

District Profile Of Needs

Vinton-Shellsburg COMMUNITY SCHOOL DISTRICT 2001-02 UPDATE

Date of Next
Site Visit: February 2002

GOALS

<p>Student Learning Goals</p>	<p>The learner is an effective reader. The learner is an effective listener. The learner is an effective writer. The learner is an effective speaker. The learner demonstrates increased ability to do mathematics. The learner demonstrates technological literacy. The learner demonstrates effective study skills. The learner demonstrates effective reasoning skills.</p>
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GOALS	READING	MATH	SCIENCE	CAREER	ACTION PLAN REFERENCES
<p>Long - term</p>	<p>All students will perform at the proficiency level or higher as measured by district-wide assessments in reading.</p>	<p>All students will perform at the proficiency level or higher as measured by district-wide assessments in mathematics.</p>	<p>All students will perform at the proficiency level or higher as measured by district-wide assessments in science.</p>	<p>Employability: All students will demonstrate effective employability skills as measured by district-wide assessments. Safe and Drug Free: The Vinton-Shellsburg Community School District will continue to provide a safe, nurturing, and drug-free environment for all students. Early Intervention: To reduce the class sizes in K-3 to meet the State recommended size of 17 students for every teacher & to increase student achievement in reading for grades K-3.</p>	

<p>Annual Improvement (2000-2001)</p>	<p>Increase the percentage of students performing at the proficiency level or higher in the area of reading comprehension.</p>	<p>Maintain or increase the percentage of students performing at the proficiency level or higher on district-wide assessments.</p>	<p>To increase the percentage of students performing at the proficiency level or higher in science on district-wide assessments.</p>	<p>Employability: To increase the percentage of students demonstrating proficiency on district-wide assessments in the area of teamwork and career planning. Safe and Drug Free: To decrease the number of disciplinary referrals to the office. Early Intervention: To hire a 3rd grade teacher for the 2000-01 school year and to hire additional teachers for K-3 as funding allows until the 17:1 ratio is achieved. To use results from locally created diagnostic reading assessment to improve student achievement in reading during 2000-01; 2001-02.</p>	
<p>Annual Improvement (1999-2000)</p>	<p>Increase the grade equivalency of 4th grade students by .1 and the percentile rank by 2% in reading.</p>	<p>Increase the grade equivalency of 4th grade students by .1 and the percentile rank by 2% in math.</p>	<p>Not Available</p>	<p>Not Available</p>	
<p>Staff Development</p>	<p>2000-2002 Train reading recovery</p>	<p>2000-2002 Staff development of</p>	<ul style="list-style-type: none"> - In-service on Kits - Workshops on 	<ul style="list-style-type: none"> - Inservice on collaborative learning 	

	<p>teachers in reading recovery strategies; on-going staff development on accelerated reading; staff development training on reading strategies; in-service on silent sustained reading (9-12); staff development on content area reading (7-12); in-service on reading curriculum standards & benchmarks;</p>	<p>problem-solving strategies; Articulation of curriculum K-12; Staff Development in Voc. Development and reading in the content area; Math Advocate Teams with G.W.A.E.A.; In-service on curriculum mapping</p>	<p>curriculum integration</p> <ul style="list-style-type: none"> - Inservice on the use of technology - Curriculum Mapping Inservice 	<p>and teamwork approaches</p> <ul style="list-style-type: none"> - Inservice on career technology <p>Safe and Drug Free:</p> <ul style="list-style-type: none"> - Staff Development on implementing Advisor/Advisee Programs (9-12) - Inservice on the role of the school liason officer - Inservice on Conflict Manager Program - Inservice on use of service learning as a positive asset builder - Mentor Training 	
<p>Assessment Method</p>	<p>2000-2002 Reading Recovery evaluation system; Star Assessment; Reading Series Post tests; Standardized Tests (ITBS); Daily performance/observation; teacher journals; IRI; Gates-MacGinite; Conferences; Parent Information Night; Parent meetings; Meeting minutes</p>	<p>2000-2002 Teacher made tests; Series Tests; ITBS; ITEDS; Problem of the day; Minutes spent on individual assistance; Curriculum Department Meeting Minutes; Teacher Survey</p>	<p>2000-2002 Standardized Assessment (ITBS & ITED); Classroom assessments; Student products; meeting minutes; Teacher survey; teacher notes for curriculum mapping and authentic assessment; Authentic assessments</p>	<p>2000-2002 Work Keys; Teacher surveys; Student surveys; Student Inventory; New Units; PLAN Test;</p> <p>Safe and Drug Free: Climate Survey, Iowa Youth Survey; Quarterly student contacts and referrals; Individual Plan developed by school liason; DARE Survey; minutes from collaborative meetings; Record of Service Learning Projects; Pre/Post Student Assessment of Mentoring</p>	

