

# CENTER POINT-URBANA

Community School District



## 2024-25 SIAC

School Improvement  
Advisory Committee

April 2, 2025

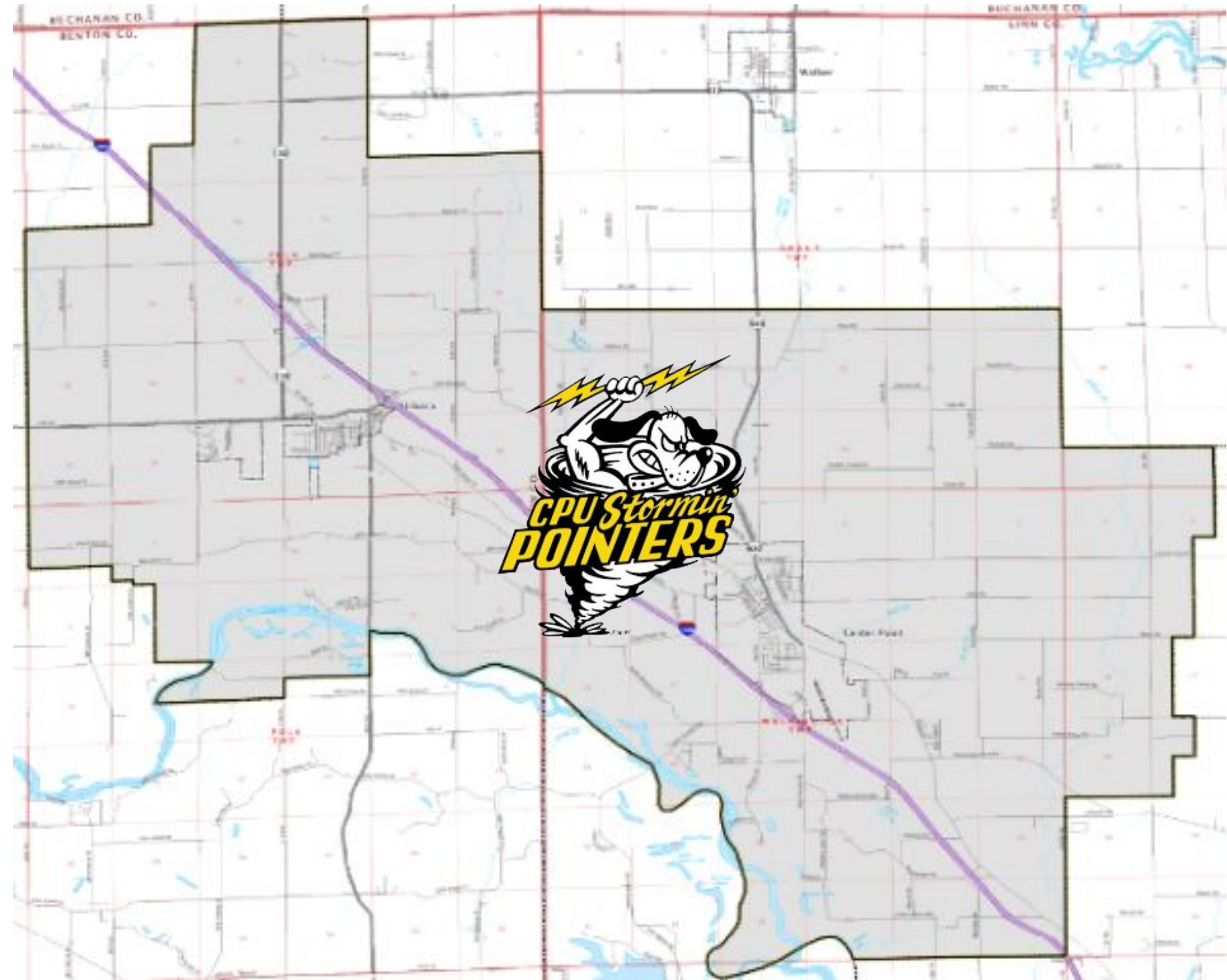


# Mission Statement



***“The mission of the Center Point-Urbana Community School District is to develop successful, **life-long learners** by providing a **safe and caring environment**, a **stimulating curriculum**, and a **dedicated staff** working with supportive parents in a **friendly, small-town atmosphere.**”***

# Welcome, Introductions, and Agenda





# Agenda

1. Cell Phones in School (Draft Policy)
2. ISASP Prep
3. SEL Overview
4. Wrap-Up





*The Why and  
What of the*

School  
Improvement  
Advisory Committee?



