

CSIP (Comprehensive School Improvement Plan) 2021-22 (Public)

Denison

State Reviewed - Complete, Submission Final
(Status last updated by mike.pardun@iowaid on 09/15/2021)

Introduction and Submission Contact

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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)

Assistance

[Content Questions](#) – Please direct questions about the following requirements to the School Improvement Consultant assigned to your AEA. Contact information can be [found here](#) or you can ask a question from the submission using "Ask a Question" buttons or the communication field below.

[Technical Issues with CASA](#) – Please use the "help" button in the top right corner of the screen to submit a trouble ticket.

Please provide contact information for the person responsible for this submission. This person may be contacted with questions about this submission or to be provided with updates, information about program services or additional related requirements.

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Position*

Superintendent

Summary of All Communication

No Questions Posted

New Question/Response

Ask Question / Respond

Collecting and Analyzing Data

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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)

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Data 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)

- Attendance rate
- Bullying/harassment data
- Data disaggregated by subgroups
- Dropout rate
- Graduation rate
- Results of early literacy assessment (fall or winter)
- Results of multiple assessment measures

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Goal Setting

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Goal 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.

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

Goal 2) The district's 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 2021, % of students in grades through were at or above on the assessment.
By the spring of 2022, we will increase that percentage to %.

Actions to Accomplish Annual and Long-range Goals

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Actions 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)

- 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.

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Actions 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 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.

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Actions 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

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Evaluation

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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

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Evaluation 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

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Online Learning

(Click to Expand or Collapse Section)

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

Select N/A ONLY if the district has been approved to provide an online program. Please note that the district must have a list of online course offerings available to provide to the Department in the event the that the legislature asks for it.

- Yes
 No
 N/A

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

Select N/A ONLY if the district has been approved to provide an online program. Please note that the district must have a list of online course offerings available to provide to the Department in the event the that the legislature asks for it.

- Yes
 No
 N/A

Online 1b) Use the table below to provide the SCED code, name and a brief description of all online courses offered by the school for purposes other than concurrent enrollment.

Courses that should be entered

- Enter only courses that would have been offered outside of a pandemic situation. Do not enter course offerings for the 2020-21 school year that are a result of the COVID-19 pandemic.
- We are unable to connect this collection to BEDs and are unable to upload these courses for you. All courses meeting the criteria must be uploaded by the district.

SCED course code requirements for grades 9-12 are 11 characters in length and have four components:

- Course Description consisting of a two digit Subject Area and three digit Course Identifier
- Course Level consisting of one alphabetic character in UPPERCASE
- Carnegie Units expressed as three digit number excluding the decimal point (e.g. 0.50 = 050)
- A two digit sequence representing a count of the number of times you re-use the first 5 digits for courses with different content or used to indicate 1st term/2nd term of a year-long course

Online Courses Offered

Add Course

SCED Code	Course Name	Description	
01151C05010	Public Speaking	Public Speaking	Remove

04258C05020	Intro to Sociology	This course is a survey of the fundamental concepts used in the study of human social interaction	Remove
04055C05010	West Civ: Early Mod/Pres	This course surveys Western history from the age of Enlightenment in the Eighteenth	Remove
04102C05010	U.S. History to 1877	This course is an introduction to the basic people, issues, movements, and events which	Remove
05152C05010	Art Appreciation	This course explores the creative process emphasizing art as a visual form of communication.	Remove
05116C05010	Music Appreciation	"A general course designed to make the student more aware of musical form, media, genres,	Remove
02057C05000	College Algebra	College Algebra	Remove
19260G05010	Personal Development	Personal Development courses emphasize strengthening self-esteem, recognizing and resisting	Remove
05152G05010	Art History	Art History	Remove
22151B05010	DHS Exploring Careers	Career Exploration courses help students identify and evaluate personal goals, priorities,	Remove
05151B05011	DHS Art Appreciation	These courses help students form an aesthetic framework to examine social, political, and	Remove
14154G05011	Medical Terminology	In Medical Terminology courses, students learn how to identify medical terms by analyzing their	Remove
22003G05010	DHS Strategies Academic Success	Course topics may vary according to the students involved, but typically include reading	Remove
02157G05011	Consumer Math	Consumer Mathematics courses reinforce general mathematics topics (such as arithmetic using	Remove
03003G05010	Environmental Science	Environmental Science courses examine the mutual relationships between organisms and their	Remove
03001G05011	Earth Science	Earth Science courses offer insight into the environment on earth and the earth's environment in space.	Remove
01053G05012	9th Literature	Literature courses offer the opportunity for students to study and reflect upon the themes	Remove
01001G05011	9th Language	English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar,	Remove