<p>(3) Curriculum, Instruction and Assessment Services</p>	<p>dialogue and select appropriate reading assessment pre and post tests (K-6)</p> <ul style="list-style-type: none"> - Reinforce vocab. Development and content area reading - Implement a silent sustained reading program (9-12) - Reviewing content standards and benchmarks 	<p>curriculum of K - 12.</p> <ul style="list-style-type: none"> - Identify and use teaching strategies/concepts to enhance K-12 problem/solving - Increase vocab. Development for K-12 problem-solving - Create alternative assessments K-12 - Curriculum Mapping 	<p>Science Kits</p> <ul style="list-style-type: none"> - Incorporate skills critical to science into other disciplines - Students will use the scientific method supported with technology - Determine critical skills for mastery and success in science (K-12) - Monitor and map science curriculum K-12 - Development of authentic assessments to track student progress toward benchmarks 	<p>on collaborative and teamwork</p> <ul style="list-style-type: none"> - Increased use of career software <p>Safe and Drug Free:</p> <ul style="list-style-type: none"> - Development of Advisor/Advisee Program - Conflict Managers – Grades 4 & 5
<p>(4) Diverse Learning Needs</p>		<ul style="list-style-type: none"> - Provide sustained time for individual assistance 7-12 	<ul style="list-style-type: none"> - Development of authentic assessments to monitor the progress of all students 	<ul style="list-style-type: none"> - Provide activities for all students based on collaborative learning and team work <p>Safe and Drug Free:</p> <ul style="list-style-type: none"> - K-12 Mentoring
<p>(5) Inclusive Schools</p>	<ul style="list-style-type: none"> - Title I programming (K-5) - Standards and Benchmark review 	<ul style="list-style-type: none"> - Provide sustained time for individual assistance 7-12 	<ul style="list-style-type: none"> - Development of authentic assessments to monitor the progress of all students 	<ul style="list-style-type: none"> - Provide activities for all students based on collaborative learning and team work <p>Safe and Drug Free:</p> <ul style="list-style-type: none"> - K-12 Mentoring
<p>(6) Media Services</p>				
<p>(7) School Technology</p>	<p>Accelerated Reading Support/Integration</p>	<ul style="list-style-type: none"> - Use of technology to improve problem-solving skills 	<ul style="list-style-type: none"> - Use of technology to support scientific methods - Inservice on technology 	<ul style="list-style-type: none"> - career software

(8) Leadership Services				
(9) Management Services				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				Public Relations: - Develop a District Public Relations Plan (contact – Communications Department) - Develop plan for communication school improvement information AEA participation on School Improvement Advisory Committee
(2) Professional Development Services	Provide support as designed and indicated on the CSIP - DIBELS training - Reading Comprehension Strategy training	Provide support as designed and indicated on the CSIP - GWAEA Math Advocates Team	Provide support as designed and indicated on the CSIP	Paraprofessional: - support staff development for paraprofessionals using Grant Wood and Kirkwood materials
(3) Curriculum, Instruction and Assessment Services	<ul style="list-style-type: none"> - Supply research and best practice - Coordinate availability of AEA staff - alignment of standards and benchmarks with assessment - Refine standards and benchmarks - Awareness of curriculum cycle - Support alignment of test items to district 	<ul style="list-style-type: none"> - Supply research and best practice - Coordinate availability of AEA staff - alignment of standards and benchmarks with assessment - Refine standards and benchmarks - Awareness of curriculum cycle - Support alignment of test items to district 	<ul style="list-style-type: none"> - Supply research and best practice - Coordinate availability of AEA staff - alignment of standards and benchmarks with assessment - Refine standards and benchmarks - Awareness of curriculum cycle - Support alignment of test items to district 	Paraprofessional: - develop a staff outline for paraprofessionals

