

# Comprehensive School Improvement Plan (CSIP) 2020-2021 (Public)

## Purpose

The purpose of the Comprehensive School Improvement Plan is to chart the course for improved student learning. Through CSIP development, districts and schools will work collaboratively to review data, set goals, determine strategies or actions to accomplish goals, and evaluate the results. This process of continuous improvement focuses efforts on instructional improvement linked to student learning.

## Requirements

School districts will develop, implement, and file with the department a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental, and community involvement in assessing educational needs, establishing local education standards and student achievement levels. Iowa Code 256.7(21)(a)

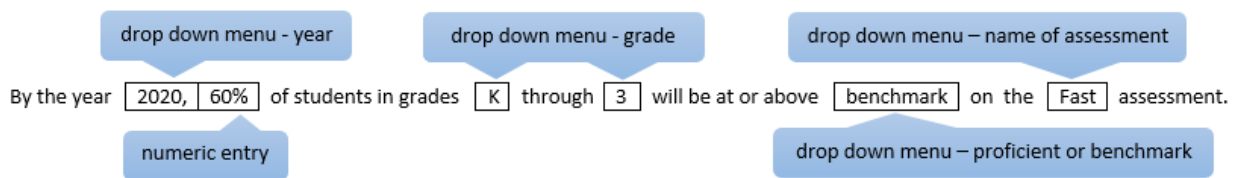
## Submission Requirements

### Collect and Analyze Data

1. The district/school involved the following groups in assessing student educational needs. (Check all that apply) Iowa Code 256.7(21)(a)
  - Community Survey
  - Community/School Focus Group
  - School Board
  - School Improvement Advisory Committee
  - District Leadership Team (including teachers)
  - Other - Limited to 50 characters option to add additional "others"
2. The district/school shared the following with the above named groups to determine educational need. (Check all that apply) Iowa Code 256.7(21)(c), 280.28(7), 279.68(4)(a)
  - Attendance rate
  - Bullying/harassment data
  - Data disaggregated by subgroups
  - Dropout rate
  - Graduation rate
  - Results of Iowa Assessments (\*Testing was not conducted in 2019-20 as a result of COVID-19)
  - Results of early literacy assessment
  - Results of multiple assessment measures
  - Other - Limited to 50 characters option to add additional "others"

## Goal Setting

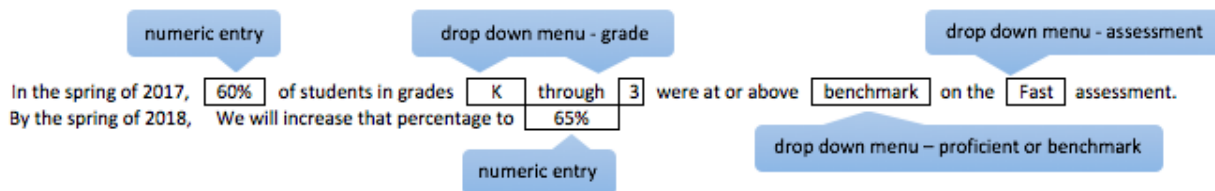
1. A review of progress on previous long-range goals, progress on previous annual improvement reading goals and current reading data, the district/school has identified the following measurable long range goal in PK-6 reading (literacy). Iowa Code 256.7(21)(a)



*User will be able to add additional rows as shown above to accommodate multiple goals.*

2. The district/school elementary annual reading goal to align with the long-range goal and based on current reading (literacy) data. Iowa Code 256.7(21)(a), 256.7(21)(b)(4)

\*Testing was not conducted in the spring of 2019 as a result of COVID-19. This question was, therefore, changed to read “In the winter of” and “By the winter of” in the 2020-21 CSIP.