# What is SIAC?

Center Point-Urbana CSD Board [Policy 600: Goals and Objectives of the Education Program](#) along with [Iowa Code 280.12](#) outlines the requirements of a School Improvement Advisory Committee (SIAC):

*“The Board of Directors of each public school district and the authorities in charge of each nonpublic school shall annually appoint a school improvement advisory committee to make recommendations to the board or authorities.*

*The advisory committee shall consist of members representing students, parents, teachers, administrators, and representatives from the local community, which may include representatives of business, industry, labor, community agencies, higher education, or other community constituents. To the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability.”*



# How Often Does SIAC It Meet?

Board approves membership annually.

SIAC meets twice (2x) a year.



# The SIAC Membership

*Superintendent makes recommendation to the School Board who approves the committee. SIAC formed by superintendent by asking...*

1. Each principal, as they see fit, to select:
  - 2 parents
  - 1 staff member
  - 6-8 and 9-12 = 1 student
2. District Leadership team input for community members, etc.





# SIAC Purpose

1. Gain a broader perspective around educational and Center Point-Urbana CSD strengths, growth areas, and next steps from multiple perspectives.
2. Discuss important district initiatives and/programs.
3. Discuss and make recommendations around programs, services, policy, and goals.



# SIAC = Interactive

Board approved SIAC members are present for input, questions, and feedback.

SIAC open to public to attend/observe in spirit of transparency.

**IN THE ABSENCE OF FACTS, PEOPLE  
WILL CREATE THEIR OWN INFORMATION...**



**...AND IT WON'T BE RIGHT!**



# CPU Ambassador Elevator Pitch



*What will you  
take with you  
and share from  
tonight?*

# Board Policy

## 503.09

### Student Use of Personal Electronic Devices



**John W. Elkin**  
Superintendent



# HF 782 Moved out of Senate 3/28/25 - Cell Phone Restrictions

**The bill mandates that, beginning with the 2025-2026 school year, all Iowa school boards must adopt policies that, at a minimum, prohibit the use of these devices during classroom instruction.**

**Policy Requirements:** School boards are required to establish policies that inform parents and guardians about methods to communicate with their children during school hours and in emergencies.

## **Exceptions:**

- Students with Individualized Education Programs (IEPs), 504 plans, and Individual Health Plans that necessitate the use of electronic devices are exempt from the restrictions.
- Parents or guardians can petition the school district to allow their child to retain their device during class for legitimate reasons related to the student's physical or mental health.

## **Policy 503.09 *draft* by District Leadership and SIAC - Fall 2024 and Revised Spring 2025**

The district is committed to providing an inclusive educational environment for students and families. It is valuable for students' educational experience for families to engage in and support their students' educational experience. As part of this commitment, the district will take steps to create opportunities for students to engage in peer-to-peer activities, and ensure that student use of personal electronic devices does not occur during instructional time.

Every district staff member is empowered to assist in the enforcement of this policy and regulation as appropriate. To avoid distraction during instructional time, personal electronic devices must be silenced or turned off, not visible, and not physically attached to the student's body. Students may store their personal electronic devices in their backpacks, unless otherwise instructed. Staff members may establish classroom rules or protocols for placement of personal electronic devices during instructional times consistent with this regulation. If a student is observed using a personal electronic device during instructional time, the employee who observed the student behavior will notify building administration, who will require the student to turn in the device for safekeeping until the end of the school day. The device will be secured in the building's front office. The district, however, is not responsible for the loss, theft, or destruction of personal electronic devices brought onto school, or district property, or while the student is attending district or school-sponsored events.

For a student's first violation of this policy, the student may pick up the device at the end of the school day and the student's parent/guardian will be notified. For subsequent violations of this policy, the device will be released to the student's parent/guardian following a meeting with the student and the student's parent/guardian to create a plan to avoid further violations. If a student in violation of this policy refuses to turn over their device, they may be sent home for the remainder of the school day. Repeated violations of this policy may result in additional disciplinary consequences for students in accordance with board policy.