01201G05011	Grammar	English Morphology and Grammar courses involve the study of the English language—its roots and	Remove
01053G05022	10th Lit A	Literature courses offer the opportunity for students to study and reflect upon the themes	Remove
01103G05013	10th Writing	Composition courses focus on students' writing skills and develop their ability to compose different	Remove
01054G05011	11th Am Lit A	American Literature courses focus upon commonly known American authors and their work. Students	Remove
01103G05023	11th Comp	Composition courses focus on students' writing skills and develop their ability to compose different	Remove
01103G05033	Sr. Comp	Composition courses focus on students' writing skills and develop their ability to compose different	Remove
01053B05011	12th Lit	Literature courses offer the opportunity for students to study and reflect upon the themes	Remove
02051G05012	Pre-Algebra 1	Pre-Algebra courses increase students' foundational mathematics skills and prepare	Remove
02051G05022	Pre-Algebra 2	Pre-Algebra courses increase students' foundational mathematics skills and prepare	Remove
02052G05012	Algebra 1-1	Algebra I courses include the study of properties and operations of the real number system;	Remove
02052G05022	Algebra 1-2	Algebra I courses include the study of properties and operations of the real number system;	Remove
02072G05012	Geometry 1-1	Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically	Remove
02072G05022	Geometry 1-2	Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically	Remove
02056G05012	Algebra 2-1	Algebra II course topics typically include developing an understanding of the relationships	Remove
02056G05022	Algebra 2-2	Algebra II course topics typically include developing an understanding of the relationships	Remove
02157G05011	Financial Math	Consumer Mathematics courses reinforce general mathematics topics (such as arithmetic using	Remove
02002B05011	General Math-1	General Mathematics courses reinforce and expand students' foundational mathematic skills,	Remove

02002B05021	General Math-2	General Mathematics courses reinforce and expand students' foundational mathematic skills,	Remove
03051G05013	Biology A-1	Biology courses are designed to provide information regarding the fundamental concepts of life and	Remove
03051G05023	Biology A-2	Biology courses are designed to provide information regarding the fundamental concepts of life and	Remove
03051G05033	Biology B	Biology courses are designed to provide information regarding the fundamental concepts of life and	Remove
03001G05011	Gen Sci/Earth	Earth Science courses offer insight into the environment on earth and the earth's environment in space.	Remove
03101G05011	Gen Sci/Chem/Phy	Chemistry courses involve studying the composition, properties, and reactions of	Remove
03003G05011	Env. Science-1	Environmental Science courses examine the mutual relationships between organisms and their	Remove
03003G05021	Env. Science-2	Environmental Science courses examine the mutual relationships between organisms and their	Remove
04101G05012	Am. History A-1	U.S. History—Comprehensive courses provide students with an overview of the history of the	Remove
04101G05022	Am. History A-2	U.S. History—Comprehensive courses provide students with an overview of the history of the	Remove
04051G05012	Wld History 1-1	World History—Overview courses provide students with an overview of the history of human society	Remove
04051G05022	Wld History 1-2	World History—Overview courses provide students with an overview of the history of human society	Remove
04201G05011	Economics A	Economics courses provide students with an overview of economics with primary emphasis	Remove
04151G05011	Am. Govt A	U.S. Government—Comprehensive courses provide an overview of the structure and functions of the U.S.	Remove
04061G05011	Global St. 1-1	World Area Studies courses examine the history, politics, economics, society, and/or culture	Remove
04061G05021	Global St. 1-2	World Area Studies courses examine the history, politics, economics, society, and/or culture	Remove
04258G05010	Sociology	Sociology courses introduce students to the study of human behavior in society. These courses	Remove

