



Clarinda Community School District

Where students are at the
CENTER
of everything we do!

Modified Allowable Growth for Dropout Prevention Annual Report 2019-2021

for Iowa Department of Education Information

<https://educateiowa.gov/pk-12/learner-supports/risk>

Clarinda Community School District Plan and District Team

Academic Year 2020-2021

Dropout prevention and learning supports utilize the same framework to identify needs, analyze data, provide support and evaluate current practice. Learning Supports is a systems strategy that leads to increased graduation rates, one of the Learning Supports result areas. Dropout prevention interventions are school- and community-based initiatives that aim to keep students in school and encourage them to complete their high school education. Interventions and services, such as counseling, monitoring, school restructuring, curriculum redesign, and community services are provided to eliminate barriers so students may be successful academically, personally and in a career or vocation. Each district should focus their resources in outcomes in the following three domains: 1. Staying in school. 2. Progressing in school. 3. Completing school.

District: Clarinda Community School District	Career Information System 281—49.6(279): *Meets SBE Criteria
District Plan Physical Location: Central Office, High School Office, Middle School Office	
Annual District Plan Review Dates 2021-2020	
Plan: January 2021	
Team Review: March 2021	
Annual schedule of consultation with regional representatives:	
District Team Review: CTE (Vocational) Advisory Committee Fall Meeting 2020	
Board Meeting Approval: June 2020	
Annual Review to Board of Directors (School Board) 281—49.1(279) April Board Meeting	
Summary of Activities for ICAP 281—49.1(279) Essential Components, 281—49.3(1), 281—49.4(1)	
Essential Component #1: Self-understanding (assessments, inventories, reflections) 281—49.4(279)	
1. Briefly describe when the ICAP self-understanding process will be completed for each grade level.	
2. Briefly describe how planned and coordinated self-understanding activities will integrate essential components into classroom instruction and other facets of the school district's educational program.	
3. Briefly describe how the self-understanding process integrates with the SIP and the counseling program.	
4. Briefly explain how CIS inventories: a. Promote self-understanding at each grade level; and, b. How teachers and counselors use the CIS inventories to promote student centered progression.	

Essential Component 1: Self-Understanding: Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in meaningful reflective activities about the results.

Grade Level	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?
8	Birth Order Activity	School Counselor	Careers Class	Completed group project, research, and discussion/presentation.
8	My Academic Plan: Work Values & Career Exploration Assessments	School Counselor	Careers Class	Assessment data
8	Personality: Lion/Otter/Beaver/Golden Retriever & Character Traits Assessment	School Counselor	Careers Class	Completed worksheet, skit, and discussion.
8	Personality Assessment https://www.16personalities.com/free-personality-test	School Counselor	Careers Class	Completed worksheet and discussion.
8-12	My Academic Plan	School Counselor	Careers Class	4 year Plan & Assessment Data
9	Personal: Myers Briggs Personality truity.com/test/type-finder-facets	English 9 Teacher/HS Counselor	English 9	Results Record Worksheet and Reflection Writing Assignment
10	Career: Skills Inventory www.d.umn.edu/careers/inventories/skills_test_intro.html	English 10 Teacher/HS Counselor	English 10	Results Record Worksheet and Reflection Writing Assignment
11	Personal: Holland Interest Inventory RIASEC(rognuecc.edu/Counseling/HollandCodes/test.asp	American History Teacher/HS Counselor	American History	Results Record Worksheet and Reflection
11	Career: ASVAB Test	HS Counselor	American History	Results Record Worksheet and Reflection

12	Personal: Myers Briggs Personality truity.com/test/type-finder-facets	HS Counselor/English 12 A teacher	Government	Results Record Worksheet and Reflection
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Essential Component #2. Career Information - Understanding the World of Work 281—49.4(279)

1.	Briefly describe when the ICAP career information and world of work process will be completed for each grade level.
2.	Briefly describe how planned and coordinated career information and world of work activities will integrate essential components into classroom instruction and other facets of the school district's educational program.
3.	Briefly describe how the career information and world of work process integrates with the SIP and the counseling program.
4.	Briefly explain how CIS inventories: c. Promote career exploration of career information and the world of work at each grade level; and, d. How teachers and counselors use the CIS inventories to promote student centered progression.