During normal school hours, parents and guardians who wish to communicate with their child will contact the Main Office of each school. In the event of an emergency, the school and/or emergency management will communicate via our main communication platforms including Infinite Campus, Social Media, and News Outlets (when applicable).

# SIAC

**Recommendations/Input/Feedback**







# ISASP Prep

**Melissa Hocking**

**Director of School Improvement**

**and**

**Dani Kremer, Jon Hasleiet,**

**KC Tupa, Rob Libolt**

**Principals**



# ISASP Prep

The Iowa Statewide Assessment of Student Progress (ISASP) replaced the Iowa Assessments as the accountability test for all Iowa students.

Developed by Iowa Testing Programs (ITP) at the University of Iowa as per the Iowa Legislature, debuted in the Spring of 2019.

Assessments are administered in the following subjects and grade levels:

- Mathematics: Grades 3 - 11
- English-Language Arts, including reading and writing: Grades 3 - 11
- Science: Grades 5, 8, and 10

Tests given in Spring Only

Tests are Untimed

Electronic Testing



# ISASP Prep

## Adaptive Testing in 2022

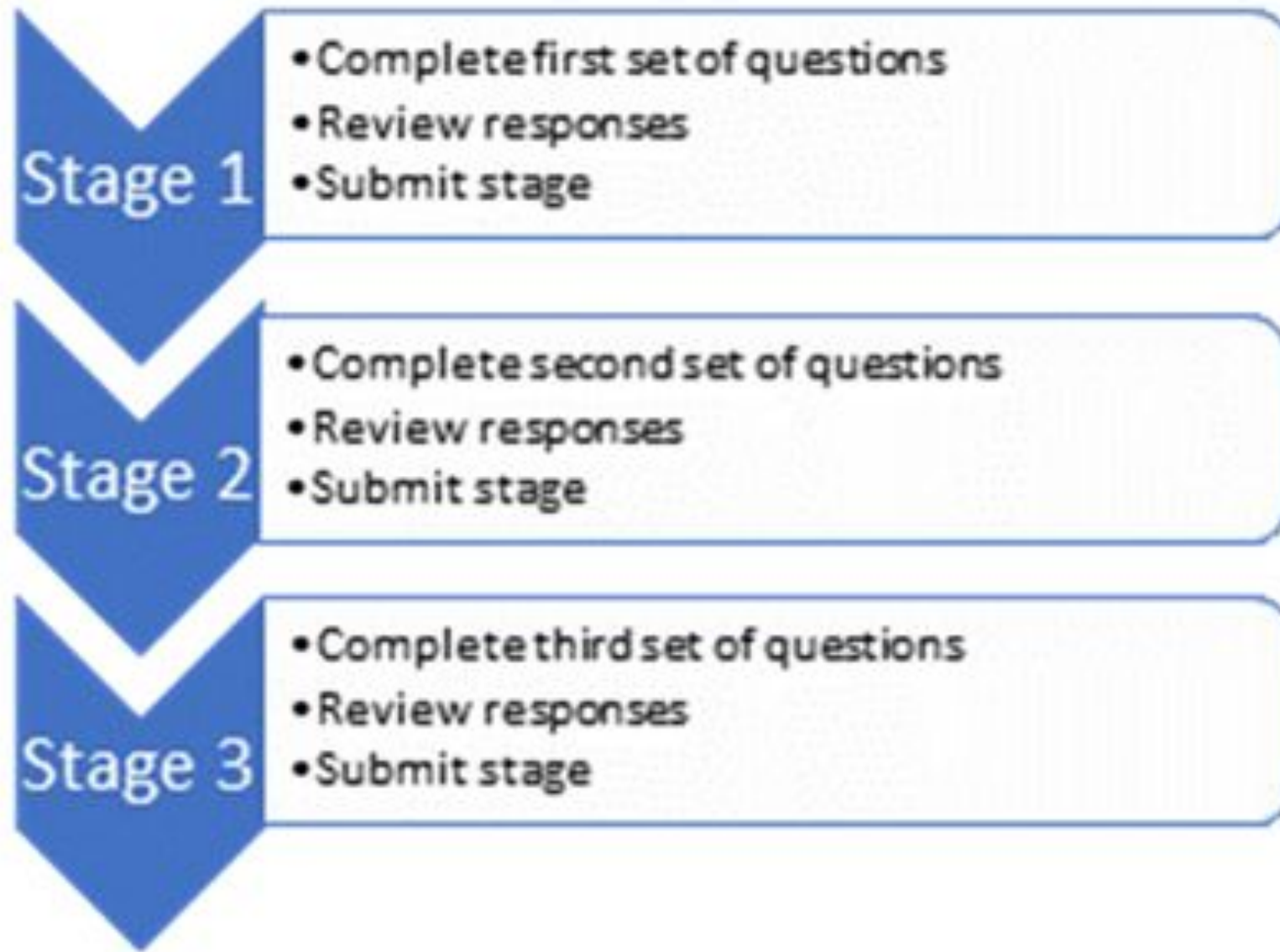
- Reading and Science tests for the Iowa Statewide Assessment of Student Progress (ISASP) moved to an adaptive test design.
- This design consists of sets of questions, or stages, that vary in difficulty.
- Students are presented with new stages based on their performance on previous stages.
- Adaptive testing allows for greater measurement precision of the student's proficiency, while remaining aligned to the Iowa Core standards.



