

District Profile Of Needs

SPRINGVILLE COMMUNITY SCHOOL DISTRICT 2001 - 02

Date of Next Site Visit 2004-05

GOALS

Student Learning Goals	<ol style="list-style-type: none"> 1) Students will have an excellent foundation in the basic skills. 2) Students will communicate effectively in a wide variety of situations utilizing excellent speaking, writing, and listening skills. 3) Students will problem solve using high levels of critical thinking. 4) Students will be responsible, productive, contributing citizens.
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	The percentage of students in grades 4, 8, and 11 who are proficient in reading comprehension will increase and all students will show academic progress in meeting the student learning goals.	The percentage of students in grades 4, 8, and 11 who are proficient in mathematics problem solving will increase and all students will show academic progress in meeting the student learning goals.	The percentage of students in grades 4, 8, and 11 who are proficient in scientific knowledge and skills will increase and all students will show academic progress in meeting the student learning goals.	<p>The school environment will be safe, inclusive, positive and drug free.</p> <p>Communication between district and the community will be collaborative, inclusive, and active.</p>	<p>Reading Goal, CSIP page 6</p> <p>Math Goal, CSIP page 6</p> <p>Science Goal, CSIP page 6</p> <p>Additional goals, CSIP page 6</p>

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement goal 2001-2002	Grades 4, 8, and 11 will demonstrate one year's growth in Reading comprehension Also includes efforts to intervene early to help meet the reading needs of K-3 students	Grades 4, 8, and 11 will demonstrate one year's growth in Math. Includes efforts to intervene early to help meet the math needs of K-3 students	We will continue the goal that states grades 4, 8, and 11 will demonstrate one year's growth in Science.	Early Intervention Goals 1. Monitor class sizes and assess changes yearly 2. Use Early intervention funds to provide: Additional part-time Title I teacher; Teacher training in reading and math Teacher aides when necessary Quality curriculum Assessment Tools, BRI 3. Maintaining and increasing the percentage of students reading at or above grade level based on Gates assessment tool.	Reading Annual Improvement Goal, APR page 17 Math Annual Improvement Goal, APR page 17 Science Annual Improvement Goal, APR page 17
Annual Improvement (most recent) 2000-2001	Grades 4, 8, and 11 will demonstrate one year's growth in Reading comprehension Also includes efforts to intervene early to help meet the reading needs of K-3 students	.Grades 4, 8, and 11 will demonstrate one year's growth in Math. Includes efforts to intervene early to help meet the math needs of K-3 students	We will continue the goal that states grades 4, 8, and 11 will demonstrate one year's growth in Science. Includes efforts to intervene early to help meet the science needs of K-3 students		Reading Annual Improvement Goal, CSIF page 13 Math Annual Improvement Goal, CSIF page 18 Science Annual Improvement Goal, CSIF page 21
Staff Development					
Assessment Method	ITBS and ITED ICAM Field Test Gates MacGinitie BRI Linn Co. Kdg. Assess Reading Counts	ITBS, ITED ICAM Field Test	ITBS, ITED Teacher generated tests		Reading CSIP page 13 Math CSIP page 16 Science CSIP Action Pla Appendix C

	Harcourt Brace Reading Assessments				
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ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning				Develop a Comprehensive School Safety Plan with input from Staff, Community, Students, Linn County Emergency Agencies, and Linn County Sheriff’s Department School Resource Office Program with Linn Co. Sheriff’s Dept. D.A.R.E. Expand SODA to grades 6-8 Success 4 Program Replace roof at elementary Bldg. Build upon Parent involvement Increase communication using school web site, local cable channel, local print media, district newsletter Increase parent involvement in district advisory committees, booster clubs, and CAST Increase the number of community volunteers and speakers Technology Plan
(2) Professional Development Services	Guided Reading Workshops	Math Advocate Training and Integrated math through the GWAEA		GWAEA Safe Schools Seminar Success 4 at HS Curriculum mapping Standards and benchmarks

				in curriculum area "Achieve Program" at elementary Time for staff to reflect, apply techniques, evaluate effectiveness Staff earned credits through GWAEA Staff Development. Program Technology Plan
(3) Curriculum, Instruction and Assessment Services	Identify specific reading skills to target, find proven interventions and implement them K-12 curriculum mapping in reading and language arts Middle School daily individualized reading, grades 6-8, and revision of LA literature curriculum Designing standards based reading units and lessons Guided Reading training for K-5 teachers	Implementation of early intervention in grades K-3 to identify math strengths and weaknesses Implementation of "Connected Math", grades 6-8. . HS added third year of math and informal math 9-12 HS raised graduation math requirement from 2 years to 3 years Added AP calculus to HS	Develop Units based on District Level Science Standards Curriculum Review of Science Standards Addition of third year science requirement for graduation Offering of Advanced Chemistry and Biology in HS curriculum Student involvement in career exploration at ISU in science related fields Determine meaningful data to assist in the development of assessments to determine strengths and weaknesses of science curriculum Involvement in "Kids Doing Science" for grades 5-6	
(4) Diverse Learning Needs	Support in the regular classroom and specialized programming for students with disabilities K-12 Gifted and Talented Program	Support in the regular classroom and specialized programming for students with disabilities K-12 Gifted and Talented Program	Support in the regular classroom and specialized programming for students with disabilities K-12 Gifted and Talented Program	Support in the regular classroom and specialized programming for students with disabilities K-12 Gifted and Talented Program
(5) Inclusive Schools				

(6) Media Services				
(7) School Technology				
(8) Leadership Services				
(9) Management Services				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

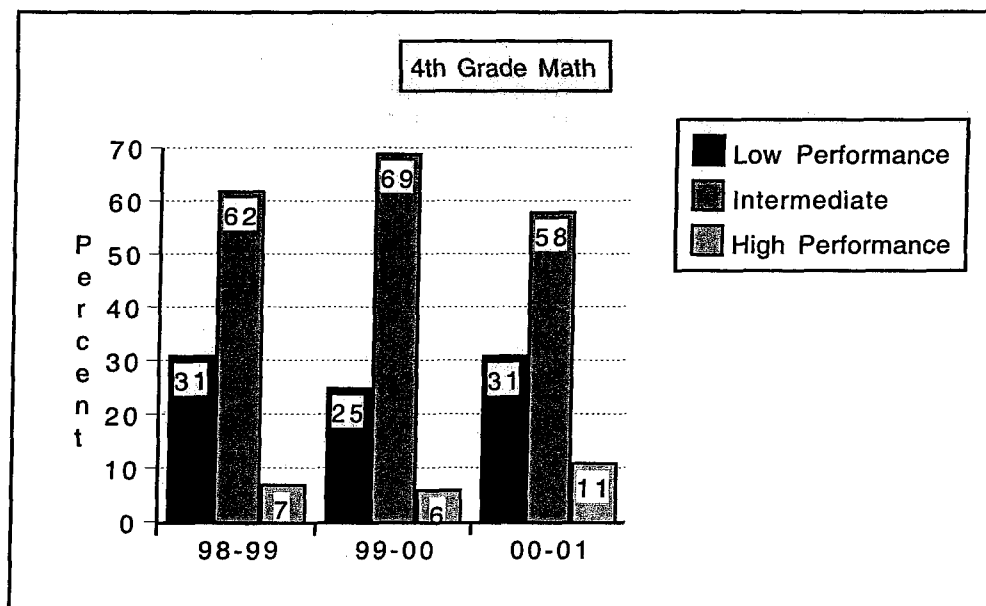
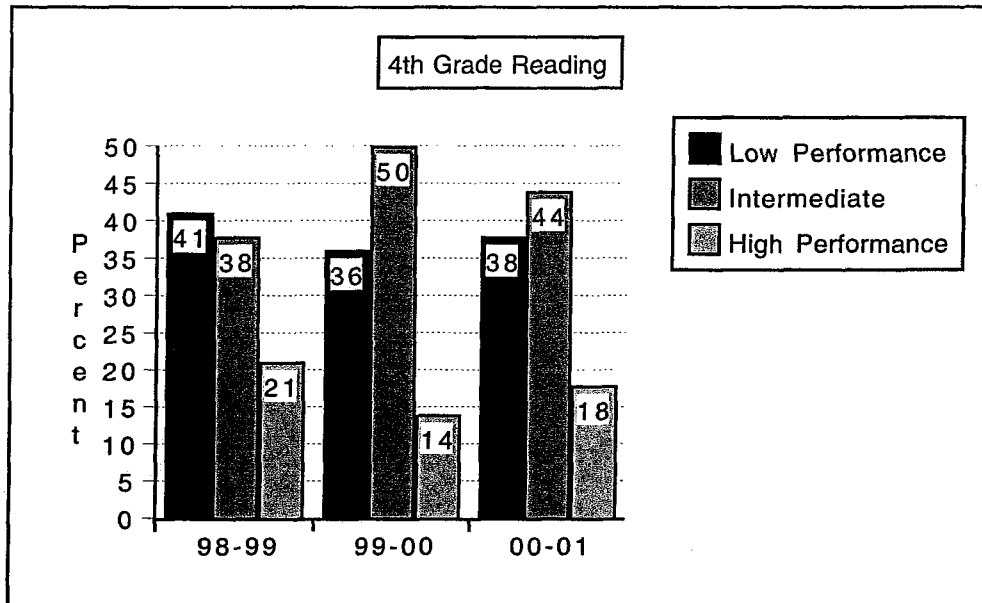
AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				Provide on-going technical assistance in developing and implementing the CSIP Provide communication link to AEA supports by serving on the SIAC Maintain involvement in Elem./MS principals meetings
(2) Professional Development Services				Provide training to all K-12 staff on their responsibilities in the IEP process Develop a mentoring process for new Special Ed. Teachers Provide training opportunities for teacher associates in the district
(3) Curriculum, Instruction and Assessment Services		Math Advocates		Support implementation of Achieve Provide facilitation and support for curriculum mapping process, K-12 Assist in the development of assessment standards in Technology literacy Continue to support Success 4 in the district Provide support in the ICIC Assessment pilot Support SASI data management system Curriculum Directors

