2016-2017 Comprehensive School Improvement Plan

Des Moines Independent Community School District

2100 Fleur Drive

Des Moines IA 50321
Des Moines Public Schools Comprehensive School Improvement Plan

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)

Collecting and Analyzing Data

The district involved the School Board, School Improvement Advisory Committee, District Leadership Team (including teachers), Council of Great City Schools, various Community Organizations like United Way, and School Leadership Teams in assessing student educational needs. Iowa Code 256.7(21)(a)

The district shared 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, office referral and suspension data, Gallup student and employee poll data, school staff attendance rate data with the above named groups to determine educational need. Iowa Code 256.7(21)(c), 280.28(7), 279.68(4)(a)

Ensuring continuous improvement in reading proficiency

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

Des Moines Public Schools used the Universal Instruction Protocol and the Percent of Students Meeting Benchmark summary report in Iowa TIER with your building leadership teams to make the following determinations:

- Second grade has the lowest percent of students at benchmark.
- The ELL subgroup has the lowest percent of students at benchmark.
- All Des Moines Public School elementary attendance centers with a third grade have more than 15% of students not meeting benchmark. Iowa Code 279.68

Goal Setting

Des Moines Public Schools has identified the following measurable long range goal in PK-6 reading (literacy). Iowa Code 256.7(21)(a)

- By the year 2027 80% of students in grades 3 through 3 will be at or above benchmark on the FAST CBM reading (CBMR) assessment.

The Des Moines Public Schools 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)
• In the spring of 2016, 50% of students in grades 3 through 3 were at or above benchmark on the FAST CBMreading (CBMR) assessment. By the spring of 2017, we will increase that percentage to 53%.

**Actions to Accomplish Annual and Long-range Goals**

Des Moines Public Schools teacher professional development plans include the following 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)

• Building consensus for and establishing a framework to implement a multi-tiered system of supports (MTSS)
• Operationalize and aligning instructional practices and materials to the Iowa Core, including the foundational skills in early literacy
• Understanding the role of fluency and/or screening data in the big picture of literacy and engaging in collaborative inquiry practices with PreK-6 partners utilizing Assessment System Protocol and Assessment System Facilitation Guide
• Understanding the role of universal tier practices in the big picture of literacy and engaging in collaborative inquiry practices with PreK-6 partners utilizing Universal Instruction Protocol and Universal Instruction Facilitation Guide
• Studying and implementing best practices in responding to PreK-6 literacy progress monitoring data with a focus on intensifying interventions when data suggest a need
• Studying, implementing, and evaluating the features of explicit instruction in PreK-6 Literacy

Des Moines Public Schools takes the following research-based actions 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)

• Staff are/have worked through the Assessment Facilitation Guide to increase assessment, progress monitoring, and databased 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 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.
• DA and SIG schools utilize Assessment System Protocol, Assessment System Facilitation Guide, Universal Instruction Protocol and Universal Instruction Facilitation Guide to support instructional practices related to assessment, core instruction, and intervention practices. Use of these tools will be shared by DA and SIG schools with their networks.

Des Moines Public Schools has the following research-based actions in place to address the needs of students at-risk of not progressing in literacy. Iowa Code 256D.1(1)(b)(2), 279.68

• Small group instruction
• Reduced teacher-student ratios
• More frequent progress monitoring
• Collaborating with community partners
• Unchecked boxes are offered at various buildings
• Before/after school programs at various buildings
Evaluation

The improvement of instructional practices will be evaluated as follows: Iowa Code 284.6(1)(d)

- Administrative walk through to observe instructional practices in classroom
- Peer review
- Professional collaboration agenda/discussions
- District Improvement Plan monitoring process progress evaluation system will be used to evaluate instructional practices

Student achievement gains will be monitored as follows: Iowa Code 284.6(1)(d)

- 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
- Network level data review meetings 3 times a year and District Improvement Plan monitoring

Online Learning

Des Moines Public Schools offers online courses for credit recovery. The online providers are Iowa Learning Online and Odysseyware. Iowa Code 256.42(4)

Mentoring & Induction Plans

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. The district has created and implemented a mentoring and induction plan for beginning school administrators. The plan was created and/or revised on 8/29/2016. The district has created and implemented a mentoring and induction plan for beginning school teachers. The plan was created and/or revised on 8/31/2016.

