

# District Profile Of Needs

SOLOM COMMUNITY SCHOOL DISTRICT 2001-2002

Date of Next Site Visit: 2006-07

## GOALS

<b>Student Learning Goals</b>	<p><b>Strategic Goals:</b></p> <p>We will investigate ways to foster respect for people and property in our school and community. We will pursue alternative resources. We will identify, access, and apply relevant technology. We will assure appropriate, relevant, and challenging curriculum and instructional programs. We will attract, retain, and support quality staff. We will investigate our current and emerging facilities needs. We believe integrity is a fundamental virtue required of all in order to effectively educate our youth.</p> <p><b>READING</b></p> <ul style="list-style-type: none"><li>-All students should apply reading skills and strategies to the reading process.</li><li>-All students should read and interpret a wide range of literary sources.</li><li>-All students should read and interpret a wide range of informational sources.</li><li>-All students should write for a variety of purposes and audiences.</li><li>-All students should use conventional language skills to communicate in writing.</li><li>-All students should speak and listen for a variety of purposes and audiences</li></ul> <p><b>MATH</b></p> <ul style="list-style-type: none"><li>-All students should understand numbers, ways of representing numbers, relationships among numbers and number systems.</li><li>-All students should understand meanings of operations and how they relate to one another, compute fluently and make reasonable estimates.</li><li>-All students should understand patterns, relationships, and functions and represent and analyze mathematical situations using algebraic symbols.</li><li>-All students should analyze characteristics and properties of two- and three- dimensional shapes, describe spatial relationships, apply transformations and use symmetry to examine mathematical situations.</li><li>-All students should understand measurable attributes of objects and the units, system and processes of measurement, applying appropriate techniques, tools, and formulas to determine measurements.</li><li>-All students should be able to collect, organize, display, and analyze relevant data, selecting and using appropriate statistical methods.</li></ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"><li>-All students should develop an understanding of scientific knowledge and the ability to do scientific inquiry.</li><li>-All students will develop an understanding of the properties and structure of matter.</li><li>-All students will develop an understanding of motion and energy</li><li>-All students will develop an understanding of the solar system and earth and that change occurs over time.</li><li>-All students will develop an understanding of the structure and function of living organisms.</li><li>-All students will develop an understanding of the diversity, development and interaction that characterize ecosystem.</li><li>-All students will develop an understanding of practices that promote personal health and safety.</li><li>-All students will develop an understanding of how humans affect the environment and how the environment affects humans.</li></ul>
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	All students will demonstrate proficiency in reading comprehension as measured by assessment instruments of technical adequacy.	All students will demonstrate proficiency in problem-solving and number sense as measured by assessment instruments of technical adequacy.	All students will demonstrate proficiency in science reasoning and understanding as measured by assessment instruments of technical adequacy.	<p>-By the 2002-2003 school year, the SCSD will identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society.</p> <p>-By the 2002-2003 school year, the SCSD will implement a comprehensive technology plan encompassing staff, students, and community in order to develop productive and engaged citizens.</p> <p>-By the 2002-2003 school year, the SCSD will implement a plan to retain and maintain quality staff.</p> <p>-By the 2002-2003 school year, the SCSD will have facilities that are accessible, accommodating, and attractive to students, teachers, and community members.</p>	