Essential Component 2: Career Information: Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings.

Grade Level	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?
8	Career Cluster Exploration: Missouri Department of Education & Careerwise.mimnstate.edu	School Counselor	Career Class	Class Discussion, Career Cluster Reflection packet.
8	Reality Check - Assessment	School Counselor	Career Class	Reflection Worksheet.
9				
10	Cluster Survey - careerwise.mnscu.edu/careers/cl usterSurvey	School Counselor/English 10 Teacher	English 10	Results Record Worksheet and Reflection
11	ASVAB/Holland Activity	School Counselor/Am. Hist teacher	American History	Results Record Worksheet and Reflection

11	Cluster Survey - careerwise.mnscu.edu/careers/cl usterSurvey	School Counselor/Am. Hist Teacher	American History	Results Record Worksheet and Reflection
12	Cluster Survey - careerwise.mnscu.edu/careers/cl usterSurvey	School Counselor/Am Gov Teacher	American Government	Results Record Worksheet and Reflection

Essential Component #3: Career Exploration Experiences 281—49.4(279).

1.	Briefly describe when the ICAP career exploration experiences will be completed for each grade level.
2.	Briefly describe how planned and coordinated career exploration experiences will integrate essential components into classroom instruction and other facets of the school district's educational program.
3.	Briefly describe how the career exploration experiences integrate with the SIP and the counseling program.
4.	Briefly explain how CIS inventories: <ul style="list-style-type: none"> e. Promote career exploration experiences at each grade level; and, f. How teachers and counselors use the CIS inventories to promote student centered progression.

Essential Component 3: Career Exploration: Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection.

Grade Level	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?
8	Career Research	School Counselor	Careers Class	Powerpoint/Poster/Paper/Project of their choice with Counselors approval
9	Service Learning Opportunities	English 9 Teacher/School Counselor	English 9	Recorded Hours Log
10	Mock Interview w/ Community Business Leader	Communication Class Teacher/School Counselor	Communications Class	Evaluation Form
11	Job Shadow	Am. History Teacher/School Counselor	American History B	Reflection Form and Evaluations
12	Adopt-A- Family	Am Gov Teacher	American Government	# of families impacted

12	Blood Drive	Am Gov Teacher/FFA Advisor /FCCCLA Teacher	American Government	# of pints Collected
12	Service Learning Opportunities	Am Gov Teacher	American Government	Recorded Hours Log

Essential Component #4: Postsecondary Exploration 281—49.4(279)

1.	Briefly describe when the ICAP postsecondary and training exploration experiences will be completed for each grade level.
2.	Briefly describe how planned and coordinated postsecondary and training exploration experiences will integrate essential components into classroom instruction and other facets of the school district's educational program.
3.	Briefly describe how postsecondary and training exploration experiences integrate with the SLP and the counseling program.
4.	Briefly explain how CIS inventories: <ul style="list-style-type: none"> g. Promote postsecondary and training exploration experiences at each grade level; and, h. How teachers and counselors use the CIS inventories to promote student centered progression.

Essential Component 4: Postsecondary exploration: Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience.

Grade Level	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?
8	College Pennants	School Counselor	Careers Class	Completion/Presentation of pennants
8	Iowa Western Community College visit - Clarinda	School Counselor	*Careers Class	Pre/Post Assessment
8	Lisle Corp/EZ Way Inc. tour	School Counselor	*Careers Class	Pre/Post Assessment
8	Career Exploration Assignment	School Counselor	Careers	Pre/Post Assessment
9	Freshman Transition Presentation ICAN	School Counselor	March	# of participating students
10	College Planning Presentation - ICAN	School Counselor	March	# of participating students
10	SWI Sophomore Career Fair	School Counselor	*March	# of participating students
11	2 Campus Visits	School Counselor	* Year	# of participating students
11	SWI College Fair	School Counselor	*September	# of participating students
11	Health Care Career Fair / AIM Career Fair	School Counselor	*October (Health) *December (AIM)	# of participating students