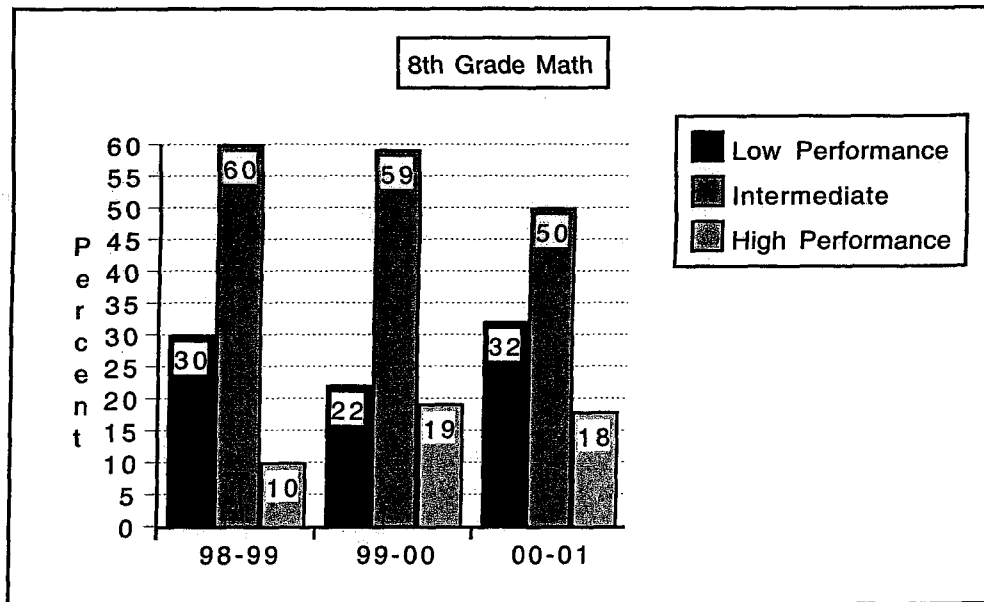
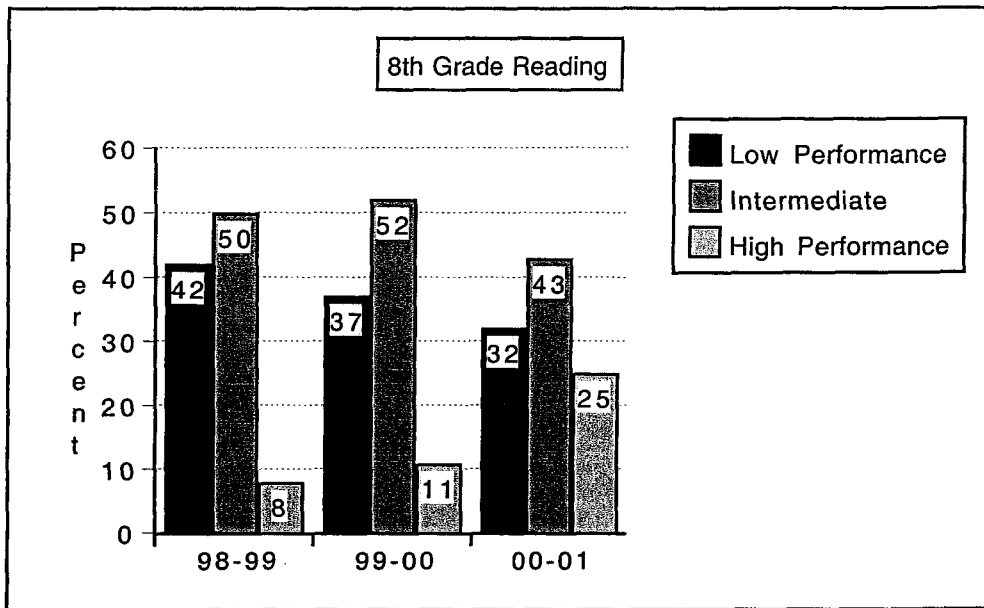
				Meetings
(4) Diverse Learning Needs				Provide training to CST members on Solutions Focused Problem Solving Process Insure implementation of IDEA requirements and monitor the District Developed Special Education Service Delivery System
(5) Inclusive Schools				
(6) Media Services				Maintain current array of services
(7) School Technology				Support the SASI data management system
(8) Leadership Services				
(9) Management Services				

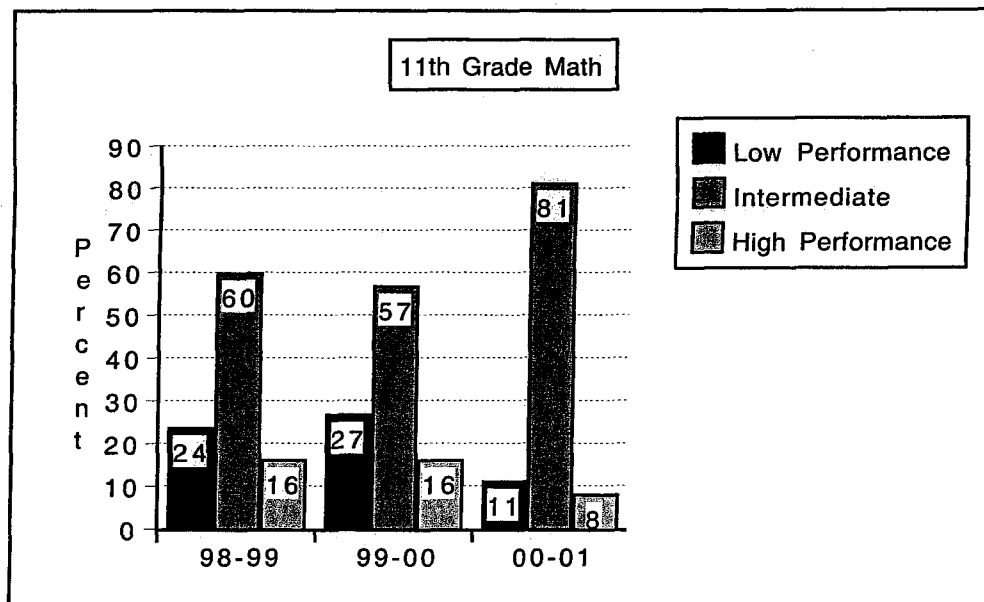
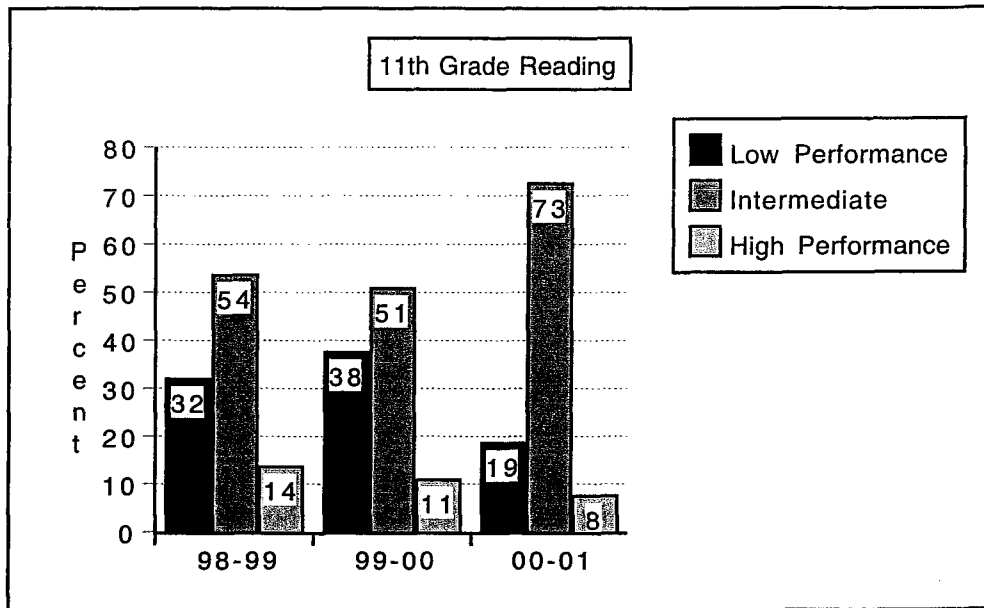
STUDENT ACHIEVEMENT DATA
For
READING, MATH AND SCIENCE
See attached sheets