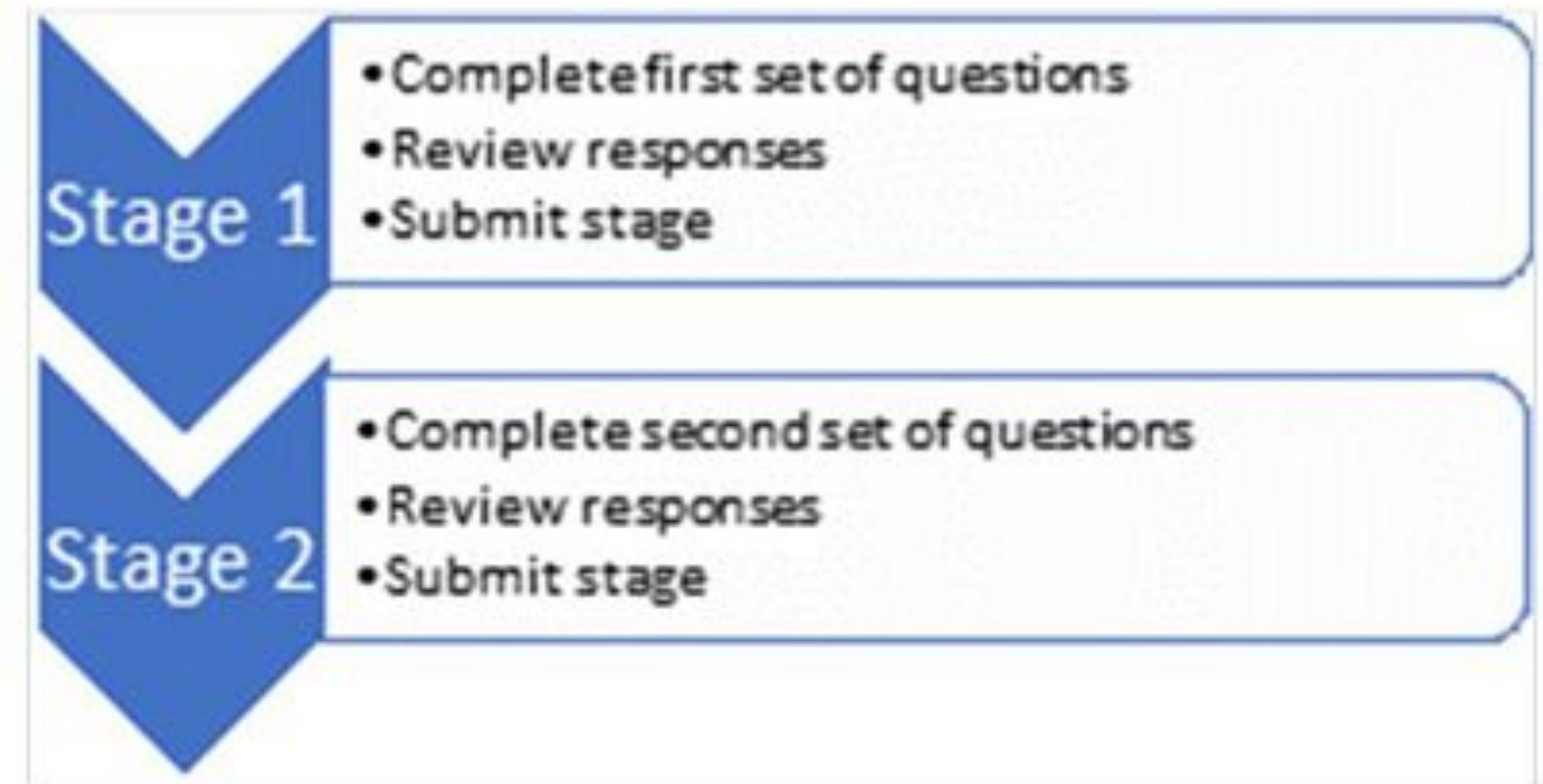


# ISASP Prep

## Reading Stages



## Science Stages





# ISASP Prep

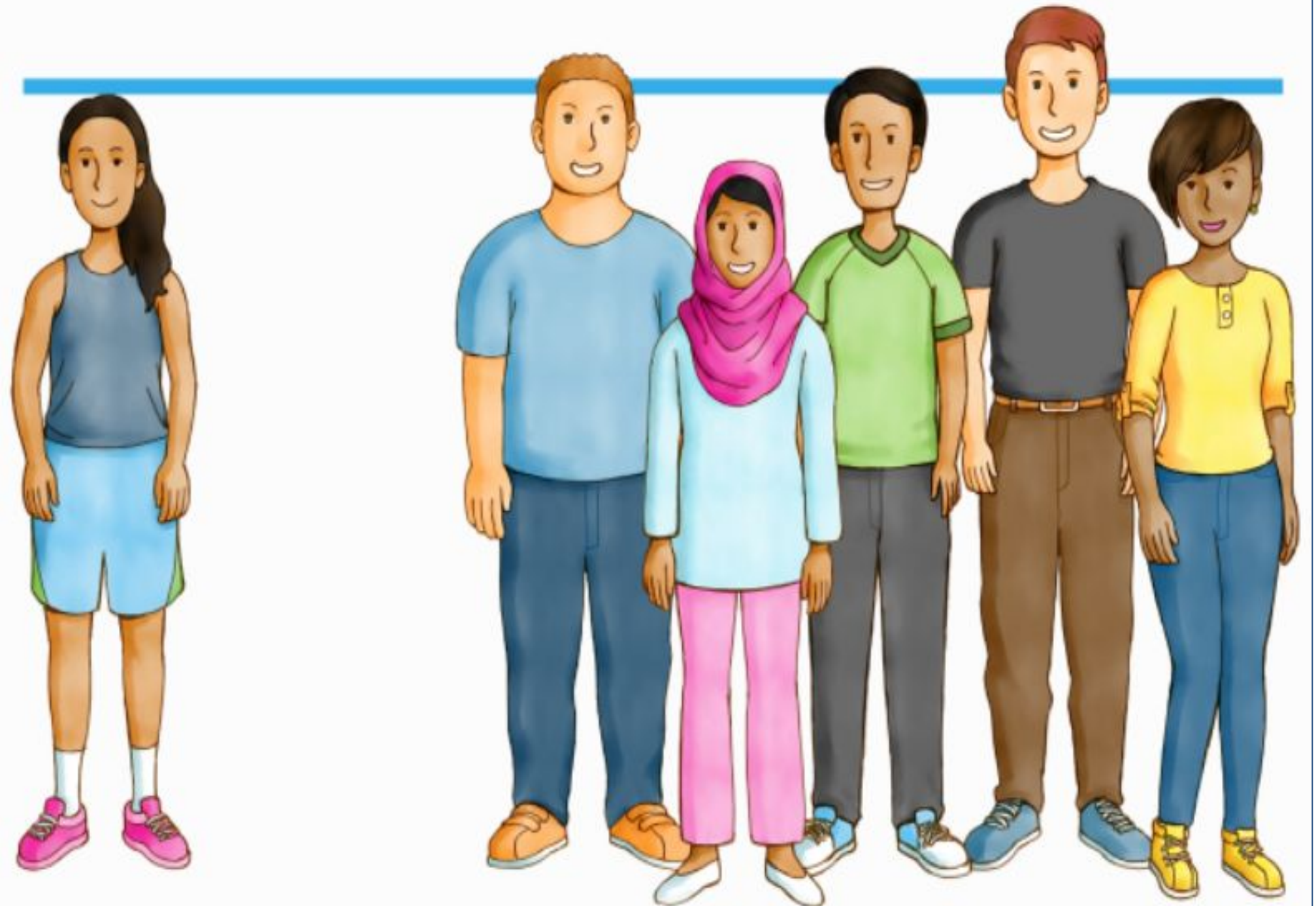
## Norm vs Criterion Referenced



Criterion-referenced tests compare a student's knowledge and skills against a predetermined standard, cut score, or other criterion.

