



IOWA DEPARTMENT OF EDUCATION

Consolidated Accountability and Support Application (CASA)

Comprehensive School Improvement Plan (CSIP) 2016-2017

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 and accredited nonpublic schools 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)

September 2016 Submission Requirements Summary

Accredited Public School Districts

- 13 Multiple Choice Questions (Shown Below with Legal Citation)
- Upload Mentoring and Induction Plan (Required Template and Additional Information Available)
- Upload Talented and Gifted Plan (Required Template and Additional Information Available)

Accredited Nonpublic School

- Multiple Choice Questions (Shown Below)

September 2016 Submission Requirements Verbatim

Collect and Analyze Data (Public and Nonpublic)

1. The district/school involved the following groups in assessing student educational needs. (Check all that apply) Iowa Code 256.7(21)(a) (Public and Nonpublic)

- 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) (Public and Nonpublic)

- Attendance rate
- Bullying/harassment data
- Data disaggregated by subgroups
- Dropout rate
- Graduation rate
- Results of Iowa Assessments
- Results of early literacy assessment
- Results of multiple assessment measures
- Other - Limited to 50 characters option to add additional "others"

Ensuring continuous improvement in reading proficiency (Public district and Nonpublic using Iowa TIER (Optional))

To ensure all children are reading proficiently by the end of third grade, each school district shall address reading proficiency as part of its comprehensive school improvement plan, drawing upon information about children from assessments conducted pursuant to subsection 1 and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its comprehensive school improvement plan, each school district shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not proficient in reading by the end of third grade, the comprehensive school improvement plan shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading. Iowa Code 279.68

Use the [Universal Instruction Protocol](#) and the Percent of Students Meeting Benchmark (Spring 2016) summary report in Iowa TIER with your building leadership teams. Answer the following questions:

3. Which grade has the lowest percent of students at benchmark? Choose one: (Public district and Nonpublic using TIER (Optional))
 - K
 - 1
 - 2
 - 3
 - 4
 - 5
 - 6

4. Which subgroup has the lowest percent of students at benchmark? Choose one: (Public district and Nonpublic using TIER (Optional))
 - ELL
 - American Indian/ Alaskan Native
 - Asian
 - Black or African American
 - Hispanic/ Latino
 - Multi-Racial
 - Native Hawaiian or Other Pacific Islander

5. Which, if any, of your elementary attendance centers with a third grade have more than 15% of students not meeting benchmark? Iowa Code 279.68 Check all that apply: (Public district and Nonpublic using TIER (Optional))
 - List of elementary buildings for each district will be provided

Goal Setting (Public and Nonpublic)

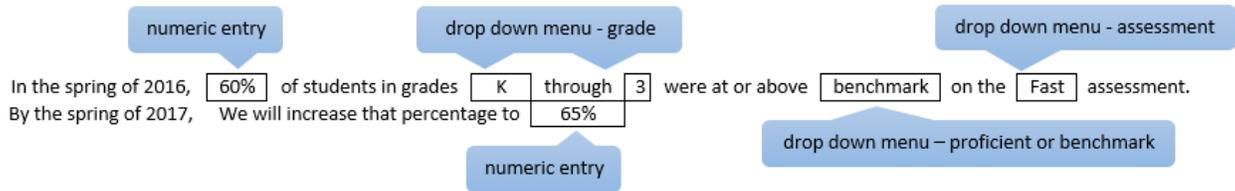
6. A review of progress on previous long-range goals, progress on previous annual improvement reading goals and current reading data, the district/school has identified the following measurable long range goal in PK-6 reading (literacy). Iowa Code 256.7(21)(a) (Public and Nonpublic)

By the year of students in grades through will be at or above on the assessment.

Annotations: "drop down menu - year" points to the year input; "drop down menu - grade" points to the grade range inputs; "drop down menu - name of assessment" points to the assessment name input; "numeric entry" points to the percentage input; "drop down menu - proficient or benchmark" points to the benchmark level input.

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

7. 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) (Public and Nonpublic)



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

Actions to Accomplish Annual and Long-range Goals (Public and Nonpublic)

8. 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: (Public and Nonpublic)
- 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
9. 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: (Public and Nonpublic)
- 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

10. 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: (Public Only)

- 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 (Public Only)

11. 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 (Public Only)
- Peer review
- Professional collaboration agenda/discussions
- Other - Limited to 100 characters with option to add additional "others"

12. How will student achievement gains be monitored? Iowa Code 284.6(1)(d) Check all that apply: (Public Only)

- 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 (Public and Nonpublic)

13. Does your district/school offer any online courses? Iowa Code 256.42(4) (Public and Nonpublic)

If yes

13a. Online courses are offered for the following purposes. Check all that apply:

- Advanced Placement (AP) courses
- Concurrent enrollment
- Credit recovery
- Expanded course opportunities
- Post-Secondary Enrollment Options (PSEO)

13b. Check the online provider(s) utilized by the district: Choose one:

- Apex Learning
- Aventa Learning
- E-Dynamic Learning
- Edgenuity/E2020
- Edison Learning
- Edmentum/Plato Learning
- Florida Virtual School/FLVS Global
- Fuel Education/K12 Inc.
- Iowa Learning Online (ILO)
- Middlebury Interactive
- Odysseyware
- Pearson/Connections Learning
- Other - Limited to 50 characters with option to add additional "others"

Mentoring & Induction Plans (Public District Only)

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

Induction Plan for Beginning School Administrators. Select 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](#))

Induction Plan for Beginning School Teachers

The district has created and implemented a mentoring and induction plan for beginning school teachers.

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

Talented and Gifted Plans (Public District Only)

15. 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](#))

Contacts

Please contact the appropriate Iowa Department of Education School Improvement consultant with questions.

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