04254G05010	Psychology 1-1	Psychology courses introduce students to the study of individual human behavior. Course content	Remove
08051G05011	Health 1-1	Topics covered within Health Education courses may vary widely, but typically include	Remove
22151G05011	Careers 1-1	Career Exploration courses help students identify and evaluate personal goals, priorities,	Remove
10004G05011	Computer App's	n Computer Applications courses, students acquire knowledge of and experience in the proper and	Remove
14051G05012	Intro Nursing	Nursing courses place a special emphasis on the particular knowledge and skills required of	Remove
17008G05012	Intro to Brick	Masonry courses enable students to learn to construct interior and exterior walls, columns, doorways,	Remove
17002G05012	Intro Carpentry	Construction—Comprehensive courses provide students with basic knowledge and skills	Remove
17002G05022	Intro to HBI	Construction—Comprehensive courses provide students with basic knowledge and skills	Remove
17004G05011	HBI Tech	Framing Carpentry courses provide students with much of the same knowledge as general	Remove
14053G05011	Home HealthAide	Home Health Care courses teach students how to care for individuals within their homes.	Remove
14152G05011	Intro to Pharm Tech	Pharmacy Assisting courses emphasize the knowledge and skills necessary to assist a	Remove
14152G05021	Pharm Tech	Pharmacy Assisting courses emphasize the knowledge and skills necessary to assist a	Remove
14151G05011	Intro to Cert Med Assist	Medical/Clerical Assisting courses enable students to develop knowledge and skills that combine	Remove
14151G05021	Cert Med Assist	Medical/Clerical Assisting courses enable students to develop knowledge and skills that combine	Remove

Add Course

Mentoring & Induction Plans

(Click to Expand or Collapse Section)

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.

Questions about this plan should be directed to [Matt Ludwig at \(515\) 326-5333](#).

M&I 1) Induction Plan for Beginning School Administrators. (Choose one)

The school district uses the School Administrators of Iowa (SAI) mentoring ar

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.

Questions about this plan should be directed to [Lora Rasey at \(515\) 725-0648](#).

M&I 2) Induction Plan for Beginning School Teachers. (Choose one)

TLC - The district will submit its mentoring and induction plan for beginning s

Professional Development Plan

(Click to Expand or Collapse Section)

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.

Questions about this plan should be directed to [Maryam Rod Szabo at \(515\) 360-7369](#).

PD 1) The plan was created and/or revised on (Enter date)

8/2/2021



PD 2) Upload the plan ([Template required](#))

Questions about this plan should be directed to [Maryam Rod Szabo at \(515\) 360-7369](#).

File Uploaded:
2021-22 Denison Professional Development Plan.pdf

Uploaded on: 08/25/2021

Talented and Gifted Plan

(Click to Expand or Collapse Section)

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.

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

T&G 1) The plan was created and/or revised on (Enter date)

8/31/2021



T&G 2) Upload the required cover sheet ([Template required](#))

File Uploaded:

[GiftedProgrammingAccreditationPlanRequiredCoverSheet_0.docx](#)

Uploaded on: 09/09/2021

T&G 3) Upload the plan ([Plan requirements](#))

File Uploaded:

[TAG Manual 2021.pdf](#)

Uploaded on: 09/09/2021

Career Planning

(Click to Expand or Collapse Section)

Does your district serve 8th, 9th, 10th, 11th, or 12th grade students?

- Yes
 No

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

- Career Cruising
 Career Explorer
 I Have a Plan Iowa (IHAPI)
 MaiaLearning
 My Academic Plan (MAP)
 Naviance
 Navigator
 Schoolinks
 Xello
 Armed Services Vocational Aptitude Battery (ASVAB)
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Career 2) 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
- Multi-occupational Contracts (MOC)
- Local Chambers of Commerce
- Employers
- State and Local Workforce Personnel (Iowa Works - Iowa Workforce Development)
- Higher Education (two or four year) Institutions

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Career 3) 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.

Student Reporting Requirements	8th	9th	10th	11th	12th
Number of students who developed an ICAP.	179				
Number of students whose ICAP was signed by parent/guardian and maintained in students' permanent cumulative records.	178				
Number of students who reviewed and revised the ICAP.		190	175	191	182
Number of students who identified postsecondary and career options and goals.	137	151	140	183	180
Number of students who reviewed an updated ICAP with a district internal team member.	179	190	177	191	185
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.	19	54	65	29	32

