equalize numbers in Oxford Junction and Onslow.
(6) Diverse Learners	Continue reading specialist position. Title I students will be divided to 1:5 ratio during testing.	Title I students will be divided to 1:5 ration during testing.		
(7) Leadership Development				Help district identify a way to be more aware of what grants might be available to support student learning. Determine interest of district staff in being trained to write grants.
(8) Management Services				Arrange opportunities for administrator of Metro schools insurance group to meet with Midland Leadership Team. Explore interest level of other school districts in forming an insurance pool.
(9) Inclusive Schools				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				<ol style="list-style-type: none"> 1. Ensure that community members have an opportunity to provide input on the Midland School District’s mission, beliefs, and student learning goals. 2. Access AEA expertise in helping district evaluate data related to student achievement in writing a new CSIP and annual goals.
(2) Professional Development Services				<ol style="list-style-type: none"> 1. Provide para-educators staff development opportunities. 2. Better inform district staff of the needs of gifted and talented students.
(3) Curriculum, Instruction and Assessment Services	<ol style="list-style-type: none"> 1. Take advantage of AEA sponsored initiatives in the areas of reading, math, and science. 2. Access AEA expertise in reading, math, and science content areas. 	<ol style="list-style-type: none"> 1. Take advantage of AEA sponsored initiatives in the areas of reading, math, and science. 2. Access AEA expertise in reading, math, and science content areas. 	<ol style="list-style-type: none"> 1. Take advantage of AEA sponsored initiatives in the areas of reading, math, and science. 2. Access AEA expertise in reading, math, and science content areas. 	
(4) Diverse Learning Needs				<ol style="list-style-type: none"> 1. Seek staff development opportunities for district staff in working with diverse learners. 2. Provide teachers and administrators with a directory of county/ regional services that are available to work with at-risk students.

				<ul style="list-style-type: none"> 3. Have one AEA staff member in a particular service area provide services to all buildings in the district. 4. District special education teachers will receive training on IEP processes and procedures. 5. District records technicians will understand and follow appropriate procedures for keeping and accessing special education student records.
(5) Inclusive Schools				Develop district-wide emergency response plan to deal with natural disasters, acts of violence, chemical spills, etc.
(6) Media Services				1. Provide Midland students and staff access to quality videos, books, and journals for use in the classroom and to support staff professional development.
(7) School Technology				1. Have a district website that is accessible to community, students, and staff.
(8) Leadership Services				1. Provide opportunities for district administrators and staff to develop leadership skills.
(9) Management Services				1. Use a program for reporting student grades in the middle school that meets the middle schools needs.

STUDENT ACHIEVEMENT DATA
For
READING, MATH AND SCIENCE

See attached sheets.

BELIEF STATEMENTS

We believe that.....

-Responsible people respect themselves and others in the home, school, and work place.
-It is the school's role to provide an educational environment that assists in the development of a mentally and physically healthy individual.
-Learning is a life long process.
-The skills and motivation to manage resources are essential to function effectively in today's world.
-The values of national and world citizenship are developed and strengthened by the recognition and understanding of diversity.
-Positive relationships among neighbors in the human family are enable by people who are honest, trustworthy and fair.
-Communication skills are essential to function in the world today.

Class of 2001

- *98% of Midland Seniors graduated.
- *63% of Midland Seniors attained a score on the ACT that indicated probable post-secondary Success.
- *33% of Midland Seniors completed a core program of four years of English/language arts and three or more years each of mathematics, science and social studies
- *85% of Midland Seniors intend to pursue post-secondary education or training.

District-Wide Progress with Student Achievement

School districts are required to report the performance of students and various subgroups in grades 4th, 8th and 11th in the areas of reading, math and science. The performance levels are based on the national percentile score on the ITBS and ITEDs. The low performance or NOT proficiency is a score on that particular test in which a single student's score ranged from 1% to 40%. The intermediate or proficiency is a score on that particular test in which a single student's score ranged from 41% to 89%. The high or above proficiency is a score on a particular test in which a single student's score ranged from 90% to 100%. The tables present the % of 4th graders, 8th graders and 11th graders who scored at the low (L), intermediate (I) and high (H) ranges from the Midland District during the 2000-2001 school year. Results are also broken down by subgroups of male, female, socio-economic status (students who participate in the free and reduced lunch program) and students with disabilities (students with IEPs).

Grade 4 Reading Achievement Data

Subgroups	All 4 th Graders			Males			Females			Socioeconomic Status			Students w/Disabilities		
	L	I	H	L	I	H	L	I	H	L	I	H	L	I	H
98-99	31	64	5	32	65	3	29	64	7	Not Available			Not Available		
99-00	41	50	9	39	54	8	43	46	11	60	33	0	Not Available		
00-01	32	57	11	33	58	8	31	55	14	57	43	0	75	25	0
Iowa Avg For 1998/00	32	54	14												
National Avg	40	50	10												

*100% of the 4th graders in the Midland District participated in the Reading Comprehension Test of the Iowa Tests of Basic Skills.

*Midland 4th graders scored similarly to the Iowa average and better than the national average.

*When comparing 99-00 to 00-01 the following subgroups increased the % of students in the proficiency range: All 4th graders, males, females and socioeconomic status. 2 years of data for students with disabilities are not available to compare, but will continue to be gathered.