*User will be able to add additional rows as shown above to accommodate multiple goals.*

## Actions to Accomplish Annual and Long-range Goals

1. What teacher professional development is needed and planned within the next few years to increase the likelihood of the district/school attaining literacy goal(s)? IAC 281-12.7(2)(a), 281-12.7(1)(a) (Check all that apply)
  - Building consensus for and establishing a framework to implement a multi-tiered system of supports (MTSS)).
  - The district/school will develop and implement a professional development plan to operationalize and align instructional practices and materials to the Iowa Core, including the foundational skills in early literacy
  - The district/school will develop and implement a professional development plan to understand the role of fluency and/or screening data in the big picture of literacy and engage in collaborative inquiry practices with PreK-6 partners utilizing Assessment System Protocol and Assessment System Facilitation Guide.
  - The district/school will develop and implement a professional development plan to understand the role of universal tier practices in the big picture of literacy and engage in collaborative inquiry practices with PreK-6 partners utilizing Universal Instruction Protocol and Universal Instruction Facilitation Guide.
  - The district/school will develop and implement a professional development plan to study and implement best practices in responding to PreK-6 literacy progress monitoring data with a focus on intensifying interventions when data suggest a need.
  - The district/school will develop and implement a professional development plan to study, implement, and evaluate the features of explicit instruction in PreK-6 Literacy.
  - Other – Limited to 500 characters

2. What research-based actions does the district/school have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in elementary reading? IAC 281.12.8(1)(d) (Check all that apply)
  - Staff are/have worked through the Assessment Facilitation Guide to increase assessment, progress monitoring, and data-based decision-making practices for literacy instruction.
  - Staff are/have worked through the Universal Instruction Facilitation Guide, specific to Class Wide Intervention and Instructional Time, to improve literacy Universal Tier practices (identify problems of practice, identify and prioritize barriers, remove barriers).
  - Staff are/have applied the Assessment System Protocol and Universal Instruction Protocol in a collaborative inquiry fashion.
  - Staff are/have followed the Universal Instruction protocol at leadership team meetings and collaboratively with teachers to identify actions related to Consensus, Class Wide Intervention, Instructional Time and 1-2 additional building blocks for the purpose of action planning to improve literacy instruction.
  - Staff utilize the external and internal coaching structure to develop and implement a Multi-Tiered System of Supports (MTSS), including common definition, guiding principles, leadership team formation and roles, and regularly scheduled and structured data analysis for literacy.
  - Staff are/have worked to increase parent engagement through community partners, e.g. teaching parents literacy strategies to use at home.
  - Other - Limited to 500 characters
  
3. What research-based actions does the district have in place to address the needs of students at-risk of not progressing in literacy? Iowa Code 256D.1(1)(b)(2), 279.68 (Check all that apply)
  - Small group instruction
  - Reduced teacher-student ratios
  - More frequent progress monitoring
  - Extended school day, week or year
  - Summer reading program
  - Collaborating with community partners
  - Other - Limited to 50 characters with option to add additional "others"

## Evaluation

1. How will the improvement of instructional practices be evaluated? Iowa Code 284.6(1)(d) (Check all that apply)
  - Administrative walk through to observe instructional practices in classroom
  - Peer review
  - Professional collaboration agenda/discussions
  - Other - Limited to 100 characters with option to add additional "others"
  
2. How will student achievement gains be monitored? Iowa Code 284.6(1)(d) (Check all that apply)
  - A review of universal screening data after each screening window (3x year)
  - Review of progress monitoring indicator weekly
  - Review of student intervention and progress monitoring every 4-6 data points
  - Other - Limited to 100 characters option with to add additional "others"

## Online Learning

1. Does your district/school offer any online courses for the purpose of concurrent enrollment? Iowa Code 256.7(21)(a)

If yes

1a. Use the table below to provide the SCED code, name and brief description of all online Courses offered by the school for concurrent enrollment.

2. Does your district/school offer any online courses for purposes other than concurrent enrollment? Iowa Code 256.7(21)(a)

If yes

2a. Use the table below to provide the SCED code, name and brief description of all online courses offered by the school for purposes other than concurrent enrollment.

## Mentoring & Induction Plans

1. Section 284.5A(3) requires that districts include its plan for beginning administrators in the school district's comprehensive school improvement plan submitted pursuant to section 256.7, subsection 21.