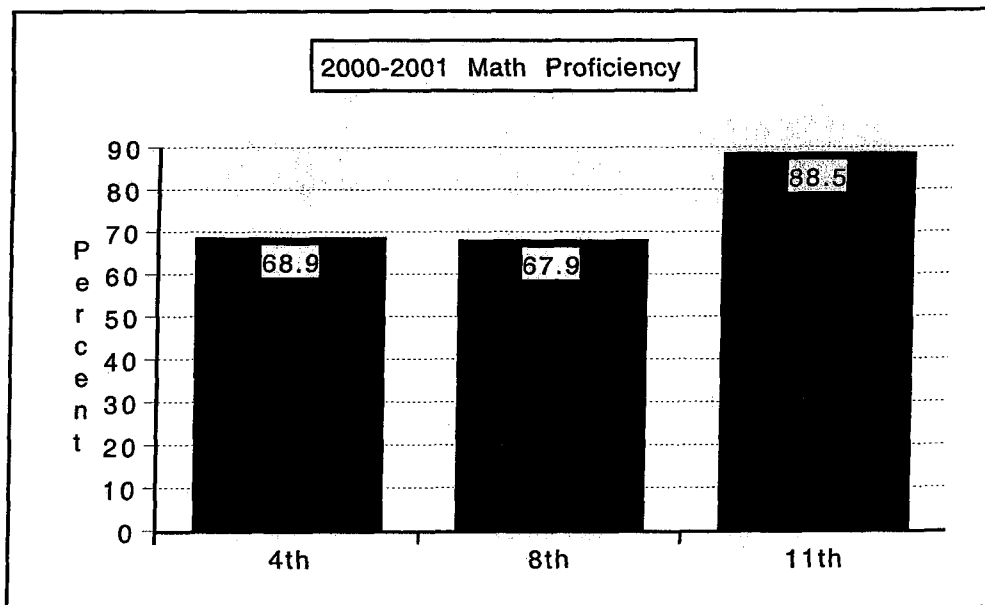
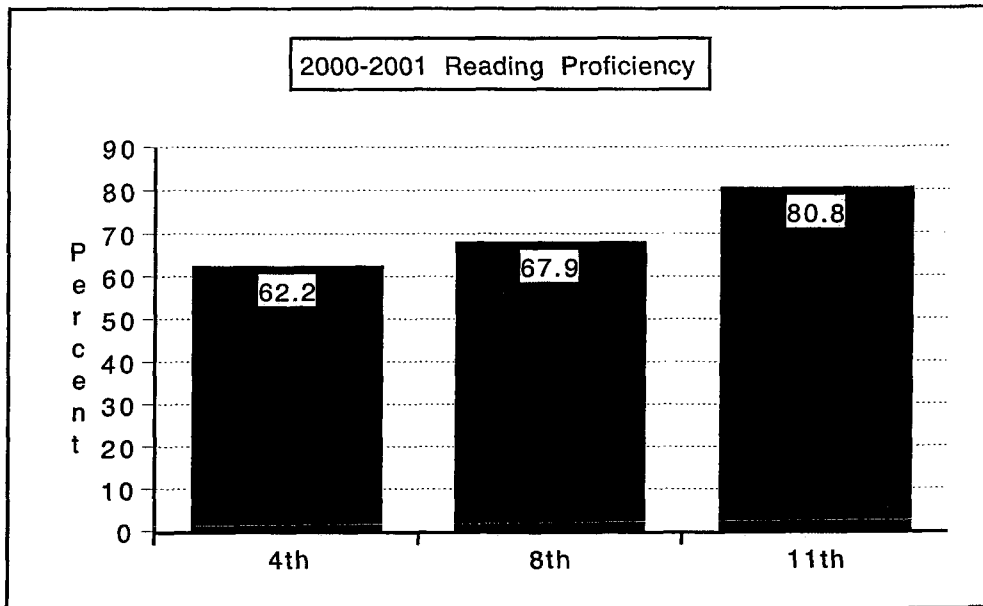
SPRINGVILLE COMMUNITY SCHOOL DISTRICT
SYSTEM ACHIEVEMENT LEVELS

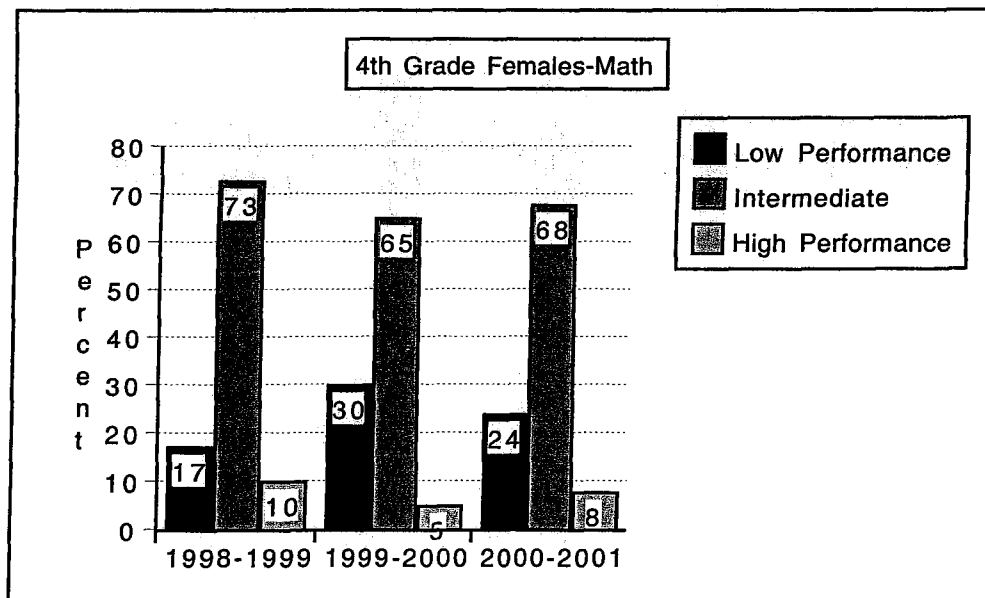
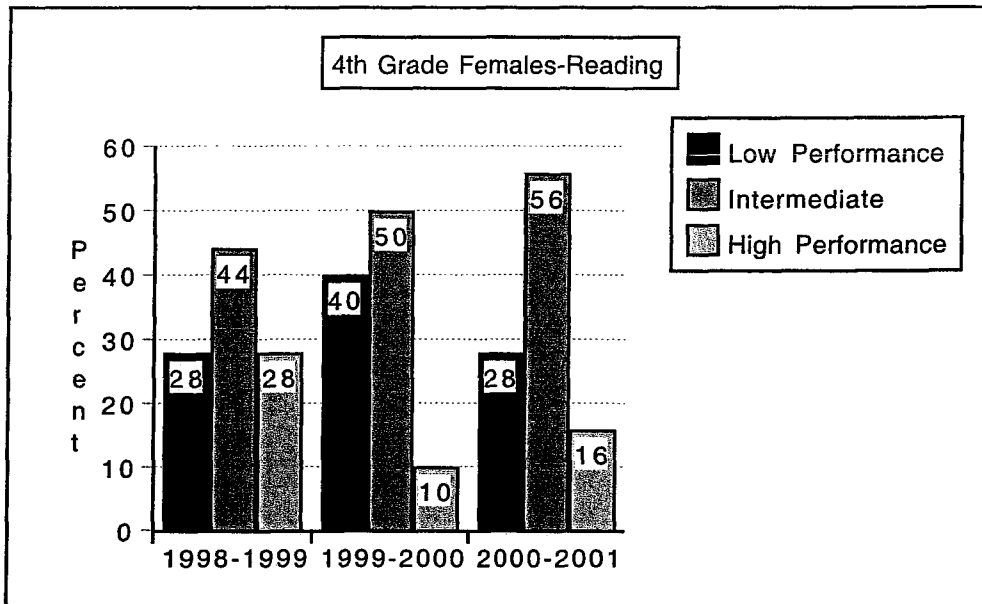
September 15, 2001 ANNUAL PROGRESS REPORT