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
<p>Annual Improvement (begin with most recent)</p>	<p><b>2001-02:</b> 4<sup>th</sup> Grade: Maintain or increase the percentage of students performing at the proficient or advanced levels for this cohort as indicated by Iowa percentile.</p> <p>8<sup>th</sup> Grade: Maintain or increase the percentage of female students at the proficient or advanced levels as indicated by either the Iowa or National percentile.</p> <p>11<sup>th</sup> Grade: Maintain or increase the percentage of female students at the proficient or advanced levels as indicated by either the Iowa or National percentile.</p> <p><b>2000-01:</b> Maintain the number of students performing at the Proficient or Advanced levels.</p> <p><b>1999-00:</b> 4<sup>th</sup> &amp; 8<sup>th</sup> Grades: Increase the number of students in the Proficient area (on Iowa Test of Basic Skills) by 0.5%. 11<sup>th</sup> Grade: Maintain the number of students performing at the Intermediate level or above (on the WorkKeys reading Test).</p>	<p><b>2001-2002:</b> 4<sup>th</sup> Grade: Maintain or increase the percentage of students performing at the proficient or advanced levels for this cohort as indicated by Iowa percentile.</p> <p>8<sup>th</sup> Grade: Maintain or increase the percentage of female students at the proficient or advanced levels as indicated by either the Iowa.</p> <p>11<sup>th</sup> Grade: Maintain or increase the percentage of students at the proficient or advanced levels as indicated by either the Iowa or National percentile.</p> <p><b>2000-01:</b> Maintain the number of students performing at the Proficient or Advanced levels.</p> <p><b>1999-00:</b> 4<sup>th</sup> and 8<sup>th</sup> Grades: Increase the number of students in the Proficient area (on the Iowa Test of Basic Skills) by 1%. -11<sup>th</sup> Grade: Increase the number of students performing at the intermediate level or above (on the WorkKeys Applied Mathematics Test) by 0.5%.</p>	<p><b>2001-2002:</b> 8<sup>th</sup> Grade: Maintain or increase the percentage of female students at the proficient or advanced levels as indicated by either the Iowa or National percentile.</p> <p>11<sup>th</sup> Grade: Maintain or increase the percentage of female students at the proficient or advanced levels as indicated by either the Iowa or National percentile.</p>	<p><b>Student Success</b> By the 2002-2003 school year the SCSD will identify outcomes for all students and determine ways to measure student growth toward being positive, productive, and responsible members of society.</p> <p><b>Curriculum</b> By the 2002-2003 school year the SCSD will have developed a curriculum based on vertically articulated standards and benchmarks including, but not limited to, math, reading, and science that will include defined assessment for determining student learning.</p> <p><b>Quality Staff</b> By the 2002-2003 school year, the SCSD will implement a plan to retain and maintain quality staff.</p> <p><b>Technology</b> By the 2002-2003 school year, the SCSD will implement a comprehensive technology plan encompassing staff, students, and community in order to develop productive and engaged citizens.</p> <p>Establish current baseline data on the impact of technology on student achievement.</p> <p><b>Facilities</b> By the 2002-2003 school year the SCSD will have facilities that are accessible, accommodating and attractive to students, teachers, and community members.</p>	
<p>Staff Development</p>	<p>-Identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society. -Collect and analyze</p>	<p>-Identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society. - Collect and analyze</p>	<p>-Write science curriculum -Identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society.</p>	<p>-Identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society. -Study groups for Character</p>	

	<p>assessment data (to inform CSIP) in reading.</p> <ul style="list-style-type: none"> <li>-Align instructional strategies with assessments in reading.</li> <li>-Inservice to support standards, benchmarks, and assessments</li> <li>-Refine instructional strategies</li> <li>-Develop/implement assessments in reading.</li> <li>-Study groups for guided reading.</li> </ul>	<p>assessment data (to inform CSIP) in math.</p> <ul style="list-style-type: none"> <li>--Align instructional strategies with assessments in math</li> <li>-Inservice to support standards, benchmarks, and assessments</li> <li>-Refine instructional strategies</li> <li>-Develop/implement assessments in math.</li> </ul>	<ul style="list-style-type: none"> <li>-Inservice to support standards, benchmarks, and assessments.</li> <li>-Refine instructional strategies</li> </ul>	Education.	
<b>Assessment Method</b>	<p>-Identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society.</p>	<p>-Identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society.</p>	<p>-Identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society.</p>	<p>-Identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society.</p>	

