CSIP (Comprehensive School Improvement Plan) 2022-23 (Public)

Denison

Submitted

(Status last updated by mike.pardun@iowaid on 09/13/2022)

Introduction and Submission Contact
(Click to Expand or Collapse Section)

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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Mike

Last Name*
Pardun

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Ext

Position*
Superintendent

Summary of All Communication

P pam.spangler@iowa.gov — Sep 9, 2022 - 2:56 PM

I'm glad that cut down on a few of them! I'm always happy to help - just let me know! Have a good weekend!

M mike.pardun@iowaid — Sep 9, 2022 - 2:48 PM

Hi, Pam. I appreciate you checking for me. I had my team pull our courses for the two questions, and we have dropped a number of them now that we have moved away from COVID online offerings, so that helped on this end. Thanks again! Mike

P pam.spangler@iowa.gov — Sep 9, 2022 - 8:17 AM

Hi Mike - Sorry to be the bearer of bad news but there is no way to port over the previous year's CSIP. I understand that it is tedious work; the concern has been forwarded to the programmers. Hopefully something can be done. I do want to make sure, though, that these are ONLINE classes

P	pam.spangler@iowa.gov	Sep 9, 2022 - 8:17 AM

Hi Mike - Sorry to be the bearer of bad news but there is no way to port over the previous year's CSIP. I understand that it is tedious work; the concern has been forwarded to the programmers. Hopefully something can be done. I do want to make sure, though, that these are ONLINE classes not for concurrent enrollment purposes as question 1b is asking. I understand that there will be several classes that need to be entered but wanted to remind you of that - Pam

M	mike.pardun@iowaid	Sep 8, 2022 - 12:39 PM

We have over 60 courses that were put in the CSIP last year. Can these be ported over from last year's CSIP to save some time with data input for this area? Thanks, Mike

Re: Question Online 1b)

New Question/Response

[Ask Question / Respond]

Collecting and Analyzing Data
(Click to Expand or Collapse Section)

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
(Click to Expand or Collapse Section)

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 `2024` `80` % of students in grades `K` through `6` will be at or above `benchmark` on the `STAR Assessments` 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 2022, `58` % of students in grades `K` through `6` were at or above `benchmark` on the `STAR Assessments` assessment.
By the spring of 2023, we will increase that percentage to `70` %.

Actions to Accomplish Annual and Long-range Goals
(Click to Expand or Collapse Section)

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
(Click to Expand or Collapse Section)

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

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

> Courses that should be entered
>
> - 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
> - Camegie 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	The course combines theory of speech communication with public speech performance skills.	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/Pre	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	This course addresses linear functions and inequalities, quadratics, conics, polynomials	Remove
04307C05000	Intro to Ethics	This course introduces fundamental theories of moral behavior and examines important	Remove
14001C06711	Intro to Health Occupations	Presents characteristics and skills that are needed in the preparation and employability of persons in	Remove
19151C05010	Foundations of Education	This course is an introduction to professional education providing a historical and philosophical	Remove
19154C05010	Human Relations Classroom Teacher	This course includes interpersonal and intergroup relations and contributes to the development of	Remove

Add Course

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

- 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
- Camegie 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	
19260G05010	Personal Development	Personal Development courses emphasize strengthening self-esteem, recognizing and resisting	Remove
05152G05010	Art History (DHS Art History)	Art History courses introduce students to significant works of art, artists, and artistic movements	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

Add Course

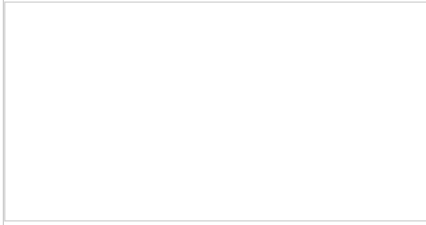| Ask A Question	
M mike.pardun@iowaid	Sep 8, 2022 - 12:39 PM New Question/Response
We have over 60 courses that were put in the CSIP last year. Can these be ported over from last year's CSIP to save some time with data input for this area? Thanks, Mike	

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 Lora Rasey at (515) 725-0648.

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.

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

8/8/2022

PD 2) Upload the plan (Template required)

File Uploaded:
2022-23 Denison Professional Development Plan.pdf
Uploaded on: 09/08/2022

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.

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

8/23/2022

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

File Uploaded:
Denison CSD TAG Coversheet 2022-2023.pdf
Uploaded on: 09/13/2022

T&G 3) Upload the plan (Plan requirements)

File Uploaded:
Denison TAG Program 2022-2023.pdf
Uploaded on: 09/13/2022

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)
- ○ [   ] (50 Characters Left)

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.	177				
Number of students whose ICAP was signed by parent/guardian and maintained in students' permanent cumulative records.	0				
Number of students who reviewed and revised the ICAP.		176	161	170	120
Number of students who identified postsecondary and career options and goals.	177	163	163	170	120

Number of students who reviewed an updated ICAP with a district internal team member.	177	163	163	170	120
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.	177	163	163	170	120