12	1 Campus Visit	School Counselor	*All Year	# of participating students
12	Health Care Career Fair / AIM Career Fair	School Counselor	*February (Health) *December (AIM)	# of participating students
12	Internships/Work Experience	Internship Teacher	*All Year	# of participating students, work evaluations & student work
9-12	Manufacturing Career Day	CTE Business and IT and Ag Teachers	*October	# of participating students

Essential Component #5: Career and Postsecondary Decision 281—49.4(279)

1.	Briefly describe when the ICAP career and postsecondary decision-making process will be completed for each grade level.			
2.	Briefly describe how planned, coordinated, and relevant activities will integrate essential components into classroom instruction and other facets of the school district's educational program to meet students' career and postsecondary goals.			
3.	Briefly describe how the career and postsecondary decision-making experiences integrate with the SIP and the counseling program.			
4.	Briefly explain how CIS inventories and/or activities: <ul style="list-style-type: none"> i. Promote career and postsecondary decision-making experiences at each grade level; and, j. How teachers and counselors use the CIS inventories to promote student centered progression. 			

Essential Component 5: Career and postsecondary decision: Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention.

* Denotes Alternative to activities due to Covid-19 in the school year of 2020-2021.

Grade Level	What are the student learning experiences?	Who is responsible?	When will the learning experiences occur?	What evidence will be collected to document successful completion of the learning experience?
8	Networking Bingo	School Counselor	Careers Class	Completed Assessment & Activity
9	Job Application	English 9 Teacher/School Counselor	English 9	Completed Application
9	Freshman Transition Meeting	ICAN/School Counselor	March	# of participating students
9	Tour of Community College	School Counselor	Spring	# of participating students

9	Personalized Education Plan Meeting	School Counselor	Throughout the year	Finalized PEP Plan
10	Resume completion	Communication Teacher/School Counselor	Communications	Completed Resume
10	College Planning Presentation Assembly & Parent Presentation	ICAN/School Counselor	*March	# of participating students # of participating parents
10	Tour of 4-year Private College	School Counselor	*Late Fall - Field Trip	# of participating students
10	Personalized Education Plan Meeting	School Counselor	Throughout the year	Finalized PEP Plan
11	Financial Aid Presentation Assembly & Parent Presentation	ICAN/School Counselor	*March	# of participating students # of participating parents
11	Resume update & Cover letter	English 11 Teacher	English 11	Completed Resume and Cover letter
11	Compare Schools & Programs Side by Side	School Counselor/Am His Teacher/CIS	American History A	Comparison Worksheet
11	Tour of 4-year Public College	School Counselor	*Fall - Field Trip	# of participating students
11	Personalized Education Plan Meeting	School Counselor	Throughout the year	Finalized PEP Plan
12	Financial Aid Presentation Assembly & Parent Presentation	ICAN/School Counselor	*March	# of participating students # of participating parents
12	Resume update & Cover letter update	Am Gov Teacher	Government	Completed Resume and Cover letter
12	Scholarship Essay	English 12 Teacher	English 12 A	Completed & Graded Essay
12	National Career Readiness Certification Exam	School Counselor	*October	# of participating students & Certification
12	Everfi Financial Literacy Course	School Counselor	Early Graduates on Own Full Year Graduates - April	Certification Award
12	Review schools & programs side by side and indicate choice.	School Counselor/CIS	Government	Senior Exit Interview

12	Personalized Education Plan Meeting	School Counselor	Throughout the year	Finalized PEP Plan
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Essential Component #6: [Support System \(leadership, team, PD, equity, parent engagement\) 281—49.4\(279\)](#)

Building Administrator (or Designee):	Denise Green & Cindy Opperman
School Counselor	Shannon Almellen, Heidi Bird, Sara Honnold, Audra Riddle
CTE Teachers:	Justin Ridnour, Jeff McCall, James Hash, Andy Johnson, Cheryl Beaver, Emma Cutler, Logan Henry
Teacher(s) (other).	Susan Lauritsen, Logan Peterson, Matt Bird, Dan Happe, Andy Harris, Linda VandenBosch,
Work-based Learning Coordinator (or similar)	James Hash

[Systems Support: Professional Development](#)

Describe the professional development planned for the entire team and for individuals according to their role on the team.

