

Johnston

CSIP (Comprehensive School Improvement Plan) 2016-17 (Public)

Introduction

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)

Contacts for Help

Technical Issues – Meredith MacQuigg, Meredith.MacQuigg@iowa.gov, (515) 494-5610

Mentoring and Induction Plan Questions

Administrator Plan - Matt Ludwig, Matt.Ludwig@iowa.gov, (515) 281-3750

Teacher Plan - Marietta Rives, Marietta.Rives@iowa.gov, (515) 281-6038

Talented and Gifted Plan Questions

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Content Questions – Contact the appropriate Iowa Department of Education School Improvement consultant

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Collecting and Analyzing Data

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

Community Survey

Community/School Focus Group

	School Board School Improvement Advisory Committee Community Round Table
<p>2) The district shared the following with the above named groups to determine educational need. Iowa Code 256.7(21)(c), 280.28(7), 279.68(4)(a) (Check all that apply)</p>	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
<p>Ensuring continuous improvement in reading proficiency (Public district and Nonpublic using Iowa TIER (Optional))</p> <p>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</p> <p>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:</p>	
<p>3) Which grade has the lowest percent of students at benchmark? (Choose one)</p>	5
<p>4) Which subgroup has the lowest percent of students at benchmark? (Choose one)</p>	ELL
<p>5) Which, if any, of your elementary attendance centers with a third grade have more than 15% of students not meeting</p>	

benchmark? Iowa Code 279.68 (Select all that apply)	
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Goal Setting

<p>6) A review of progress on previous long-range goals, progress on previous annual improvement reading goals and current reading data, the district has identified the following measurable long range goal in PK-6 reading (literacy). Iowa Code 256.7(21)(a)</p>	<p>1) By the year 2020 90% of students in grades 1 through 3 will be at or above benchmark on the FAST Adaptive Reading (aReading) assessment.</p>
<p>7) The district 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)</p>	<p>1) In the spring of 2016, 79% of students in grades 1 through 3 were at or above benchmark on the FAST Adaptive Reading (aReading) assessment. By the spring of 2017, we will increase that percentage to 85%.</p>

Actions to Accomplish Annual and Long-range Goals

<p>8) What teacher professional development is needed and planned within the next few years to increase the likelihood of the district attaining literacy goal(s)? IAC 281-12.7(2)(a), 281-12.7(1)(a) (Check all that apply)</p>	<p>Building consensus for and establishing a framework to implement a multi-tiered system of supports (MTSS)).</p> <p>The district 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</p> <p>The district 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.</p> <p>The district will develop and</p>
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	<p>implement a professional development plan to study, implement, and evaluate the features of explicit instruction in PreK-6 Literacy.</p>
<p>9) What research-based actions does the district 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)</p>	<p>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.</p> <p>Staff are/have worked to increase parent engagement through community partners, e. g. teaching parents literacy strategies to use at home.</p> <p>District has developed ELI best practice protocols to support buildings in data collection, data analysis, and instructional practices, including intervention supports.</p> <p>District will partner with buildings to provide targeted job embedded professional learning according to building literacy needs determined by data.</p>
<p>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)</p>	<p>Small group instruction</p> <p>More frequent progress monitoring</p> <p>Summer reading program</p> <p>Collaborating with community partners</p>

Evaluation

<p>11) How will the improvement of instructional practices be evaluated? Iowa Code 284.6(1)(d) (Check all that apply)</p>	<p>Administrative walk through to observe instructional practices in classroom</p> <p>Peer review</p> <p>Professional collaboration agenda/discussions</p>
<p>12) How will student achievement gains be monitored? Iowa Code 284.6(1)(d) (Check all that apply)</p>	<p>A review of universal screening data after each screening window (3x year)</p> <p>Review of progress monitoring indicator weekly</p> <p>Review of student intervention and progress monitoring every 4-6 data points</p>

Online Learning

<p>13) Does your district offer any online courses? Iowa Code 256.42(4)</p>	<p>Yes</p>
<p>13-a) Online courses are offered for the following purposes: (Check all that apply)</p>	<p>Credit recovery</p> <p>Post-Secondary Enrollment Options (PSEO)</p>
<p>13-b) Choose the online provider(s) utilized by the district: (Check all that apply)</p>	<p>Edmentum/Plato Learning</p> <p>Iowa Learning Online (ILO)</p> <p>BYU Online Learning HS</p>

Mentoring & Induction Plans

<p>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.</p>	
<p>14-a) Induction Plan for Beginning School Administrators. (Choose one)</p>	<p>The school district uses the School Administrators of Iowa (SAI) mentoring and induction</p>

	plan for beginning school administrators.
14-a-1) The plan was created and/or revised on (Enter date)	
14-a-2) Upload the plan (Template required) Questions about this plan should be directed to Matt Ludwig at (515) 281-3750.	
14-b) Induction Plan for Beginning School Teachers - The district has created and implemented a mentoring and induction plan for beginning school teachers.	
14-b-1) The plan was created and/or revised on (Enter date)	08/1/2016
14-b-2) Upload the plan (Template required) Questions about this plan should be directed to Marietta Rives at (515) 281-6038.	File Was Uploaded

Talented and Gifted Plan	
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.	
15-a) The plan was created and/or revised on (Enter date)	09/12/2016
15-b) Upload the required cover sheet (Template required) Questions about this plan should be directed to Rosanne Malek at (515) 281-3199.	File Was Uploaded
15-c) Upload the plan (Plan requirements)	File Was Uploaded