In criterion-referenced tests, the performance of other students does not affect a student's score.

Norm-referenced tests compare a student's performance against the performance of their peers.





# ISASP Prep

## General Performance Level Descriptors

The General Performance Level Descriptors (PLDs) provide descriptions of what students at each performance level *know* and what they *are able to do*. Taken together with Grade- and Content-specific PLDs and threshold scores, they convey the meaning of the ISASP results.

<b>Advanced</b>	Students performing at the Advanced level demonstrate thorough competency over the knowledge, skills, and abilities that meet the requirements for their grade level associated with academic readiness for college and career in the subject area.
<b>Proficient</b>	Students performing at the Proficient level demonstrate adequate competency over the knowledge, skills, and abilities that meet the requirements for their grade level associated with academic readiness for college and career in the subject area.
<b>Not-Yet-Proficient</b>	Students performing at the not-yet-proficient level have not yet demonstrated the knowledge and skills to be classified as Proficient.





IOWA STATEWIDE ASSESSMENT  
of STUDENT PROGRESS

SPRING 2022

# STUDENT REPORT

FIRSTNAME LASTNAME-ELAMATH  
STATE ID# 0123456789

SCHOOL NAME (5678)  
DISTRICT NAME (1234)

GRADE 6

The State of Iowa is committed to delivering a high quality assessment for its students. The Iowa Statewide Assessment of Student Progress (ISASP) is aligned with the Iowa Core Academic Standards.

These results will provide educators, parents, and students important information about student performance that can be used to guide learning to best help each student. More information about your student's achievement level scores can be found at <https://iowa.pearsonaccess.com/performance-levels/>.

## Overview of how FIRSTNAME performed on the ISASP

ENGLISH LANGUAGE ARTS TOTAL    Scale Score: **498**    Achievement Level: **PROFICIENT**

The English Language Arts (ELA) Total scale score is the combination of your Reading (999) and Language/Writing (999) scale scores.

A student at this level has the knowledge, skills and abilities to be proficient in ELA. This may include the ability to read, comprehend and analyze literary and informational texts. This may also include the ability to write coherent pieces that are appropriate, organized, and use standard English.



ADVANCED (999-999)  
PROFICIENT (999-999)  
NOT YET PROFICIENT (999-999)

## MATHEMATICS

Scale Score: **427**    Achievement Level: **NOT YET PROFICIENT**

A student at this level has not demonstrated the knowledge, skills and abilities to be proficient in Mathematics.



ADVANCED (999-999)  
PROFICIENT (999-999)  
NOT YET PROFICIENT (999-999)

ISASP  
SPRING 2022

GRADE 6

FIRSTNAME LASTNAME-ELAMATH  
STATE ID# 0123456789

## STUDENT PERFORMANCE BY DOMAIN

Domain performance can provide insight into your student's strengths and opportunities for improvement. In the tables below your student's performance is displayed by domain.



### ELA-READING Domains

	STUDENT PERFORMANCE		
	Low	Middle	High
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas		✓	✓



### ELA-LANGUAGE/WRITING Domains

	STUDENT PERFORMANCE		
	Low	Middle	High
Research to Build and Present Knowledge	✓		
Production and Distribution of Writing			
Text Types and Purposes			✓
Conventions of Standard English / Knowledge of Language	✓		
Vocabulary Acquisition and Use		✓	✓



### MATHEMATICS Domains

	STUDENT PERFORMANCE		
	Low	Middle	High
Ratios and Proportional Relationships			
The Number System	✓		
Expressions and Equations		✓	
Statistics and Probability		✓	
Geometry	✓		



# ISASP Prep

- Teachers review student projected scores for intervention groups.
- Review blueprints to see how curriculum aligns and where gaps may exist.
- Review writing prompts, rubrics and exemplars in order to determine curriculum alignment and gaps.
- Teachers take practice test, experience from a student perspective and review questions for the following:
  - ❖ Discuss the variety of question formats (multiple-choice, open-ended, etc.).
  - ❖ Analyze the cognitive demands of each question (e.g., recalling facts, applying concepts, synthesizing information).
  - ❖ How do practice tests compare to weekly myView assessment questions? (INT)
  - ❖ How do the practice tests compare to classroom assessment questions? (MS/HS)
  - ❖ Discuss areas where students may struggle (e.g., complex vocabulary, multi-step problems).
  - ❖ Brainstorm strategies to address these challenges in the classroom.