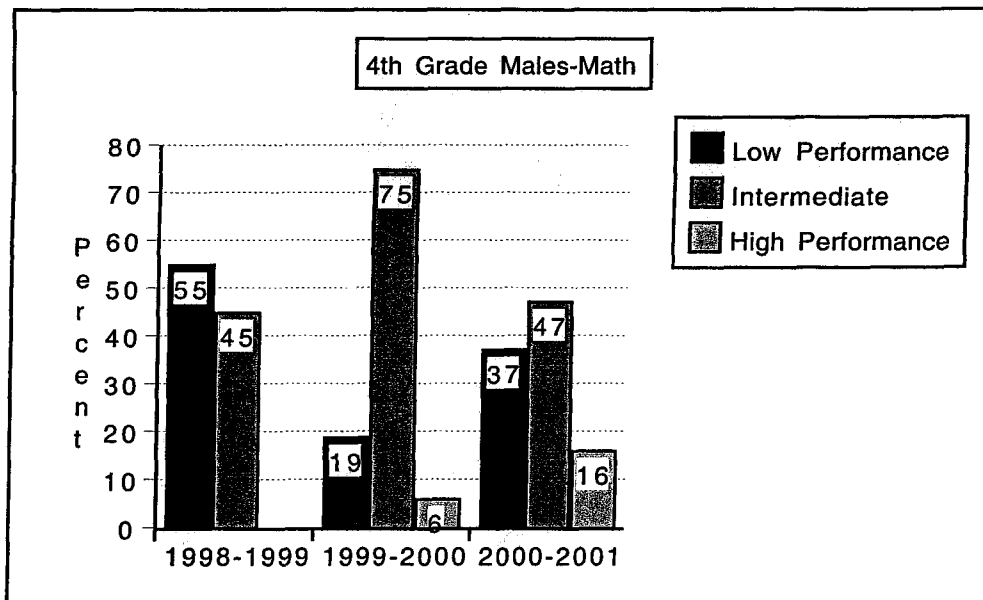
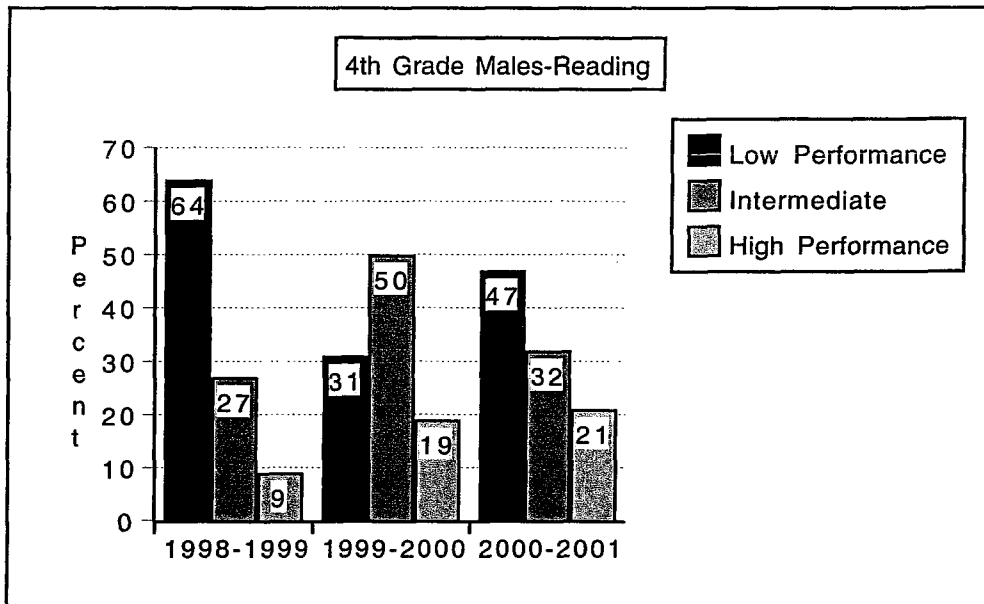


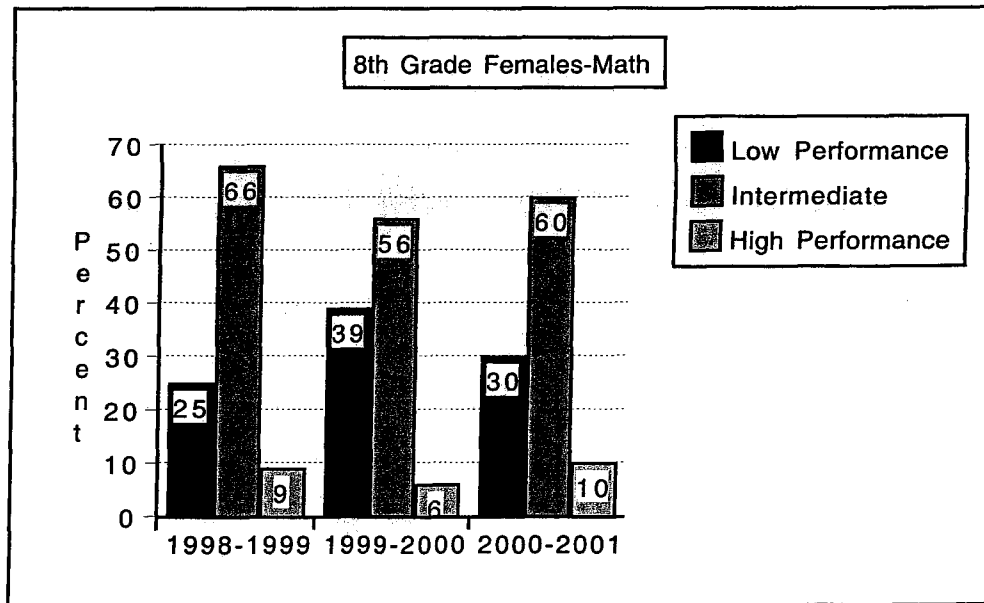
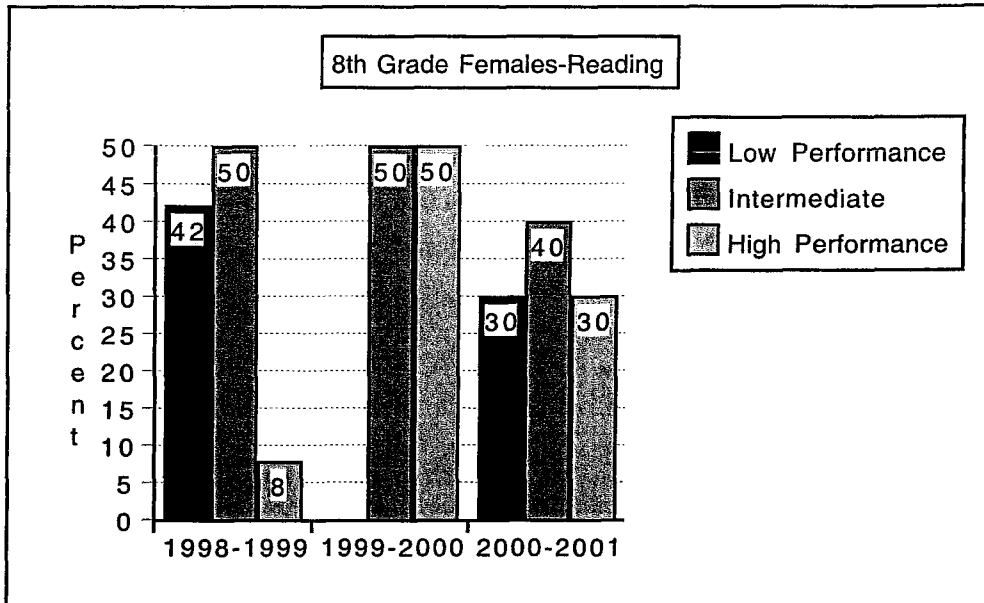