**ACTION PLANS**

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	Reading Seminars	Math Advocate Teams	Science Collaborative	Assessment Literacy, Block Scheduling, Middle School Concept, Preschool Early Childhood Task Force, 6 <sup>th</sup> grade Behavior Planning
(2) Professional Development Services	<p>-Inservice to support standards, benchmarks, and assessments</p> <p>Redesign evaluation process to incorporate IA Teaching Standards</p> <p>Implement a staff dev plan to include differentiated instruction, distributive learning with technology, assessment, best practices in instructional strategies</p> <p>Align instructional strategies with assessments</p> <p>Support study groups (Assessment Literacy)</p> <p>Classified Staff staff dev. opportunities</p>	<p>-Inservice to support standards, benchmarks, and assessments</p> <p>Redesign evaluation process to incorporate IA Teaching Standards</p> <p>Implement a staff dev plan to include differentiated instruction, distributive learning with technology, assessment, best practices in instructional strategies</p> <p>Align instructional strategies with assessments</p> <p>Support study groups (Assessment Literacy)</p> <p>Classified Staff staff dev. opportunities</p> <p>-Inservice to support standards, benchmarks, and assessments</p>	<p>-Inservice to support standards, benchmarks, and assessments</p> <p>Redesign evaluation process to incorporate IA Teaching Standards</p> <p>Implement a staff dev plan to include differentiated instruction, distributive learning with technology, assessment, best practices in instructional strategies</p> <p>Align instructional strategies with assessments</p> <p>Support study groups (Assessment Literacy)</p> <p>Classified Staff staff dev. opportunities</p>	
(3) Curriculum, Instruction and Assessment Services	<p>Support implementation of curriculum review and renewal process</p> <p>Provide for staff, community input</p> <p>Communicate with stakeholders about curriculum issues</p> <p>Develop curriculum maps for all subject areas</p> <p>Implement the assessment plan and district wide assessments in reading and math</p> <p>Collect and analyze reading, math and science data</p> <p>Continue standards and benchmark development in all areas</p> <p>Align instruction and assessment with standards</p>	<p>Support implementation of curriculum review and renewal process</p> <p>Provide for staff, community input</p> <p>Communicate with stakeholders about curriculum issues</p> <p>Develop curriculum maps for all subject areas</p> <p>Implement the assessment plan and district wide assessments in reading and math</p> <p>Collect and analyze reading, math and science data</p> <p>Continue standards and benchmark development in all areas</p> <p>Align instruction and assessment with standards</p>	<p>Support implementation of curriculum review and renewal process</p> <p>Provide for staff, community input</p> <p>Communicate with stakeholders about curriculum issues</p> <p>Develop curriculum maps for all subject areas</p> <p>Implement the assessment plan and district wide assessments in reading and math</p> <p>Collect and analyze reading, math and science data</p> <p>Continue standards and benchmark development in all areas</p> <p>Align instruction and assessment with standards</p>	<p>-Identify outcomes for all students and determine ways to measure students' growth toward being positive, productive and responsible members of society.</p> <p>-Study groups for Character Education.</p>