# ISASP Prep

Report: Student List  
 District: Sample District  
 Grade: 7th Grade  
 Projection: 7th Projection Summaries Deep Dive

Students with a Probability  
 Greater than 70%

Student	School	EL	IEP	Probability
1. Student-JMPL	School-znh	N	N	91.1
2. Student-DD	School-znh	N	N	72.8
3. Student-mzH	School-znh	N	N	92.4
4. Student-CVGr	School-znh	N	N	95.5
5. Student-DjBj	School-znh	N	N	93.0
6. Student-XSr	School-znh	N	N	
7. Student-KMyV	School-znh	N	Y	
8. Student-KXLI	School-znh	N	N	
9. Student-fZr	School-znh	N	N	
10. Student-JCcZ	School-znh	N	N	

Directions: Use Student Projections to identify how a group of students is projected to perform and what strategies and interactions can be used to support the academic progress of these students. Capture your thinking in the the graphic organizer below and consider the guiding questions as you complete the tasks:

- How is the group of students projected to perform on the assessment?
- What strategies and/or interventions are in place or can be put in place to support these learners?

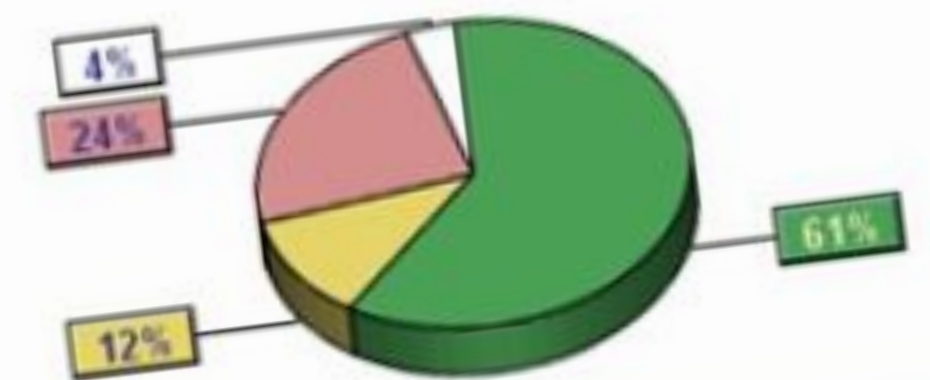
Select	Characteristics
<input type="checkbox"/>	Students who previously took this subject and grade or course and have moved to the next subject.
<input type="checkbox"/>	Students who are currently taking the selected subject and grade or course.

Probability	Student Count	Percentage	Specific Strategies and/or Interventions
Greater than 70%			
Between 50% and 70%			
Less than 50%			

Select Student Groups

Grade Projected to 7th ISASP English Language Arts (Proficient)

Probability	Student Count	Percentage
Greater than 70%	116	61%
Between 50% and 70%	22	12%
Between 30% and 50%	45	24%
Students without a projection	7	4%





# ISASP Prep

Table 2a: Elementary/Middle School Point System to Calculate Overall Scores

Measure	Points (% of Total)
Proficiency: English Language Arts (ELA)	100 (14.3%)
Proficiency: Math	100 (14.3%)
Proficiency: Science	100 (14.3%)
Growth: English Language Arts (ELA)	100 (14.3%)
Growth: Math	100 (14.3%)
Growth: English Language Growth (ELPA21)	100 (14.3%)
Chronic Absenteeism: Rate	50 (7.1%)
Chronic Absenteeism: Attendance Growth	50 (7.1%)
<b>Total</b>	<b>700 (100%)</b>

