

Central DeWitt CSIP (Comprehensive School Improvement Plan) 2017-18 (Public)

(Status as of 07/11/2018 - State Reviewed - Complete, Submission Final)

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

Rosanne Malek, Rosanne.Malek@iowa.gov, (515) 281-3199

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

Keystone AEA – Buffy Campbell, Buffy.Campbell@iowa.gov, (515) 954-8651

AEA 267 – Eric Heitz, Eric.Heitz@iowa.gov, (515) 281-4726

Prairie Lakes AEA – Pam Spangler, Pam.Spangler@iowa.gov, (515) 281-3427

Mississippi Bend AEA – Holly Barnes, Holly.Barnes@iowa.gov, (515) 242-6173

Grant Wood AEA – Buffy Campbell, Buffy.Campbell@iowa.gov, (515) 954-8651

Heartland AEA – Cindy Butler, Cindy.Butler@iowa.gov, (515) 281-5332

Northwest AEA – Beth Calhoun, Elizabeth.Calhoun@iowa.gov, (515) 281-8170

Green Hills AEA – Janet Boyd, Janet.Boyd@iowa.gov, (515) 281-3198

Great Prairie AEA – Barb Byrd, Barb.Byrd@iowa.gov, (515) 250-4724

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

School Board

School Improvement Advisory Committee

District Leadership Team (including teachers)

	Community/School Focus Group
<p>2) The school 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>	<p>Dropout rate</p> <p>Graduation rate</p> <p>Results of Iowa Assessments</p> <p>Results of early literacy assessment</p> <p>Results of multiple assessment measures</p> <p>Bullying/harassment data</p> <p>Attendance rate</p>

<p>1) 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) Please note that this can be the same long range goal set by the district in a prior year.</p>	<p>1) By the year 2021 80% of students in grades 2 through 6 will be at or above benchmark on the Fast Assessments assessment.</p>
<p>2) 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 2017, 77% of students in grades K through 3 were at or above benchmark on the Fast Assessments assessment. By the spring of 18, we will increase that percentage to 80%.</p>

<p>1) 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</p>
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	<p>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 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.</p> <p>The district 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.</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 implement a professional development plan to study, implement, and evaluate the features of explicit instruction in PreK-6 Literacy.</p>
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<p>2) 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</p>	<p>Staff are/have worked through the Assessment Facilitation Guide to increase assessment,</p>
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<p>elementary reading? IAC 281.12.8(1)(d) (Check all that apply)</p>	<p>progress monitoring, and data-based decision-making practices for literacy instruction.</p> <p>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).</p> <p>Staff are/have applied the Assessment System Protocol and Universal Instruction Protocol in a collaborative inquiry fashion.</p> <p>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.</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>
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<p>3) What research-based actions does the district have in place to address the needs of students at-risk of not progressing in</p>	<p>Small group instruction</p>
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literacy? Iowa Code 256D.1(1)(b)(2), 279.68 (Check all that apply)	Reduced teacher-student ratios More frequent progress monitoring Summer reading program Collaborating with community partners
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1) How will the improvement of instructional practices be evaluated? Iowa Code 284.6(1)(d) (Check all that apply)	Professional collaboration agenda/discussions Administrative walk through to observe instructional practices in classroom
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

1) Does your district offer any online courses? Iowa Code 256.42(4)	Yes
1-a) Online courses are offered for the following purposes: (Check all that apply)	Credit recovery
1-b) Choose the online provider(s) utilized by the district: (Check all that apply)	Edgenuity/E2020

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.	
1-a) 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.
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.	
2) Section 284.5(2) requires that districts include its plan for beginning teachers in the school district's comprehensive school improvement plan submitted pursuant to section 256.7, subsection 21, or as part of the districts Teacher Leadership and Compensation (TLC) plan.	
2-a) Induction Plan for Beginning School Teachers. (Choose one)	CSIP - The district will submit its mentoring and induction plan for beginning school teachers as part of the district's comprehensive school improvement plan (CSIP).
2-a-1) The plan was created and/or revised on (Enter date)	9/6/2017
2-a-2) Upload the plan (Template required) Questions about this plan should be directed to Marietta Rives at (515) 281-6038.	File Was Uploaded
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.	
1-a) The plan was created and/or revised on (Enter date)	4/5/2017
1-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
1-c) Upload the plan (Plan requirements)	File Was Uploaded

1) Does your district serve 8th, 9th, 10th, 11th, or 12th grade students?	Yes
1a) The district utilized a Career Information System (CIS) that meets state standards pursuant to section 279.61(4). (Choose one)	
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)	Higher Education (two or four year) Institutions
1c) Use the table below to enter the number of students in grades 8 through 12 who completed the following Individual Career and Academic Plan (ICAP) requirements.	