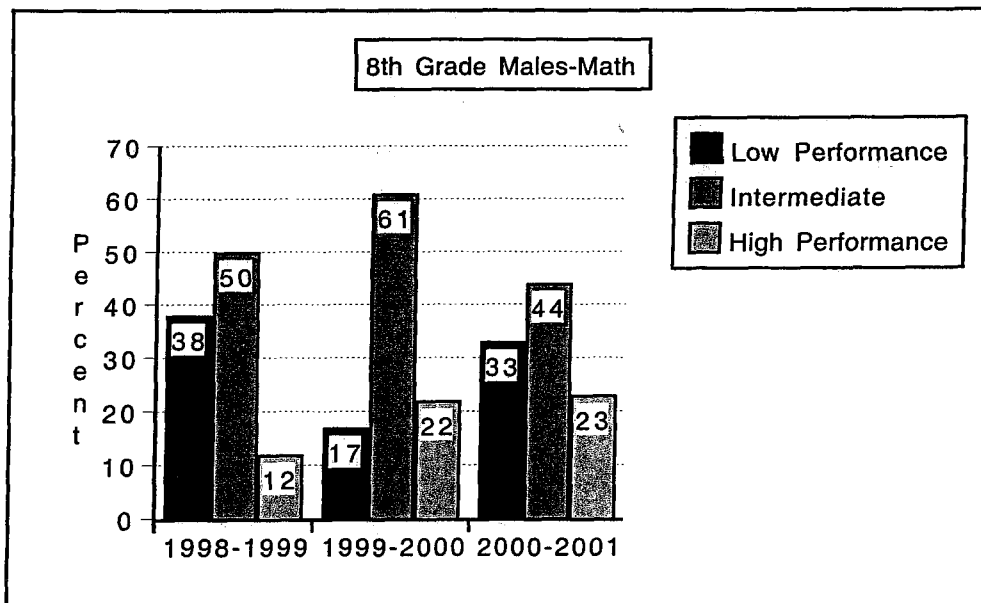
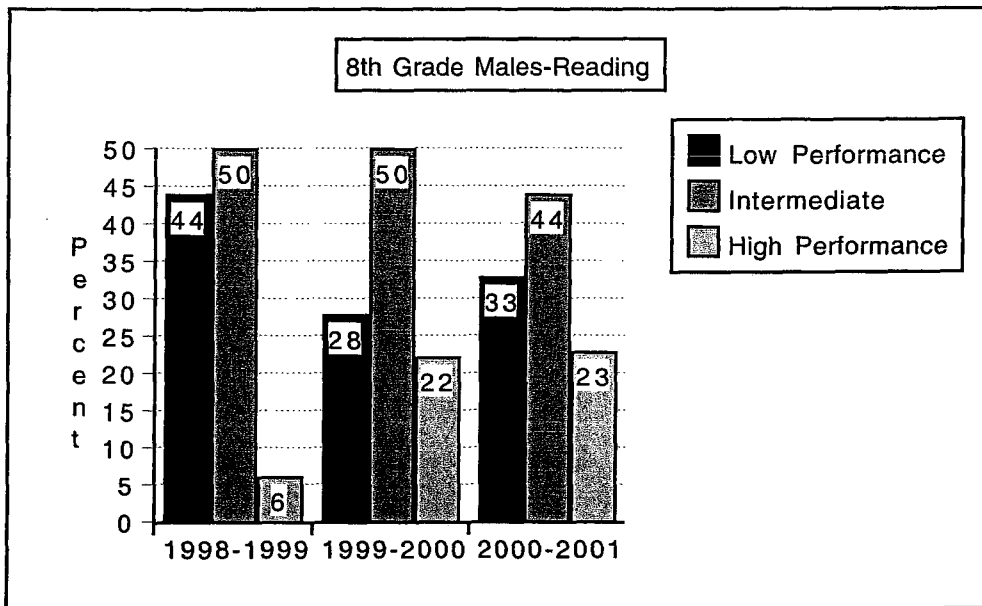


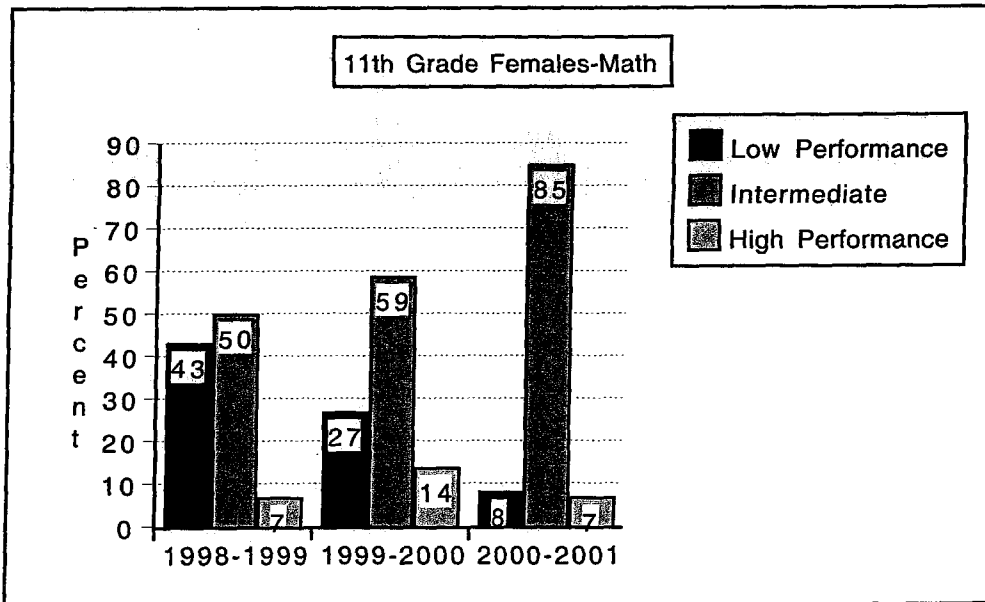
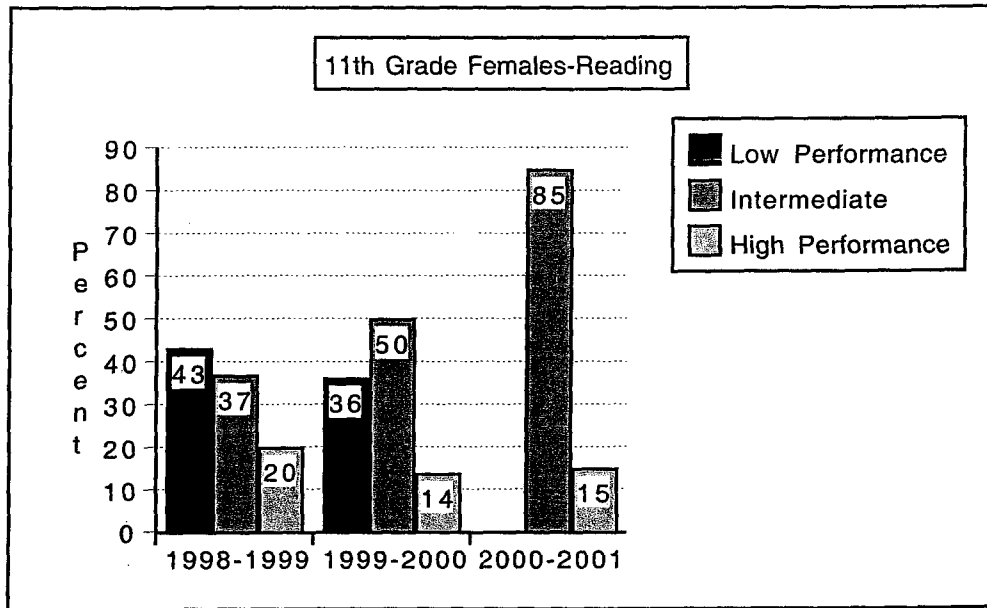