	<p>benchmarks</p> <ul style="list-style-type: none"> - Utilize assessment modules from ICIC - Support for development of multiple assessments - Support participation and exploration of ACHIEVE 	<p>benchmarks</p> <ul style="list-style-type: none"> - Utilize assessment modules from ICIC - Support for development of multiple assessments - Support participation and exploration of ACHIEVE 	<p>benchmarks</p> <ul style="list-style-type: none"> - Support for development of multiple assessments - Support participation and exploration of ACHIEVE 	
(4) Diverse Learning Needs	<ul style="list-style-type: none"> - Provide info. on strategies, ideas, etc. to implement in classrooms - Provide staff development as it relates to classroom strategies to meet the needs of diverse learners - Align IEP's with district standards and benchmarks 	<ul style="list-style-type: none"> - Provide info. on strategies, ideas, etc. to implement in classrooms - Provide staff development as it relates to classroom strategies to meet the needs of diverse learners - Align IEP's with district standards and benchmarks 	<ul style="list-style-type: none"> - Provide info. on strategies, ideas, etc. to implement in classrooms - Provide staff development as it relates to classroom strategies to meet the needs of diverse learners - Align IEP's with district standards and benchmarks 	<p>Special Education:</p> <ul style="list-style-type: none"> - Support special education teachers in development of quality IEP's <p>Solution Focused Process:</p> <ul style="list-style-type: none"> - Review the process in building as requested
(5) Inclusive Schools				
(6) Media Services				
(7) School Technology				
(8) Leadership Services	<ul style="list-style-type: none"> - Provide building level support to principals to implement and personalize the school improvement plan as to specific building 	<ul style="list-style-type: none"> - Provide building level support to principals to implement and personalize the school improvement plan as to specific building 	<ul style="list-style-type: none"> - Provide building level support to principals to implement and personalize the school improvement plan as to specific building 	<ul style="list-style-type: none"> - Provide building level support to principals to implement and personalize the school improvement plan as to specific building

	needs, goals, initiatives, etc.	needs, goals, initiatives, etc.	etc	needs, goals, initiatives, etc.	needs, goals, initiatives, etc.
(9) Management Services					

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: 92%
- 4th Math: 74%
- 8th Reading: 81%
- 8th Math: 88%
- 11th Reading: No data available
- 11th Math: No data available

Trend line data for the years 1997-98, 1998-99, 1999-2000

Reading 1997-98

	Grade 4	Grade 8	Grade 11
Low Performance	33.8%	18.9%	23.9%
Intermediate	52.3%	61.4%	61.3%
High Performance	13.8%	19.7%	14.8%

Reading 1998-99

Low Performance	30.6%	26.8%	15.7%
Intermediate	59.0%	56.5%	63.8%
High Performance	10.4%	16.7%	20.5%

Reading 1999-00

Low Performance	38.8%	27.1%	33.3%
Intermediate	48.6%	58.3%	47.4%
High Performance	12.5%	14.6%	19.3%

Percent of students in grades 4, 8, and 11 proficient in reading

Reading	% Proficient
Grade 4	48.3%
Grade 8	58.8%
Grade 11	47.4%

Grades 4, 8, and 11 reading achievement data compared to the state and nation

	State % Rank	National % Rank
Grade 4	45%	56%
Grade 8	48%	59%
Grade 11	36%	51%

Trend line data for the years 1997-98, 1998-99, 1999-2000

Math 1997-98

	Grade 4	Grade 8	Grade 11
Low Performance	35.4%	20.0%	20.4%
Intermediate	54.6%	52.6%	45.1%
High Performance	10.0%	27.4%	34.5%

Math 1998-99

Low Performance	29.6%	19.6%	12.6%
Intermediate	60.7%	61.6%	59.1%
High Performance	9.6%	18.8%	28.3%

Math 1999-00

Low Performance	24.3%	19.1%	29.8%
Intermediate	61.1%	54.4%	46.5%
High Performance	14.6%	26.5%	23.7%

Percent of students in grades 4, 8, and 11 proficient in math

	% Proficient
Grade 4	61.1%
Grade 8	54.4%
Grade 11	46.5%

Grades 4, 8, and 11 mathematics achievement data compared to the state and nation

	State % Rank	National % Rank
Grade 4	47%	63%
Grade 8	58%	70%
Grade 11	41%	63%

Achievement levels for grades 8 and 11 – Science

	Low Performance	Intermediate	High Performance
Grade 8	21.3%	58.8%	19.8%
Grade 11	21.0%	57.8%	21.0%

Percentage of all students proficient in science in grades 8 and 11

	% Proficient
Grade 8	58.8%
Grade 11	57.8%

Grades 8 and 11 science achievement data compared to the state and nation

	State % Rank	National % Rank
Grade 8	58%	68%
Grade 11	43%	66%

ADDITIONAL STATE INDICATORS

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

99-00: 5.8%

00-01: .004% (4 of 823—1 male and 3 female)

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

99-00: 72%

00-01: 79%

% 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: 77%

00-01: 60%

% 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: 51%

FEEDBACK FROM LAST SITE VISIT

Date of visit: _____

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

FEEDBACK FROM LAST APR

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