District Profile Of Needs

MT VERNON COMMUNITY SCHOOL DISTRICT **Date of Next Site Visit: 2003-2004**

2000-2001 & 2001-2002

GOALS

Student Learning Goals	• Give students the abilities to better understand design, build or repair a good life. • Encourage students to become more capable in thought, judgment, communication, appreciation and action. • Expose students to the great ideas and achievements that have been produced by the brilliance and diligence of humankind. • Show students the importance of putting themselves in the place and point of view of others. • Encourage students to value education for its own sake. • Stress the significance of learning factual knowledge and technical skills while becoming aware that wisdom goes one step beyond the knowledge of facts – it is the understanding of principle. • Prepare students for success in the job and academic world.

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Students will continue to demonstrate competence and growth in reading skills commensurate with their abilities. Grade 4 and 8 will show one year's growth on the ITBS, Grade 11 will score at or above the 70th percentile on the ITED test.	Students will continue to demonstrate competence and growth in mathematical skills commensurate with their ability levels. Grade 4 and 8 will show one year's growth in the ITBS. Grade 11 will score at or above the 70th percentile on the ITED test.	Students will continue to demonstrate competence and growth in scientific skills commensurate with the ability levels. Grade 8 will show one year's growth in the ITBS. Grade 11 will score at or above the 70th percentile on the ITED test.	Students will feel a greater degree of acceptance and importance. The use of marijuana and alcohol by students in the Mt. Vernon Community School District will decrease each year.	-The withdrawal rate to other programs for 12th graders will be no more than 3 students. -A task force committee of at-risk/drop-out students will be developed. -A staff mentoring program will be developed using Phase III funds. -The DARE program will continue and will be studied to determine if program should be expanded. Outside agencies will be consulted for input regarding substance abuse plan. -Improve communication with parents regarding intervention strategies with at-risk students.

					-Improve communication among staff regarding at-risk students. Regular meetings will be established at least twice per month. -Apply for At Risk funds through State Allow. Growth. -Set up two early dismissals for the K-12 staff for in-service regarding the at-risk student.

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent)	In grades 4, 8, & 11 we divide achievement into three percentile levels. These percentile levels are 1 to 40 (partially proficient), 41 to 89 (proficient), and 90 to 99 (advanced proficient). At grade level 4, we expect to show one year's growth in achievement in reading & math. At grade level 8 we expect one year's growth in achievement in reading, math, & science. At grade level 11, we expect to score at or above the 70th percent-ile in math, reading, & science. Historically, these expectations have been met.	In grades 4, 8, & 11 we divide achievement into three percentile levels. These percentile levels are 1 to 40 (partially proficient), 41 to 89 (proficient), and 90 to 99 (advanced proficient). At grade level 4, we expect to show one year's growth in achievement in reading & math. At grd. level 8 we expect one year's growth in achievement in reading, math, & science. At grd. level 11, we expect to score at or above the 70th percentile in math, reading, & science. Historically, these expectations have been met.	In grades 4, 8, & 11 we divide achievement into three percentile levels. These percentile levels are 1 to 40 (partially proficient), 41 to 89 (proficient), and 90 to 99 (advanced proficient). At grd. level 4, we expect to show one year's growth in achievement in reading & math. At grd. level 8 we expect one year's growth in achievement in reading, math, & science. At grd. level 11, we expect to score at or above the 70th percentile in math, reading, & science. Historically, these expectations have been met.		
Annual Improvement (last year)	In grades 4, 8, & 11 we divide achievement into three percentile levels. These percentile levels are 1 to 40 (partially proficient), 41 to 89 (proficient), and 90 to 99 (advanced proficient). At grd. level 4, we expect to show one year's growth in achievement in reading & math. At grd. level 8 we expect one year's growth in achievement in reading, math, & science. At grd. level 11, we expect to score at or above the 70th percentile	In grades 4, 8, & 11 we divide achievement into three percentile levels. These percentile levels are 1 to 40 (partially proficient), 41 to 89 (proficient), and 90 to 99 (advanced proficient). At grd. level 4, we expect to show one year's growth in achievement in reading & math. At grd. level 8 we expect one year's growth in achievement in reading, math, & science. At grd. level 11, we expect to score at or above the 70th percentile	In grades 4, 8, & 11 we divide achievement into three percentile levels. These percentile levels are 1 to 40 (partially proficient), 41 to 89 (proficient), and 90 to 99 (advanced proficient). At grd. level 4, we expect to show one year's growth in achievement in reading & math. At grd. level 8 we expect one year's growth in achievement in reading, math, & science. At grd. level 11, we expect to score at or above the 70th percentile		