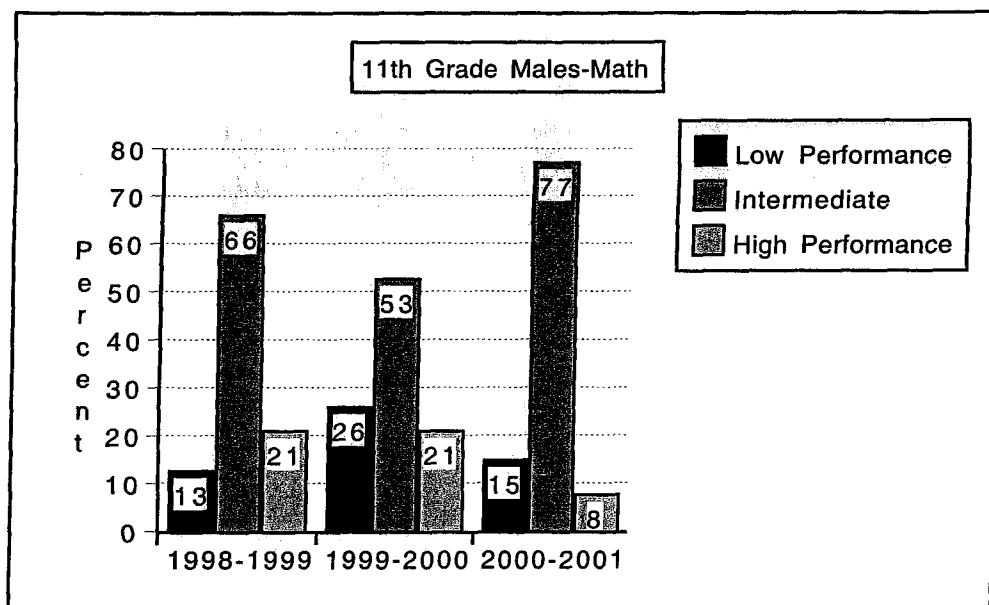
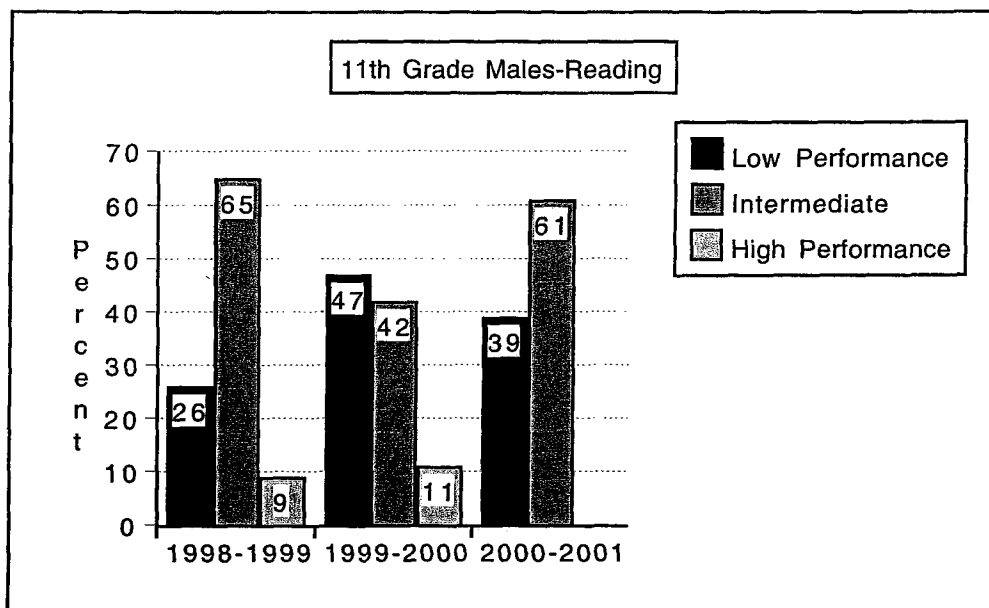






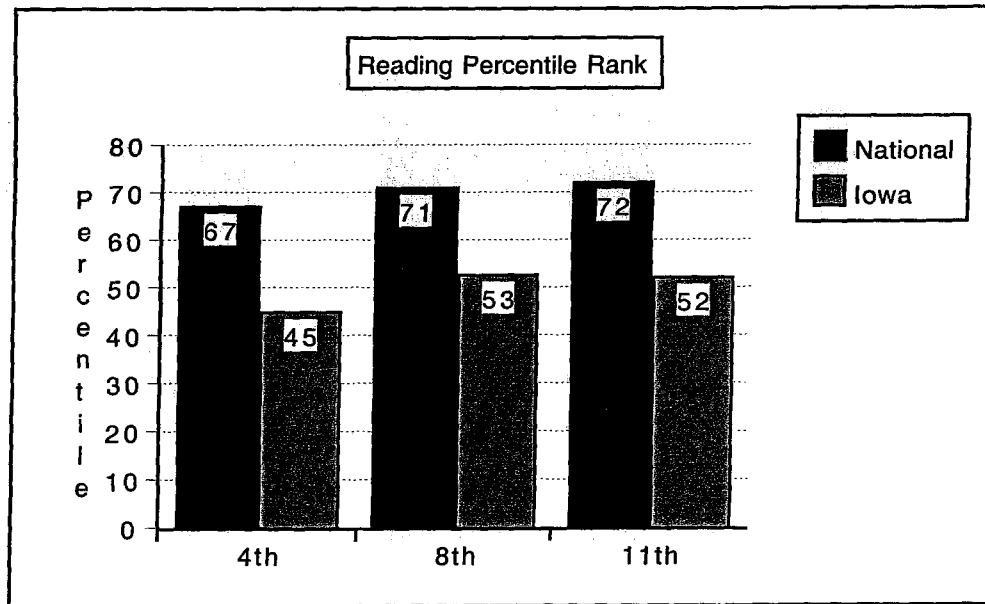


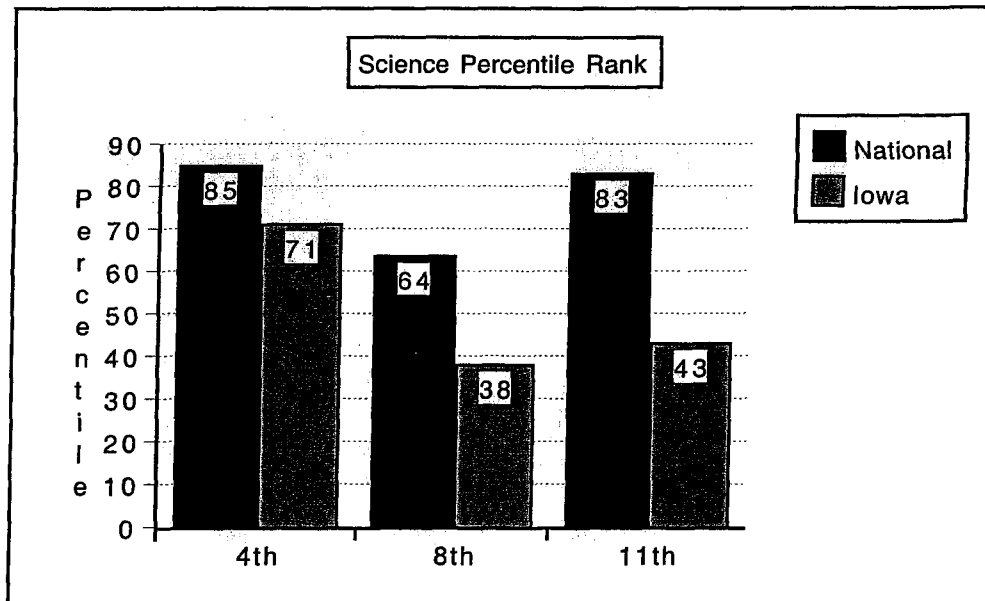
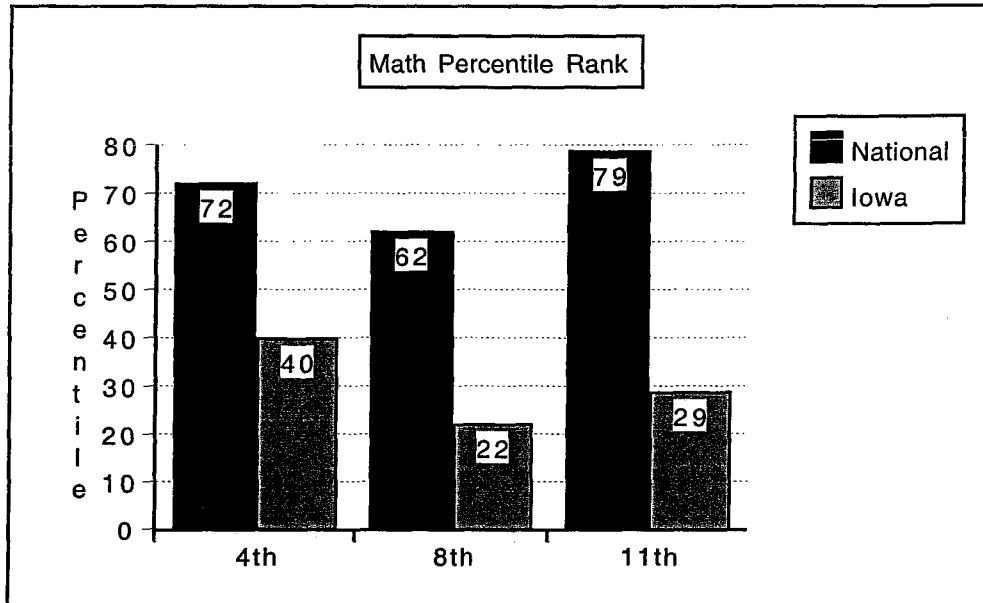