Induction Plan for Beginning School Administrators. (Choose one)

- The school district uses the School Administrators of Iowa (SAI) mentoring and induction plan for beginning school administrators.
  - The district has created and implemented a mentoring and induction plan for beginning school administrators.
    - The plan was created and/or revised on (Enter Date)
    - Upload the Plan ([Template Required](#))
2. Section 284.5(2) requires that districts include its plan for beginning teachers in the school district's comprehensive school improvement plan (CSIP) submitted pursuant to section 256.7, subsection 21, or as part of the district's Teacher Leadership and Compensation (TLC) plan.

Induction Plan for School Teachers. (Choose one)

- The district will submit its mentoring and induction plan for beginning school teachers as part of the district's Teacher Leadership and Compensation (TLC) plan.
- The district will submit its mentoring and induction plan for beginning school teachers as part of the district's comprehensive school improvement plan (CSIP).
  - The plan was created and/or revised on (Enter Date)
  - Upload the Plan ([Template Required](#))

## Professional Development Plan

3. Section 284.6(3) states that district shall incorporate a district professional development plan into the district's comprehensive school improvement plan submitted to the department in accordance with section 256.7, subsection 21.
  - The plan was created and/or revised on (Enter Date)
  - Upload the Plan ([Template Required](#))

## Talented & Gifted Plan

1. Program plans shall be part of the school improvement plan submitted pursuant to section 256.7, subsection 21, paragraph "a."

The district has created and implemented a plan for talented and gifted students.

  - The plan was created and/or revised on (Enter Date)
  - Upload the Required Cover Sheet ([Template Required](#))
  - Upload the Plan ([Plan Requirements](#))

## Career Planning

1. Does your district serve 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade students?

If yes

1a. The district utilized a Career Information System (CIS) that meets state standards pursuant to section 279.61(4) Choose one:

- CollegiateZone (EDUsystems)
- Career Cruising
- FuturePlans U.S.A.
- IHAPI (XAP)
- IntoCareers (University of Oregon)
- My Academic Plan (MAP) (Iowa State University)
- Naviance (Hobsons)
- Navigator (Kuder)
- Virtual Job Shadow (Strivven Media)
- Other - Limited to 50 characters

1b. The district's internal team regularly consults with representatives of the following groups to develop and improve the district's plan. Iowa Code 279.61(3), 281—46.10. Check all that apply

- Regional Planning Partnerships
- Intermediary Networks (e.g., Career Connections)
- Multi-occupational Contacts (MOC)
- Local Chambers of Commerce
- Employers
- State and Local Workforce Personnel (Iowa Works –Iowa Workforce Development)
- Higher Education (two or four year) Institutions
- Other - Limited to 50 characters

1c. Use the table below to enter the number of students in grades 8 through 12 who completed the following ICAP requirements. Iowa Code 279.61(1)(a-b), 281-49.4

\*Data are not collected for grey cells

| Student Reporting Requirements   | 8th                  | 9th                  | 10th                 | 11th                 | 12th                 |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| Number of students who developed an ICAP.  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number of students whose ICAP was signed by parent/guardian and maintained in students' permanent cumulative records.  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number of students who reviewed and revised the ICAP.  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number of students who identified postsecondary and career options and goals.  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number of students who reviewed an updated ICAP with a district internal team member.  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number of students who completed all 5 essential components of the ICAP: self-understanding, career information, career exploration, postsecondary exploration, and career and postsecondary decision. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

### Important – Please Read

[From the April 30, 2020 FAQ](#) - Will districts need to meet the requirements of Iowa Code 281—49.3 related to the Individual Career and Academic Planning (ICAP) this spring?

Many school districts may have had plans to complete the ICAP requirements for the 2019-2020 school year this spring. However, due to cancellation of events and school closures, students may not be able to complete components within the ICAP. Some activities could be completed within the district's career information system, and it is a local district decision to assign those lessons. School districts will submit the data that is available in September when the CSIP is completed in CASA. There is no penalty for not having all students complete ICAP components for the 2019-2020 school year.