

CSIP (Comprehensive School Improvement Plan) 2020-21 (Public)

North Kossuth

(Status as of 09/03/2020 - In Progress)

Introduction and Submission Contact

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*

Curriculum & Professional Development

Summary of All Communication

No Questions Posted

New Question/Response

Ask Question / Respond

Collecting and Analyzing Data

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 - Students

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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
- Other - MAP Testing

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Goal Setting

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.

2) 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 winter of 2020, 61 % of students in grades 2 through 5 were at or above benchmark on the Fast Assessments assessment.
By the winter of 2021, we will increase that percentage to 75 %.

2) In the winter of 2020, 65 % of students in grades K through 1 were at or above benchmark on the Fast Assessments assessment.
By the winter of 2021, we will increase that percentage to 75 %.

Actions to Accomplish Annual and Long-range Goals

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
- Other - Dyslexia Instruction & Screening

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Evaluation

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
- Other - Formal Evaluation

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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

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

Yes No

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

Yes No

Mentoring & Induction Plans

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 and

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 district's Teacher Leadership and Compensation (TLC) plan.

Questions about this plan should be directed to [Larry Bice at \(515\) 725-0101](#).

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

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

M&I 2-a) The plan was created and/or revised on (Enter date)

8/28/2020



M&I 2-b) Upload the plan
([Template required](#))

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

File Uploaded:
20-21 Mentoring and Induction Program Plan - Google Docs.pdf
Uploaded on: 08/31/2020

Professional Development Plan

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)

8/14/2020



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

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

File Uploaded:
2020-21 District Professional Development Plan.pdf
Uploaded on: 09/02/2020

Talented and Gifted Plan

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)

8/27/2020



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

File Uploaded:
20-21 Gifted Programming Accreditation Plan Required CoverSheet.docx
Uploaded on: 08/31/2020

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

File Uploaded:
2020-21 North Kossuth Gifted and Talented Program - Google Docs.pdf
Uploaded on: 08/31/2020

Career Planning

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)

- CollegiateZone
- Career Cruising
- FuturePlans U.S.A.
- IHAPI (XAP)
- IntoCareers (University of Oregon)
- My Academic Plan (MAP)
- Naviance (Hobsons)
- Navigator (Kuder)
- Virtual Job Shadow (Strivven Media)
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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.

IMPORTANT - PLEASE READ

- All available cells in this table must have a value in order to submit. Please enter zero if appropriate.
- [From the April 30, 2020 FAQ](#) - Will districts need to meet the requirements of Iowa Code 281 49.3 related to the Individual Career and Academic Planning (ICAP) this spring?

Many school districts may have had plans to complete the ICAP requirements for the 2019-2020 school year this spring. However, due to cancellation of events and school closures, students may not be able to complete components within the ICAP. Some activities could be completed within the district’s career information system, and it is a local district decision to assign those lessons. School districts will submit the data that is available in September when the CSIP is completed in CASA. There is no penalty for not having all students complete ICAP components for the 2019-2020 school year.

Student Reporting Requirements	8th	9th	10th	11th	12th
Number of students who developed an ICAP.	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of students whose ICAP was signed by parent/guardian and maintained in students' permanent cumulative records.	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of students who reviewed and revised the ICAP.	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Number of students who identified postsecondary and career options and goals.	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Number of students who reviewed an updated ICAP with a district internal team member.	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
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.	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