Table 2b: High School Point System to Calculate Overall Scores

Measure	Points (% of Total)
Proficiency: English Language Arts (ELA)	100 (11.1%)
Proficiency: Math	100 (11.1%)
Proficiency: Science	100 (11.1%)
Growth: English Language Arts (ELA)	100 (11.1%)
Growth: Math	100 (11.1%)
Growth: English Language Growth (ELPA21)	100 (11.1%)
Chronic Absenteeism: Rate	50 (5.6%)
Chronic Absenteeism: Attendance Growth	50 (5.6%)
Graduation Rate: 4-Year	50 (5.6%)
Graduation Rate: 5-Year	50 (5.6%)
Postsecondary Readiness	100 (11.1%)
<b>Total</b>	<b>900 (100%)</b>

# SIAAC

## Recommendations/Input/Feedback





# Social Emotional Learning

**Melissa Hocking**  
Director of Everything

# SEL





# SEL

## K-12 SEL @ CPU

**Comprehensive SEL Implementation Across K-12** – All students receive Character Strong lessons, Leader in Me instruction, and PBIS reinforcement tailored to their grade levels, fostering character development and social-emotional growth.

**Targeted Tiered Support Systems** – Schools implement Tier 1 universal SEL instruction, Tier 2 small group interventions, and Tier 3 individualized support based on SEBH data, teacher referrals, and student needs.

**Strengthening SEBH Teams & Staff Training** – Staff are learning and implementing CASEL competencies, refining behavior norms, and improving intervention processes to enhance student and staff well-being.

**Commitment to Mental Health & Community Partnerships** – CPU partners with Care Solace and Tanager to provide free mental health coordination and access to community-based providers, ensuring support for students and staff.

**Data-Driven Decision Making** – Schools utilize SEL survey data, SEBH fidelity checks, and implementation rubrics to assess progress, refine strategies, and align SEL practices across the district.



# SEL

## K-12 Comprehensive Suicide Prevention, Intervention, and Postvention

This school district prioritizes student mental health through comprehensive training and support systems. All K-12 educators are certified in Youth Mental Health First Aid and suicide prevention. Students benefit from a robust SEL curriculum, dedicated health instruction, and a supportive environment fostered by the SEBH and CHARGE teams. The district's counseling team, equipped with advanced intervention and postvention training, is actively developing a comprehensive system of support to ensure student well-being.



# SUICIDE INTERVENTION PROTOCOL

## A STUDENT HAS DISPLAYED A RISK FOR SUICIDE

Notify the school counselor or designee immediately

Conduct a basic assessment:

The student has no plan or intention for self harm

Communicate & consult as needed

Student is at risk for self harm

**DO NOT LEAVE STUDENT ALONE**  
Notify caregiver & consult as needed

Document & debrief with staff & admin as needed

## A STUDENT HAS MADE A SUICIDE ATTEMPT

Call 911 and notify the admin or designee immediately

**DO NOT LEAVE THE STUDENT ALONE**

1. Clear the area of other students
2. Render or request first aid

Remain with the student until support arrives

Monitor other at-risk students and provide support as needed

Contact caregiver to set up a re-entry meeting and determine coordination of care

Document & debrief with staff & admin as needed



**IF A WEAPON IS PRESENT, CLEAR THE AREA & CALL 911**





## Care Solace/Tanager Partnership

**Free Care Coordination for Families & Staff** – Care Solace provides **no-cost** care coordination services to CPU school district families and staff, ensuring access to mental health support.

**Streamlined Support & Easy Access** – As a **central hub of care**, Care Solace simplifies communication and connects individuals with the right resources. Families and staff can access services through **CPU's unique Care Solace page** or by referral from a school counselor.

**Commitment to Mental Health Accessibility** – CPU partners with Care Solace to ensure **equitable access** to mental health care, reinforcing the district's commitment to student and staff well-being.

**Bridging the Gap in Mental Health Services** – Care Solace connects individuals to **community-based providers**, helping navigate the often **complex mental health system** through a personalized, human-centered approach.

# SIAAC

## Recommendations/Input/Feedback





# Wrap-up & Next Meeting



# CPU Ambassador Elevator Pitch



*What will you  
take with you  
and share from  
tonight?*



# Next Meeting

**Wednesday, October 1, 2025**

**5:30 - 7:00 pm**

**HS Library**



# Membership as SIAC Members Are In Year 2

**Recommendation and consensus for**

**2 or 3 year membership for team**

**cohesiveness and progress?**