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

Perry

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 (mailto:Meredith.MacQuigg@Iowa.gov), (515) 494-5610

Mentoring and Induction Plan Questions

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Teacher Plan - Marietta Rives, Marietta.Rives@Iowa.gov (mailto:Marietta.Rives@Iowa.gov), (515) 281-6038

Talented and Gifted Plan Questions - Rosanne Malek, Rosanne.Malek@Iowa.gov (mailto:Roseanne.Malek@Iowa.gov), (515) 281-3199

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
- ☑ District Leadership Team (including teachers)

| Other | ✚ Add Item () |

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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)

- ☑ 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 | ✚ Add Item () |

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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** (https://www.educateiowa.gov/pk-12 /accreditation-and-program-approval/differentiated-accountability-da-system) 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)	○ K ◉ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ All grades have fewer than 10 students

4) Which subgroup has the lowest percent of students at benchmark? (Choose one)	◉ ELL ○ American Indian/ Alaskan Native ○ Asian ○ Black or African American ○ Hispanic/ Latino ○ Multi-Racial ○ Native Hawaiian or Other Pacific Islander ○ All subgroups have fewer than 10 students

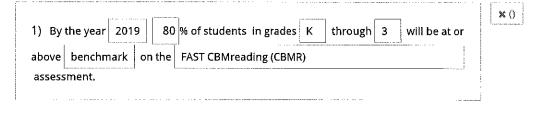|	
5) Which, if any, of your elementary attendance centers	☑ Perry Elementary ☐ Not Applicable

with a third grade
have more than 15%
of students not
meeting benchmark?
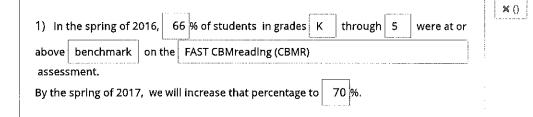Iowa Code 279.68
(Select all that apply)

Goal Setting

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)

✖ ()

1) By the year | 2019 | | 80 |% of students in grades | K | through | 3 | will be at or above | benchmark | on the | FAST CBMreading (CBMR) | assessment.

✚ Add New Goal ()

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)

✖ ()

1) In the spring of 2016, | 66 |% of students in grades | K | through | 5 | were at or above | benchmark | on the | FAST CBMreadIng (CBMR) | assessment.
By the spring of 2017, we will increase that percentage to | 70 |%.

✚ Add New Goal ()

Actions to Accomplish Annual and Long-range Goals

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)

☑ Building consensus for and establishing a framework to implement a multi-tiered system of supports (MTSS)).

☑ 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

☑ 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.

☑ 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.

☑ 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.

☑ The district will develop and implement a professional development plan to study, implement, and evaluate the features of explicit instruction in PreK-6 Literacy.

| Other | ✚ Add Item () |

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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)

☑ 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 | | + Add Item () |

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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)

☑ 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 | | + Add Item () |

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Evaluation

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
☑ Peer review
☑ Professional collaboration agenda/discussions

| Other | | + Add Item () |

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12) 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	✚ Add Item ()

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Online Learning

13) Does your district offer any online courses? Iowa Code 256.42(4)

- ◉ Yes
- ○ No

13-a) 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)

13-b) Choose the online provider(s) utilized by the district: (Check all that apply)

- ☐ 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	✚ Add Item ()

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Mentoring & Induction Plans

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.

14-a) Induction Plan for Beginning School Administrators. (Choose one)	The school district uses the School Administrators of

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)	07/20/2016

14-b-2)
Upload the plan (**Template required** (https://www.educateiowa.gov /documents /educator-quality /2016/08/2016-17- mentoring- and-induction- plan-template- beginning-teachers))

Questions about this plan should be directed to Marietta Rives at (515) 281-6038.

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PerryCSD_DistrictMentoringPlan_7.20.16.docx (https://idoecasa.blob.core.windows.net /response-documents/c676665a- a8d9-448f- 92f2-3cb453ddfe86.docx)

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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)

07/06/2016

15-b)
Upload the required cover sheet **(Template required (https://www.educateiowa.gov /documents /advanced-learning- opportunities /2016/05/gifted- and-talented-annual- cover-sheet-2016))**

Questions about this plan should be directed to Rosanne Malek at (515) 281-3199.

File Uploaded: PerryTAGCoverSheet_9.13.16.docx (https://idoecasa.blob.core.windows.net /response-documents /e8da3ab5-51a2-46bd- 8v1c-8b58d16724aa.docx)

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15-c) Upload the plan (Plan requirements (https://www.educateiowa.gov /documents /advanced-learning- opportunities /2016/05/district- gifted-and-talented- program-plan))

File Uploaded: 1PerryTAGplan.doc (https://idoecasa.blob.core.windows.net /response-documents/b88db281- ab22-4e0f- 915b-190a1035b4e3.doc)

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