Grade 8 Reading Achievement Data

Subgroups	All 8 th Graders			Males			Females			Socioeconomic Status			Students w/Disabilities		
	L	I	H	L	I	H	L	I	H	L	I	H	L	I	H
98-99	36	56	9	48	45	7	21	68	11	Not Available			Not Available		
99-00	32	50	19	35	39	27	29	61	11	47	40	13	Not Available		
00-01	27	60	13	22	56	22	31	63	6	53	47	0	67	33	0
Iowa Avg For 98/00	30	56	14												
National Avg	40	50	10												

100% of the 8th graders in the Midland District participated in the Reading Comprehension Test of the Iowa Tests of Basic Skills.

*Midland 8th graders scored similarly to the Iowa average and better than the national average.

*When 99-00 and 00-01 are compared All 8th graders and the subgroup males decreased the % of students in the low performance range and increased in the % in the proficiency range. Subgroups females and socioeconomic status increased the % of students in the low performance range. However both subgroups also increased the % of students in the intermediate or proficient range as well. 2 years of data for students with disabilities is not available to compare, but will continue to be gathered.

Grade 11 Reading Achievement Data

Subgroups	All 11 th Graders			Males			Females			Socioeconomic Status			Students w/Disabilities		
	L	I	H	L	I	H	L	I	H	L	I	H	L	I	H
98-99	32	59	9	43	50	7	1	68	11	Not Available			Not Available		
99-00	48	38	14	60	33	7	41	41	19	79	21	0	Not Available		
00-01	49	47	4	67	30	3	27	68	5	4	36	0	100	0	0
Iowa Avg For 98/00	25	57	18												
National Avg	40	50	10												

*92% of the 11th graders in the Midland District participated in the Reading Comprehension Test of the Iowa Tests of Educational Development. The remaining 8% of 11th grade students participated in the Special Education Program and took an alternative test. However, 82% of the 11th grade students who participated in the Special Education Program District participated in the Reading Comprehension Test of the Iowa Tests of Educational Development.

*Iowa 11th grade students on the average scored better than the 11th grade Midland student as did 11th graders nationally.

*When 99-00 and 00-01 are compared, All 11th graders increased the % of students in the low and intermediate or proficiency range. The subgroup socioeconomic status decreased the % of students in the low range and increased the % of students in the intermediate or proficient range. 2 years of data for students with disabilities is not available to compare, but will continue to be gathered.

Grade 4 Math Achievement Data

Subgroups	All 4 th Graders			Males			Females			Socioeconomic Status			Students w/Disabilities		
	L	I	H	L	I	H	L	I	H	L	I	H	L	I	H
98-99	36	56	9	48	45	7	21	68	11	Not Available			Not Available		
99-00	36	56	9	39	54	8	43	46	11	60	33	0	Not Available		

**92% of the 11th graders in the Midland District participated in the Mathematics Test of the Iowa Tests of Educational Development. The remaining 8% of 11th grade students participated in the Special Education Program and took an alternative test. However, 82% of the 11th grade students who participated in the Special Education Program District participated in the Mathematics Test of the Iowa Tests of Educational Development.*

**Iowa 11th graders scored better than Midland 11th graders. Midland 11th graders scored slightly better than the National average. However, the scores are inconsistent within the three proficiency levels.*

Grade 4 Science Achievement Data

Subgroups	All 4 th Graders			Males			Females			Socioeconomic Status			Students w/Disabilities		
	L	I	H	L	I	H	L	I	H	L	I	H	L	I	H
98-99	Not Available														
99-00	25	69	6	19	73	8	32	64	41	46	54	0	Not Available		
00-01	28	59	13	35	50	17	24	66	10	52	38	10	58	34	8
Iowa Avg For 1998/00	Not Available														
National Avg	40	50	10												

**100% of the 4th graders in the Midland District participated in the Science Test of the Iowa Tests of Basic Skills.*

**When comparing 99-00 and 00-01 All 4th graders increased the % of students scoring in the low and high proficiency ranges.*

**Midland 4th graders scored better than the National average.*

Grade 8 Science Achievement Data

Subgroups	All 8 th Graders			Males			Females			Socioeconomic Status			Students w/Disabilities		
	L	I	H	L	I	H	L	I	H	L	I	H	L	I	H
98-99	Not Available														
99-00	17	66	17	24	52	24	8	84	8	27	64	9	Not Available		
00-01	32	57	11	22	59	19	40	54	6	50	44	6	70	30	0
Iowa Avg For 98/00	Not Available														
National Avg	40	50	10												

**100% of the 8th graders in the Midland District participated in the Science Test of the Iowa Tests of Basic Skills.*

** Midland 8th graders scored better than the National average.*

**When comparing 99-00 and 00-01 Midland 8th graders scored better in 99-00. 2 years of data for students with disabilities is not available to compare, but will continue to be gathered.*

Grade 11 Science Achievement Data

Subgroups	All 11 th Graders			Males			Females			Socioeconomic Status			Students w/ Disabilities		
	L	I	H	L	I	H	L	I	H	L	I	H	L	I	H
98-99	Not Available														
99-00	29	51	20	35	47	18	26	53	21	100	0	0	Not Available		
00-01	40	49	11	48	40	12	27	64	9	45	45	10	57	43	0

ADDITIONAL STATE INDICATORS

2 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

85 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

63 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

33 % 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

District: Midland 2001-02

**ANNUAL PROGRESS REPORT
Technical Assistance Suggestions**

District: Midland 2001-02

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