(4) Diverse Learning Needs	Incorporate standards into IEPs	Incorporate standards into IEPs	Incorporate standards into IEPs	Rewrite, review District Special Education Plan
(5) Inclusive Schools				Review ELP curriculum
(6) Media Services				-Email (training/support)
(7) School Technology	<p>Staff, community input</p> <p>Integration of tech in classrooms</p> <p>Monitor student progress in learning with technology</p> <p>Support distributive learning</p> <p>Prioritize the expenditure of tech funds</p> <p>Implement instructional strategies in using technology to support standards and assessments.</p>	<p>Staff, community input</p> <p>Integration of tech in classrooms</p> <p>Monitor student progress in learning with technology</p> <p>Support distributive learning</p> <p>Prioritize the expenditure of tech funds</p> <p>Implement instructional strategies in using technology to support standards and assessments.</p>	<p>Staff, community input</p> <p>Integration of tech in classrooms</p> <p>Monitor student progress in learning with technology</p> <p>Support distributive learning</p> <p>Prioritize the expenditure of tech funds</p> <p>Implement instructional strategies in using technology to support standards and assessments.</p>	Maintain and enhance WAN/LAN hardware and software
(8) Leadership Services	<ul style="list-style-type: none"> <li>-Implement a plan to retain and maintain quality staff.</li> <li>-Develop a K-12 vision.</li> <li>-Block scheduling</li> </ul>	<ul style="list-style-type: none"> <li>-Implement a plan to retain and maintain quality staff.</li> <li>-Block scheduling</li> </ul>	<ul style="list-style-type: none"> <li>-Implement a plan to retain and maintain quality staff.</li> <li>-Block scheduling</li> </ul>	<ul style="list-style-type: none"> <li>-Implement a plan to retain and maintain quality staff.</li> <li>-Develop a facility plan to achieve mission and vision</li> <li>-GW facilitation on advisory committees</li> </ul>
(9) Management Services				<ul style="list-style-type: none"> <li>-Develop a facility plan to achieve mission and vision</li> <li>-Facilitate efforts of the Board Steering Committee.</li> <li>-Block scheduling</li> </ul>

**PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN**

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				5-22-01 School/Community Planning will be initiated by the school improvement consultant  GWAEA will assist administration in school and community planning  Solon will move from a traditional junior high to a middle school curriculum and organizational structure to support student learning.  Block Scheduling will be initiated.
(2) Professional Development Services	Professional development in the area of assessment literacy.	Professional development in the area of assessment literacy.	Professional development in the area of assessment literacy.	Assist the district personnel in how to address change. Assist in the transition issues.  Professional development opportunities for special education staff.
(3) Curriculum, Instruction and Assessment Services	Reading in the 7 <sup>th</sup> and 8 <sup>th</sup> grade.  Reading standard/ benchmark review  Investigate 6 Trait Writing	Math Advocate Team participation	Science Collaborative Team participation and support in writing science curriculum.	
(4) Diverse Learning Needs	Appropriate behavior/ instructional strategies for teachers to use in addressing the needs of the diverse learner.	Appropriate behavior/ instructional strategies for teachers to use in addressing the needs of the diverse learner.	Appropriate behavior/ instructional strategies for teachers to use in addressing the needs of the diverse learner.	Implementation of the Building Rep Model in year two will reflect program needs identified by the special ed staff in the year 2000-2001.  Identify needs of special education program review held in Spring, 2001  Ensure district administration is informed of special education issues related to students and services.  Plan for Early Childhood special education program.  Transition K-12 sp ed program to preK-12.
(5) Inclusive Schools	Appropriate behavior/ instructional strategies for teachers to use in addressing the needs of the diverse learner.	Appropriate behavior/ instructional strategies for teachers to use in addressing the needs of the diverse learner.	Appropriate behavior/ instructional strategies for teachers to use in addressing the needs of the diverse learner.	At-Risk program is needed in K-12 program  Curriculum needed for Advisee/Advisor

				program.
<b>(6) Media Services</b>	Media program will be reviewed to enhance infusion of services into the curriculum	Media program will be reviewed to enhance infusion of services into the curriculum	Media program will be reviewed to enhance infusion of services into the curriculum	
<b>(7) School Technology</b>	The technology program will be reviewed to enhance integration of technology into the curriculum.	The technology program will be reviewed to enhance integration of technology into the curriculum.	The technology program will be reviewed to enhance integration of technology into the curriculum.	
<b>(8) Leadership Services</b>				Enhance leadership ability of selected personnel (Contemporary Leadership)  Implement new teacher compensation bill.  Design a mentor program and train mentors.  Continue to encourage participation at GWAEA leadership meetings and seminars.
<b>(9) Management Services</b>	None written			

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

**ADDITIONAL STATE INDICATORS**

0%      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.

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

78%      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.

\*\* not reported (cited as noncompliance in APR Feedback)

**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: Solon