	in math, reading, & science. Historically, these expectations have been met.	in math, reading, & science. Historically, these expectations have been met.	in math, reading, & science. Historically, these expectations have been met.		
Staff Development	Programs in Slingerland training and Reading Recovery			Computer literacy	
Assessment Method	In grades 4, 8, & 11 we divide achievement into three percentile levels. These percentile levels are 1 to 40 (partially proficient), 41 to 89 (proficient), and 90 to 99 (advanced proficient). At grd. level 4, we expect to show one year's growth in achievement in reading & math. At grd. level 8 we expect one year's growth in achievement in reading, math, & science. At grd. level 11, we expect to score at or above the 70th percentile in math, reading, & science. Historically, these expectations have been met. Teacher made tests, career surveys, student surveys, performance assessments, and special needs tests are other methods used for assessment of student progress. Records on student attendance, discipline referrals, and graduate surveys are also used as assessment tools.	In grades 4, 8, & 11 we divide achievement into three percentile levels. These percentile levels are 1 to 40 (partially proficient), 41 to 89 (proficient), and 90 to 99 (advanced proficient). At grd. level 4, we expect to show one year's growth in achievement in reading & math. At grd. level 8 we expect one year's growth in achievement in reading, math, & science. At grd. level 11, we expect to score at or above the 70th percentile in math, reading, & science. Historically, these expectations have been met. Teacher made tests, career surveys, student surveys, performance assessments, and special needs tests are other methods used for assessment of student progress. Records on student attendance, discipline referrals, and graduate surveys are also used as assessment tools.	In grades 4, 8, & 11 we divide achievement into three percentile levels. These percentile levels are 1 to 40 (partially proficient), 41 to 89 (proficient), and 90 to 99 (advanced proficient). At grd. level 4, we expect to show one year's growth in achievement in reading & math. At grd. level 8 we expect one year's growth in achievement in reading, math, & science. At grd. level 11, we expect to score at or above the 70th percentile in math, reading, & science. Historically, these expectations have been met. Teacher made tests, career surveys, student surveys, performance assessments, and special needs tests are other methods used for assessment of student progress. Records on student attendance, discipline referrals, and graduate surveys are also used as assessment tools.		

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning				All goals are reported to the Superintendent of Schools and the Board of Education for review and approval. Progress, information, and goals are submitted to the local newspaper, printed in the school newsletter which is mailed to all households in the district, and available to all constituents in the district
(2) Professional Development Services				
(3) Curriculum, Instruction and Assessment Services	Administer Student Achievement tests for Math, Science, and Reading PSAT: October 2000 ITBS: November 2000 ITED: November 2000 PLAN: December 2000 ACT: February, April, and June, 2001 Funds for curriculum development in language arts and social studies	Administer Student Achievement tests for Math, Science, and Reading PSAT: October 2000 ITBS: November 2000 ITED: November 2000 PLAN: December 2000 ACT: February, April, and June, 2001	Administer Student Achievement tests for Math, Science, and Reading PSAT: October 2000 ITBS: November 2000 ITED: November 2000 PLAN: December 2000 ACT: February, April, and June, 2001	The DARE program will continue and will be studied to determine if the program should be expanded. Outside agencies will be consulted for input regarding our substance abuse plan. Funds for curriculum development in language arts and social studies We will continue to purchase supplemental materials for the library to support our substance abuse curriculum.
(4) Diverse Learning Needs	The Mt. Vernon Community School District receives early intervention funding. The goals of this program are: 1) to provide more small group instruction in reading and lang. arts in the primary grades; 2) to provide intense one-on-one time in reading and lang. arts each day for the students that are experiencing difficulty in these areas; and 3) to provide			A staff mentoring program will be developed using Phase III funds. Improve communication with parents regarding intervention strategies with at risk students. Improve communication among staff regarding at-risk students. Regular meetings will be established at least

