

District Profile Of Needs

WILLIAMSBURG COMMUNITY SCHOOL DISTRICT 2001-2002
 Revised January 2002

Date of Next Site Visit: 2003-2004

GOALS

Student Learning Goals	<ul style="list-style-type: none"> • Students will be effective readers. • Students will understand and apply mathematics. • Students will understand and apply scientific processes. • Students will have the skills, habits, and traits of character for leading healthy lives as contributing members of society. CSIP p. 6
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	<ul style="list-style-type: none"> • Students will be effective readers. • Students will score above the national average in 4th, 8th, and 11th grades. 	<ul style="list-style-type: none"> • Students will understand and apply mathematics. • Students will score above the national average in 4th, 8th, and 11th grades. 	<ul style="list-style-type: none"> • Students will understand the scientific process. • Students will score above the national average in 4th, 8th, and 11th grades. 	<ul style="list-style-type: none"> • Students will have the skills, habits and traits of character for leading healthy lives as contributing members of society. 	APR – 2000-2001 p. 16

GOALS	• READING	• MATH	• SCIENCE	• OTHER	• ACTION PLAN REFERENCE
Annual Improvement (most recent)	<ul style="list-style-type: none"> The district will increase the number of students who score in the proficient or above level on ITBS/ITED by 1%. 	<ul style="list-style-type: none"> The district will increase the number of students who score in the proficient or above level on ITBS/ITED by 1%. 	<ul style="list-style-type: none"> The district will increase the number of students who score in the proficient or above level on ITBS/ITED by 1%. 	<ul style="list-style-type: none"> Students in the elementary will become more respectful through the Character Counts program. 	<ul style="list-style-type: none"> CSIP pages 7-11 APR – 2000-2001 page 16
Annual Improvement (last year)	<ul style="list-style-type: none"> To decrease the percentage of students in 4th, 8th and 11th grades who score in the basic range in reading by 1%. 	<ul style="list-style-type: none"> To decrease the percentage of students in 4th, 8th and 11th grades who score in the basic range in mathematics by 1%. 	<ul style="list-style-type: none"> To decrease the percentage of students in 4th, 8th and 11th grades who score in the basic range in science by 1%. 	<ul style="list-style-type: none"> Students will have the skills, habits and traits of character for leading healthy lifestyles as contributing members of society. 	<ul style="list-style-type: none"> CSIP pages 7-11
Staff Development	<ul style="list-style-type: none"> Continue implementation of guided reading, reading comprehension, DOL, assessments and CCC Lab. 	<ul style="list-style-type: none"> Continue implementation of math vocabulary, standards and benchmarks, assessments, hands-on and CCC Lab. 	<ul style="list-style-type: none"> Continue implementation of science standards and benchmarks, assessments, integration, environment and cooperative learning. 	<ul style="list-style-type: none"> Implement Character Counts program. 	<ul style="list-style-type: none"> CSIP pages 7-11
Assessment Method	<ul style="list-style-type: none"> Lesson plans, observations, running records, district assessments, ITBS/ITED's, student feedback, student records and IRI's. 	<ul style="list-style-type: none"> Lesson plans, observations, ITBS/ITED's, Explore, district assessments, faculty meetings, ICN schedule, CCC Lab. 	<ul style="list-style-type: none"> Lesson plans, district assessments and requests for professional development activities. 	<ul style="list-style-type: none"> Lesson plans, Iowa Youth Survey, observation, student referrals, student schedules, drop-out rate, student feedback and student projects. 	<ul style="list-style-type: none"> CSIP pages 7-11