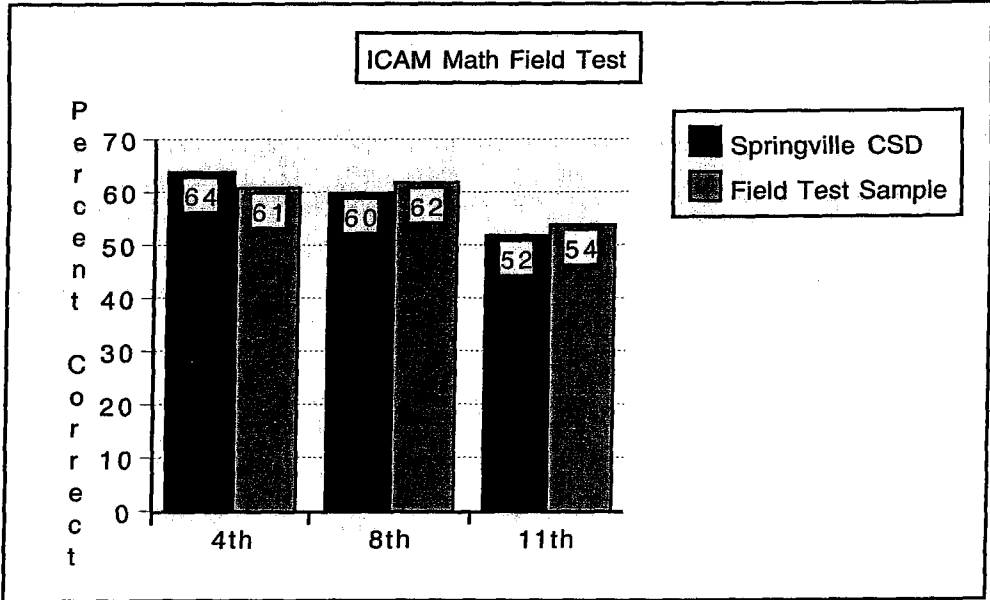
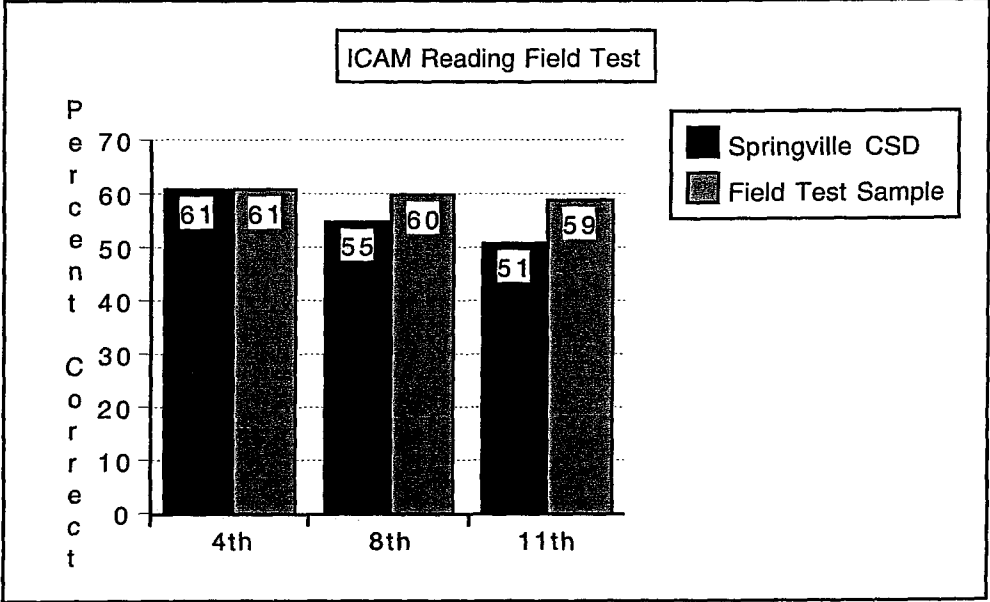


National & State Comparisons
Springville Community School District: 2000-2001 ITBS & ITED School Norms

	Grade 4	Grade 8	Grade 11
Reading			
National Percentile Rank	67	71	72
Iowa Percentile Rank	45	53	52
Math			
National Percentile Rank	72	62	79
Iowa Percentile Rank	40	22	29
Science			
National Percentile Rank	85	64	83
Iowa Percentile Rank	71	38	43







**Springville Community School District
Student Learning Goals**

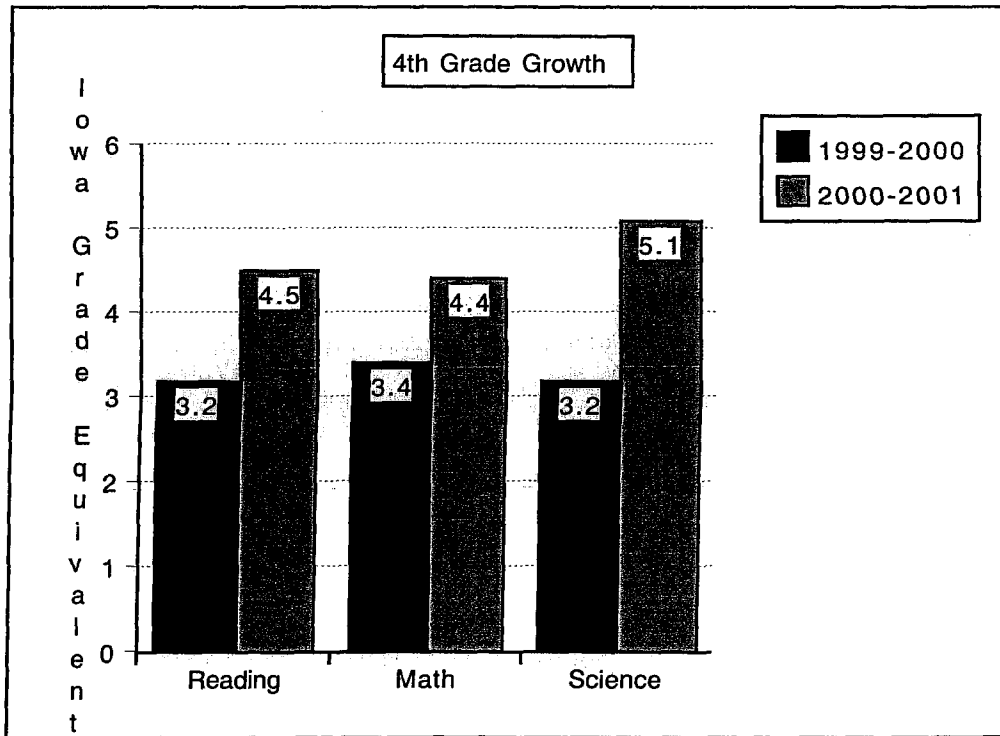
- I. Students will have an excellent foundation in the basic skills.
- II. Students will communicate effectively in a wide variety of situations utilizing excellent speaking, writing, and listening skills.
- III. Students will problem solve using high levels of critical thinking.
- IV. Students will be responsible, productive, contributing citizens.