	these areas; and 3) to provide small group instruction for those students that participate in the resource program.			twice per month. Apply for AT-Risk funds from the State Allowable Growth. Application is due by Nov. 1 2000. Set up two earlier dismissals for the K-12 staff for in-service regarding the at-risk student.
(5) Inclusive Schools				Task force committee of at-risk/drop out students will be developed.
(6) Media Services				
(7) School Technology				The technology committee will continue to study increased applications of the ICN.
(8) Leadership Services				
(9) Management Services				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning	Continue community dialogue regarding long term needs to support reading achievement for all students	Continue community dialogue regarding long term needs to support math achievement for all students	Continue community dialogue regarding long term needs to support science achievement for all students	Complete CSIP, utilize IASD model for gathering community input for student learning goals and priorities.
(2) Professional Development Services	Integration of technology in course work Reading Recovery Support interventions for individuals and small groups.	Integration of technology in course work Support interventions for individuals and small groups.	Integration of technology in course work Support interventions for individuals and small groups.	Para educator skill training Staff select from offerings at Kaleidoscope Technical assistance on special education requirements for teachers/parents.
(3) Curriculum, Instruction and Assessment Services	Support alignment of district goals, standards, benchmarks, objectives and assessment	Support alignment of district goals, standards, benchmarks, objectives and assessment	Support alignment of district goals, standards, benchmarks, objectives and assessment	
(4) Diverse Learning Needs	Universal Design for learning -Solutions Focus Process	Universal Design for learning -Solutions Focus Process	Universal Design for learning -Solutions Focus Process	Expand programs at high school level Study groups to develop inclusive education.
(5) Inclusive Schools	Continue support to staff and students to assure fairness and openness to all students.			
(6) Media Services				Develop access to current materials – onsite and GWAEA "online" scheduling New teacher orientation to GWAEA resources
(7) School Technology	Support implementation of district technology plan to improve student learning.	Support implementation of district technology plan to improve student learning.	Support implementation of district technology plan to improve student learning.	Assure access to technology for students and staff, utilize ICN for Staff Dev. Planning High School Tech support

(8) Leadership Services	Support to building administration and building resource teams in continuing action research approach			
(9) Management Services	Continue present level of service.			

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)

- 4th Reading: 78%
- 4th Math: 72%
- 8th Reading: 89%
- 8th Math: 88%
- 11th Reading: 85%
- 11th Math: 87%

ADDITIONAL STATE INDICATORS

% Dropouts – The percentage of students considered dropouts for grades 7 – 12.
99-00: less than 1%
00-01: .013% (.012% female; <1% male)

% Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.
99-00: 85%
00-01: 85%

% 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: 98% take and average score is 21.3
00-01: 93%

% 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: 50%
00-01: 60%

District: Mt. Vernon

FEEDBACK FROM LAST SITE VISIT **Date of visit: 12/98**

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment	Systemic planning model is needed, especially for staff turnover. Survey of alumni. Disaggregate student achievement data. Use advisory committee to evaluate data. Develop method for sharing student achievement data with public and strengthen school improvement planning outcomes. Explore increased student role in decision-making. Explore communication methods.	None
Planning	School Board and Policy Development – language outdated. Also implication. Review should be noted on each policy. Stakeholder participation needs to increase. Develop research and data driven decision-making. Review counseling program offerings. Investigate Success 4. Review programming services for at risk students. Work to maintain high school course flexibility. Develop multiple assessments. Develop plan for staff retirements. Coordinate with outside agencies to assist families.	None
Implementation	Curriculum – Consider curriculum coordinator. Work on K-12 articulation. Use elementary model – very good. Increase curriculum work time. Include special ed staff in curriculum review. Update instructional practices as review takes place. Develop multiple assessment plan. Be proactive with diverse learners. Continue use of independent study. Look at ICN.	Must develop a regular cycle of curriculum reviews. Must develop written curricula.
Evaluation	Link evaluation to building goals and staff development. Develop evaluation for non-certified. Develop database of personnel file, information to facilitate tracking. Consider mentoring for new staff. Maintain a 3-year cycle.	Some personnel records expired or out of date.
Reporting	Develop method for sharing student achievement date with public. Consider building level newsletters. Out of district student records should be in superintendents office.	Special Ed – Use of Student Record #505.1 out of district students.
Other	Staff Development – support infusion of technology and consider a staff development committee. Link staff development to building and district goals. Look at staff development for technology infusion and special needs inclusion. Use Title VI monies. Consider more release time.	Must develop a three-year staff development plan.

	Explore study group method. Consider advisor/advisee program.	

FEEDBACK FROM LAST APR

September 2000:	READING	MATH	SCIENCE
Setting Achievable Goals	OK	OK	OK
Establishing Measurable Goals	OK	OK	OK
Connecting Annual Improvement Goals to Longer Range Goals	OK	OK	OK
Other	Needs attention	Needs attention	Needs attention