Vocational Advisory Council: Local businesses confer with CTE teachers to align with labor needs.

CTE Conferences: Individual CTE teachers attend curricular area PD offerings and regional council meetings.

ISCA Conference: Individual counselors attend sessions for personal/social, academic & career education.

Curricular PD for teachers: Classroom teachers attend sessions to gain resources and develop infusion of career opportunities into their curriculum.

ACTE Conference: Individual coordinators will attend conferences to learn of first-hand engagement in career fields.

Briefly describe the opportunities planned to gather parent signatures on student Individual Career and Academic Plans (recommended minimum of two, “good faith” efforts). List all with dates.

8	1st - Signatures will be gathered during quarterly Careers course and Student-Led Parent/Teacher Conferences bi-yearly	2nd - Remaining signatures will be gathered at 8th grade Registration Parent Meeting.
9-12	1st - Signatures will be gathered on 4-year-plans during course registration night for the upcoming year.	2nd - Remaining signatures will be gathered at quarter 3 parent/teachers conferences.

Briefly describe the opportunities and dates planned to engage parents in the process beyond the signature. Examples include student-led conferences, volunteer opportunities (i.e. mock interviews, lunch-and-learns, career fairs), parent information sessions, inclusion in career and postsecondary events.

8	Student-Led Conferences	8th Grade Registration Meeting
9	Freshman Orientation Meeting	Parent/Teacher Conferences
9	Freshman Course Registration Planning Night	College Planning Parent Meeting
10	Mock interview Volunteers	College Planning Parent Meeting
10	Sophomore Course Registration Planning Night	Parent/Teacher Conferences
11	Speakers for College & Career Fairs	Job Shadow placements
11	College Planning Parent Meeting	FAFSA/Scholarship Parent Meeting
11	Junior Course Registration Planning Night	Parent/Teacher Conferences
12	Speakers for Career Fairs	Internship Placements
12	College Planning Parent Meeting	Parent/Teacher Conferences
8-9	Career Fair with Parent/Community Presenters	
8-12	Personalized Education Plan (PEP)	
K-12	Monthly - Parent Education Opportunity	

How does this plan integrate with the district's comprehensive school improvement plan?

District Commitments

Focus 1: Support career, vocational, and post-secondary exploration that supports each student's unique career interest.

Focus 2: Engage parents and community relationships that support education and student success.

Focus 3: Enhance our local workforce by educating students on local business opportunities, vocational needs, and networking with local leaders and industry.

Focus 4: Utilize strong community partnerships to advance student achievement, enhance school culture, and achieve district goals.

District Goals

Building Improvement Goals for 2018-2019:

Through implementing research-based instructional strategies, we will...

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)

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)

Summary of Changes for FY2020 A-R\DoP Application:

- The MSA Application form has been modified to reflect changes required by 2018 legislation (HF 2441). This form is the only form that must be submitted by districts for a request to the School Budget Review Committee for MSA. It contains two items
 - Requested amount of MSA.
 - Board minutes.
- The Services and District Budget forms of the application are no longer required to be submitted for Department review and approval. Per request, these forms have been left available as optional tools for district developing the locally adopted program plan.
 - HF 2441 included several changes to Iowa Code 257.41(2) pertaining to allowed uses of at-risk/dropout prevention funds which are effective with the budget year beginning July 1, 2019.
 - The instructions included in the Help area have not been updated. This document was left to provide general direction for those wishing to utilize the Services and District Budget forms. Again, these two forms will not be reviewed by the Department.