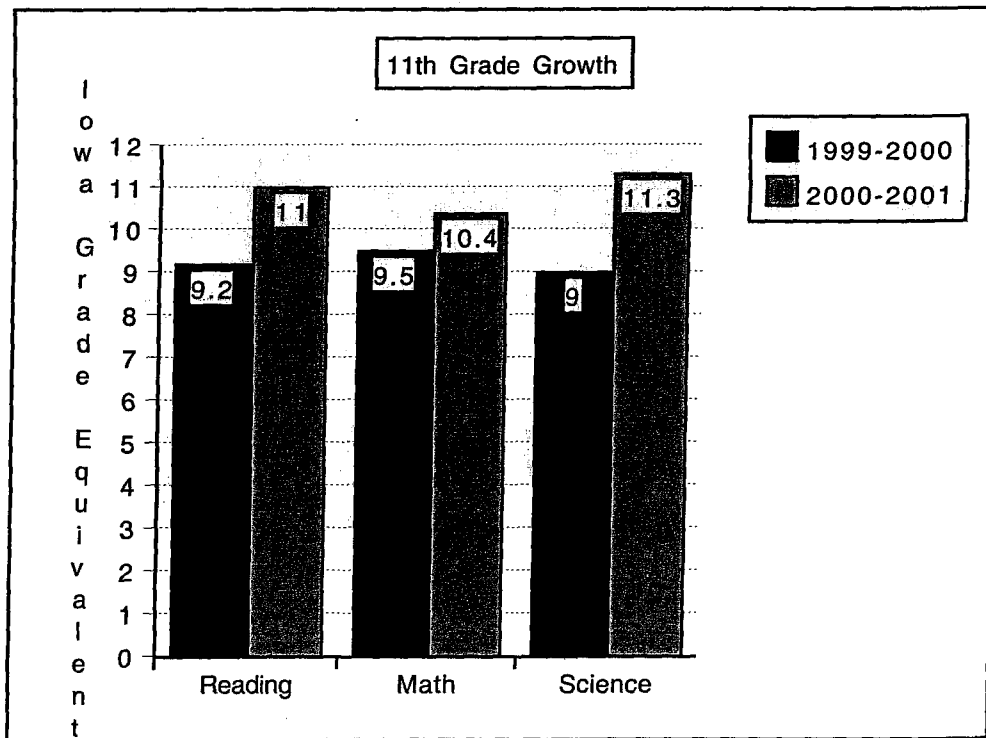
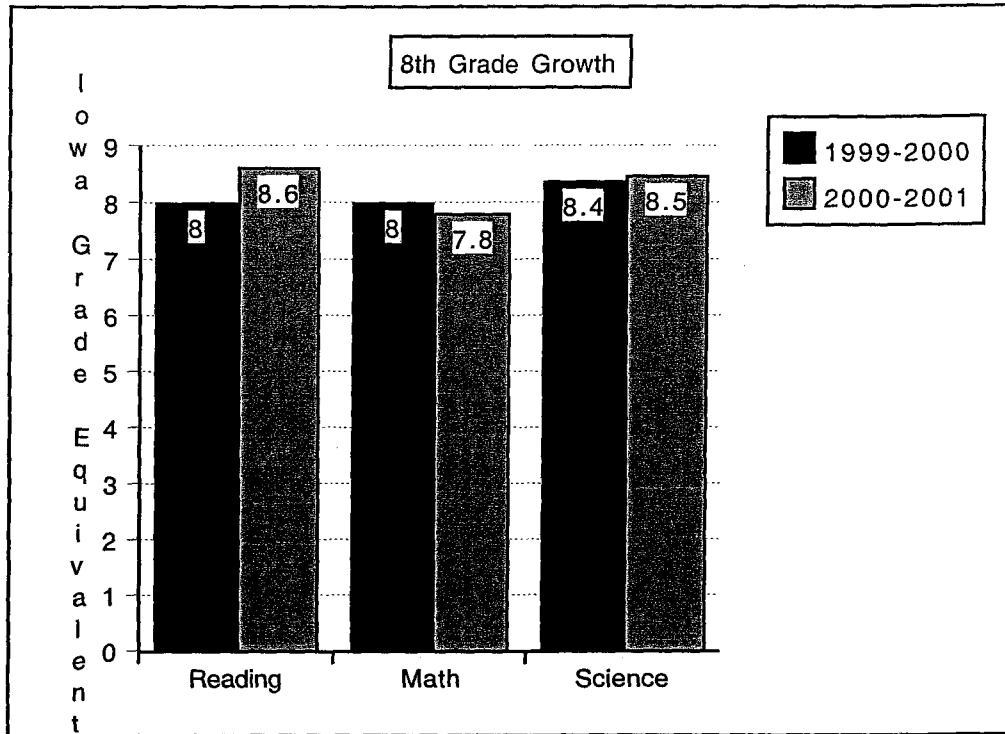
**Springville Community School District
Long Term Goals**

- I. All students will show academic progress in meeting the student learning goals.
 - a. The percentage of students in grades 4, 8, and 11 who are proficient in reading comprehension will increase and all students will show academic progress in meeting the student learning goals.
 - b. The percentage of students in grades 4, 8, and 11 who are proficient in mathematics problem solving will increase and all students will show academic progress in meeting the student learning goals.
 - c. The percentage of students in grades 4, 8, and 11 who are proficient in scientific knowledge and skill will increase and all students will show academic progress in meeting the student learning goals.
- II. The school environment will be safe, inclusive, positive, and drug free.
- III. Communication between the district and the community will be collaborative, inclusive, and active.

Springville Community School District
Annual Improvement Goals For 2000-2001

1. Grades 4, 8, and 11 will demonstrate one year's growth in Reading Comprehension.
2. Grades 4, 8, and 11 will demonstrate one year's growth in Math.
3. Grades 4, 8, and 11 will demonstrate one year's growth in Science.





ADDITIONAL STATE INDICATORS

 0 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

 100 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

 50 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

 100 % 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: April 4-6,

2000

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment	<p>Needs: Establishment of an open and formal process of communication of input from the community with inclusive system of decision-making Clarification of expectations of CSIP and APR, Chapter 12 Rules SIAC roles need to be defined, they can facilitate the processing and analysis of school data and information on which decisions are based Community-wide needs assessment for school programming and operations could be facilitated by GWAEA The district should survey all graduates of the school and their parents for satisfaction of their HS preparation, and interview students who leave the system without a diploma, and teachers who leave the system in an attempt to isolate contributing factors The district should develop a regular yearly process to gather both certified and non-certified staff input on staff development needs Reexamine Phases III funding which should support district-wide school improvement issues and staff development topics including technology infusion, accommodations for diverse learners, comprehensive school improvement planning support, activities to support standards and benchmarks, authentic assessment, climate/behavioral expectations, and communication The visitation team was concerned with the overall performance of students on student achievement measures. Socioeconomic status (SES) factors only tell part of the story. Student performance in some subjects drops off relative to state comparisons as students progress through the system and there are differences between male and female performance. The recommendation is that the district have conversations about this information, what it means, and what will be done to try to improve the performance</p>	<p>The district must make provisions that detail how to best identify and serve at-risk student populations. These provisions must cover K-12 and should address the identification of at-risk students and methods of addressing this population's varied needs. There is currently no 9-12 gifted and talented program. The district must develop a process to identify these students and to serve this population's needs K-12</p>
Planning	<p>Needs: Develop action plans and activities to meet established goals, develop success indicators for action plans, provide staff development to inform staff members of their role in supporting the plan</p>	

	<p>Activities to support standards and benchmarks should be identified with methods to assess progress and resources to support the delivery of the identified activities</p> <p>Access GWAEA support for all areas identified as a need that the district cannot currently financially support such as curriculum coordination, staff development, school improvement planning, and technology coordination</p> <p>The district may want to consider updating the keyboarding graduation requirement to more of a computer skills requirement</p> <p>Continue to develop authentic ways of assessing student progress beyond ITBS/ITED testing, at least one additional method for reading, math, and science.</p> <p>Making accommodations or modifications for students with special needs is a topic for continued dialogue. It is unclear whether formal accommodations for students other than special education students are being accomplished. Teachers must work to develop skills and collaborate with support programs for accommodating diverse learning needs in the classroom, AEA could assist with this process</p> <p>The HS should implement a Solutions Focused problem solving team</p> <p>Engage students in policy development, data gathering, and decision-making</p>	
Implementation	<p>Needs:</p> <p>Buy-in by staff, parents, students, and community into the continuous and ongoing setting of goals and plan in the school improvement process</p> <p>Communicate learner outcomes, content standards, and benchmarks to parents and students so they can become partners in supporting system curricular expectations</p> <p>Find ways to provide student achievement data to the public</p> <p>Seek ways to use the item analysis portion of the ITBS results as part of its curriculum review/revision process</p> <p>Better ways of infusing technology into instruction</p> <p>Implementation of standards and benchmarks, activities, and assessments with continuation of curriculum mapping as it includes reading and additional subject areas, to create opportunities for vertical articulation of the curricula</p>	
Evaluation	<p>Needs:</p> <p>The AEA can help the district develop a professional evaluation</p>	

	<p>system for staff that links staff development, district planning, instruction, and curriculum development with professional growth goals and peer coaching in order to enhance student learning and school climate</p> <p>Consider implementing a formal process for new teacher induction</p>	
Reporting	Needs:	
Other	Needs:	<p>Several special education records reviewed were found to have specific compliance issues. Each of these must be remedied.</p> <p>The district must address a facilities plan for art and music classes which are not accessible to people unable to manage stairs, location of the principal's office at the Middle/high school and future existence of a student lounge</p> <p>Efforts should be made with the community to find creative ways to enhance staff benefits and salaries to retain quality staff</p> <p>Communication was also a consistent concern among stakeholders</p> <p>Many IEP compliance issues, board policies and practices, mandatory physical exams for staff, blood borne pathogens training, and records access</p> <p>Proper teaching endorsements for five teachers</p>

FEEDBACK FROM LAST APR

See attached sheets

District: SPRINGVILLE