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	<ul style="list-style-type: none"> Continue to develop parental involvement. 	<ul style="list-style-type: none"> Continue to develop parental involvement. 	<ul style="list-style-type: none"> Continue to develop parental involvement. 	<ul style="list-style-type: none"> Continue to develop parental involvement.
(2) Professional Development Services	<ul style="list-style-type: none"> DOL, guided reading, standards and benchmarks, assessments and reading strategies across the curriculum. 	<ul style="list-style-type: none"> Math vocabulary, standards and benchmarks, assessments, hands-on math and CCC Lab. 	<ul style="list-style-type: none"> Standards and benchmarks, assessments, integrated science, environmental science and cooperative learning. 	<ul style="list-style-type: none"> Character Counts
(3) Curriculum, Instruction and Assessment Services	<ul style="list-style-type: none"> DOL, guided reading, standards and benchmarks, assessments and reading strategies across the curriculum. 	<ul style="list-style-type: none"> Standards and benchmarks, assessments, collaboration, math vocabulary ICN and problem-solving skills. 	<ul style="list-style-type: none"> Standards and benchmarks, assessments, integrated science, environmental science and cooperative learning. 	<ul style="list-style-type: none"> Continue the success Center and Family Reading Nights.
(4) Diverse Learning Needs	<ul style="list-style-type: none"> Title I, At-Risk, Title VI, guided reading, DOL, Emergent Literacy Library, Letter Phonics, TAG and special education. 	<ul style="list-style-type: none"> At-Risk, TAG and special education. 	<ul style="list-style-type: none"> At-Risk, TAG and special education. 	<ul style="list-style-type: none"> Character Counts, Success Center, Family Reading Nights, vocational education, Choices software and drop-out prevention.
(5) Inclusive Schools	<ul style="list-style-type: none"> Those listed under “Diverse Learning Needs” 	<ul style="list-style-type: none"> At-Risk, TAG and special education 	<ul style="list-style-type: none"> At-Risk, TAG and special education 	<ul style="list-style-type: none"> Those listed under “Diverse Learners” plus At-Risk, TAG, Drug-free Schools and special education.
(6) Media Services	<ul style="list-style-type: none"> Emergent Literacy Library 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
(7) School Technology	<ul style="list-style-type: none"> CCC Lab, ICN and software purchasing 	<ul style="list-style-type: none"> CCC Lab, ICN and software purchasing 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Upgrade vocational education presenting equipment and software.
(8) Leadership Services				
(9) Management Services	<ul style="list-style-type: none"> Recertification, license renewal, electronic student record transfers and cooperative purchasing. 			

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning	<ul style="list-style-type: none"> • Need assistance in interpreting data gained through needs assessment instruments. • Become more involved with the Decategorization and Empowerment boards. • Interpret and analyze data to determine areas of priority. 			
(2) Professional Development Services	<ul style="list-style-type: none"> • Staff development needs include diverse learners, technology infusion, best practices in assessment, training for paraprofessionals, school climate issues, best practices in science and Character Counts. 			
(3) Curriculum, Instruction and Assessment Services	<ul style="list-style-type: none"> • Articulate and implement K-12 curriculum in reading, math, science and social studies. • Determine and implement assessments in grades 4, 8 and 11 in reading, math and science. • Develop data-driven, research-based instructional strategies. • Offer courses to meet the district student learning goals. 			
(4) Diverse Learning Needs	<ul style="list-style-type: none"> • Project special education rosters and caseloads. • Develop a unique special education instructional services delivery system Pre K-12. • Align with the general education standards and benchmarks. • Provide teacher support in at-risk and TAG programming. • Implement newly purchased curriculum. 			
(5) Inclusive Schools	<ul style="list-style-type: none"> • Consultation in school climate, student violence, truancy, home schooling and special education. 			
(6) Media Services	<ul style="list-style-type: none"> • Increased awareness of the services available through Grant Wood AEA and the encyclopedia on-line. • Access encyclopedia on-line. • Use resources from media center to support professional development. 			
(7) School Technology	<ul style="list-style-type: none"> • Alignment of the K-12 Technology Plan with the Comprehensive School Improvement Plan. • Investigate a process to manage technology through development of a district technology plan. 			
(8) Leadership Services				
(9) Management Services	<ul style="list-style-type: none"> • Grant writing, license renewal, electronic student record transfers and cooperative purchasing. 			

STUDENT ACHIEVEMENT DATA
 For
READING, MATH AND SCIENCE
2000-2001 APR
 (p. 11, 13, 15)

Subject	4 th Grade (ITBS)			8 th Grade (ITBS)			11 th Grade (ITED)		
		<u>IA</u>	<u>Nat'l.</u>		<u>IA</u>	<u>Nat'l.</u>		<u>IA</u>	<u>Nat'l.</u>
Reading Comprehension (1999-2000)	Basic	38	30	Basic	41	30	Basic	31	15
	Proficient	54	59	Proficient	48	56	Proficient	55	63
	Advanced	8	11	Advanced	11	14	Advanced	14	22
Mathematics (1999-2000)	Basic	44	31	Basic	37	24	Basic	28	10
	Proficient	41	52	Proficient	49	54	Proficient	51	49
	Advanced	15	17	Advanced	14	22	Advanced	21	41
Science (1999-2000)				Basic	7	10	Basic	19	36
				Proficient	58	62	Proficient	57	53
				Advanced	35	28	Advanced	24	11

ADDITIONAL STATE INDICATORS

<1.0% Dropouts – The percentage of students considered dropouts for grades 7 – 12. APR 2000-2001, p. 19.
(0% dropout from 1999-2000 BEDS report)

91% Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.
APR 2000-2001, p. 10. (90.7% from 2000-2001 BEDS report)

70% Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success. In 2000-2001, 56 students took the ACT, 39 students scored 20 or better (70% of the students). APR 2000-2001, p. 10.

88% 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.
APR 2000-2001, p. 10.

District: Williamsburg Community

FEEDBACK FROM LAST SITE VISIT

Date of visit: _____

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

FEEDBACK FROM LAST APR