Talented & 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. The plan was created and/or revised on 9/8/2016.

Assurances

Districts working toward continuous improvement of instruction and student learning, assure ongoing compliance with the described federal and state code. Assurances shall be made by the district superintendent only. Legal citation accompanies each required assurance:

1. The LEA assures it has a board adopted anti-harassment and anti-bullying policy and is integrated into the comprehensive school improvement plan under Iowa Code subsection 280. 28(7) and shall report data collected under Iowa Code subsection 280.28(6) as specified by the department to the local community.
2. The LEA is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The LEA utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code.
3. The LEA uses state-approved exit criteria to determine when students should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]
4. The LEA ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]

5. The LEA has a designated administrator overseeing the LEA’s LIEP.

6. The LEA has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]

7. The LEA includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]

8. The LEA maintains and annually revises the LEA Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)

9. The LEA provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281- 0.3(2)]

10. The LEA reports required EL data elements on Iowa’s Student Reporting System.

11. The LEA uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the LEA at the beginning of the school year, and within 4 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]

12. The LEA assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(h)(3)(D)]

13. The LEA assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110]

14. The LEA dissemiates ELPA21 scores to parents and LEA staff. [NCLB Sec. 3121]

15. The LEA ensures educators administering the state approved language proficiency monitoring assessment recertify annually.

16. The LEA ensures educators administering the state approved language proficiency test for identification & placement re-certify annually.

17. The LEA ensures that all EL students participate in LEA-wide assessments. [NCLB Sec. 3121]

18. The LEA ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging LEA academic content and student academic achievement standards. [NCLB, Pub. L. No. 107-110]

19. The LEA has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities. [NCLB, Pub. L. No. 107-110]

20. The LEA has developed programs and activities for ELs and immigrant children and youth. [NCLB, Pub. L. No. 107-110]

21. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127. [NCLB, Pub. L. No. 107-110]

22. The LEA provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(g)]

23. The LEA will promote parental and community participation in programs for ELs. [NCLB Pub. L. No. 107-110]

24. The LEA conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]

25. The LEA ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.

26. The LEA ensures that teachers of ELs are fluent in oral and written English. [NCLB Sec. 3116(e)]

27. The LEA ensures that Title III funding is not used for opportunities that are afforded all students, such as parent teacher conferences, translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using LEA funds.

28. The LEA ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101]

29. The LEA monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]

30. The LEA notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]

31. The LEA offers high quality professional development to classroom teachers (including teachers in classrooms that are not the settings of LIEP), principals, administrators, and other school or community-based organizational personnel. [NCLB, Pub. L. No. 107-110]

32. The LEA professional plan provides access to all teachers in the LEA to professional development programs or offerings. 284.6(3)

33. The LEA professional plan aligns with the Iowa teaching standards. 284.6(3)
The LEA will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA will ensure that the results from the academic assessments will be provided to parents and teachers as soon as practicable possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110

No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children. No Child Left Behind Act of 2001, Pub. L. No. 107-110, Section 4303 (a).

The LEA informs eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110

As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524

All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA will provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act, Head Start Act, 42 USC 9831

The LEA will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110

To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low income families in each area or schools in accordance with Section 1113.

The LEA will work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110

In the planning and carrying out such programs and projects, there has been and will be, adequate provision for addressing the unmet education needs of preschool migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Migrant Education programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, school, and local educational agencies under Title. No Child Left Behind Act of 2001, Pub. L. No. 107-110
55. To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. No Child Left Behind Act of 2001, Pub. L. No. 107-110

56. In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. No Child Left Behind Act of 2001, Pub. L. No. 107-110

57. The LEA has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110

58. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 112, 0A, and part I. No Child Left Behind Act of 2001, Pub. L. No. 107-110

59. The LEA will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and inform waivers under the Education Flexibility Partnership Act of 1999. No Child Left Behind Act of 2001, Pub. L. No. 107-110