Oregon District Continuous Improvement Plan

School Year	2019-2020
School	Reedsport School District

District Direction Section

Vision	"Empowering individuals to reach their full potential and achieve their goals."
Mission	"We are an inclusive community, with heart, empowering all who enter our doors."

Comprehensive Needs Assessment Summary

What data did our team examine?
- 2017-18 ESSA Accountability Details Report, ELA & Math Achievement and Growth Details, Attendance Data, 9th Grade On Track Details, Graduation Details.
- Statewide Assessments Measures
- District State Test Scores for ELA & Math from 2014/15-2017/18 school years by grade level and ethnicity.
- State Report Cards 2014/15-2017/18
- District Attendance Data from 2014/15-2018/19
- Staff and parent input

How did the team examine the different needs of all learner groups?
- The team reviewed data from a grade level perspective as well as by students with disability and those categorized as economically disadvantaged.

Were inequities in student outcomes examined?
- Yes, based on economically disadvantaged and disability

What needs did our data review elevate?
- There needs to be an improvement in attendance for all student subgroups and grades.
- There needs to be an increase in test scores (as measured by a "meeting" performance level) for all students with a focus on ELA and Math scores; particularly for our economically disadvantaged students and students with disabilities.

How were stakeholders involved in the needs assessment process?
- Stakeholders included: parent groups, teachers, special education team members, instructional coach, principals, superintendent.
- Our data has been discussed in building staff meetings, with parent teacher association, shared at school board meetings, with all district staff, and through small learning/leadership groups.
- Future data will be gathered in the form of community surveys for ongoing data collection on top of the sources currently used.

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.
- Student growth goals
- Increase in regular attendance
- Student Engagement/Class Participation/Passing Levels

Long Term District Goals & Metrics

Vision	"Empowering individuals to reach their full potential and achieve their goals."

Student Focused, aspirational, aligned with needs, written for all students
Example: *All students will meet their annual growth targets in math.*
Metrics are outlined for the year(s) to come.

Goal 1	Increase in student attendance K-12.		
Metrics	By 2019-2020	By 2020-2021	By 2021-2022
	Increase attendance by 3%	Increase attendance by 4%	Increase attendance by 4%

Goal 2	Increase in student Academic Growth Percentiles for ELA		
Metrics	By 2019-2020	By 2020-2021	By 2021-2022
	Growth of 5% by 2019-2020	Growth of 5% by 2020-2021	Growth of 5% by 2021-2022

Goal 3	Increase in student Academic Growth Percentiles for Math		
Metrics	By 2019-2020	By 2020-2021	By 2021-2022
	Growth of 3% by 2019-2020	Growth of 3% by 2020-2021	Growth of 3% by 2021-2022

Initiative Alignment to Support District Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success/Measure 98	Hired part-time attendance advocate position, increased classroom support in both buildings, added technology to increase engagement (MakerBot and Chromebooks), professional development
ODE Comprehensive and Target Improvement Plan Funding	Hired classroom teacher to reduces class sizes, hired instructional coach (math, ELA, and writing), purchased professional development around math instruction
Chronic Absenteeism	Work in partnership with ESD to develop strategies to increase school wide attendance, marketing campaign to increase awareness, part-time attendance advocate
Nike Grant	Support AVID program and professional development

Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

District Goal this strateg	Goal: Increase in student attendance K-12.	
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	**If we** provide staff with a targeted tracking system and evidenced based methods for improving attendance, **then** staff will make positive connections with students and families around the importance of attendance **and** student attendance will increase.

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District Goal this strategy	Goal: Increase in student attendance K-12.			
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**Fall**- Develop an attendance tracking system. Begin bi-weekly monitoring, employ advocate, and student outreach. Staff will call students with < 90% attendance when students miss 1 or more days per week.	**Winter**- Identify students at risk of dropping below 90% attendance, increase family communication. Staff will call students with < 90% attendance when students miss 1 or more days per week.	**Spring**- Continue efforts from Fall and Winter.
	Measures of Evidence for Students ("and" statement)	**Fall**- Family outreach will increase student attendance.	**Winter**- Family outreach will increase student attendance.	**Spring**- Consistency in the message supporting good attendance will increase student attendance.

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Data Team	1. Data review and tracking system. Have a system in place to review monthly with grade level teams.	October 15, 2019
	Outreach Team	2. Meet to identify process steps for engaging students and families around attendance.	October 15, 2019
	Teachers	3. Increase positive communication with families and students with low attendance. Outreach will support family relationships and increase attendance.	When a student is absent.
	Counseling/ Administration	4. Follow state regulations for notifying families of attendance concerns.	Prior to specified state attendance thresholds.
	Counseling/ Administration	5. Meet with families to identify barriers to students attending school	Prior to specified state attendance thresholds.

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X__ Leadership _____ Talent Development __X__ Stakeholder Engagement and Partnership _____ Well-Rounded, Coordinated Learning __X__ Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District Goal this strategy support	Goal: Increase in student Academic Growth Percentiles for ELA and Math.			
What are we going to do?	Strategy 2.1 & 3.1 Written as a Theory of Action and reflects evidence-based practices	**If we** provide teachers with professional development and coaching support around instructional engagement strategies, **then** teachers will engage **and** students will participate in their learning and increase academic knowledge to meet growth targets in ELA and Math.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**Fall**- Staff will participate in professional development around student engagement strategies.	**Winter-** 60% of staff will use engagement strategies during 17% of class instructional time.	**Spring-** 75% of staff will use engagement strategies during 34% of class instructional time.
	Measures of Evidence for Students ("and" statement)	**Fall-** Creation of tracking documents to be used during observations based on strategies.	**Winter-** Students will actively participate 30% of the class time	**Spring-** Students will actively participate 40% of the class time
How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**		**Due Date**
	Administration/ Instructional Coach	1. Develop a professional development schedule to include student engagement strategies. Continue work around Trauma Informed Practices, best practices for instruction and working with typically marginalized populations. Specifically seek out PD in support academic needs for those populations.		August 1, 2019
	Administration/ Instructional Coach	2. Create an observation plan to support teachers in their development and use of student engagement strategies.		August 26, 2019
	Teachers	3. Develop, practice and implement student engagement strategies. Attend PD around equity and instructional practices that support all learners and cultural backgrounds (typically marginalized student populations).		August 26, 2019
	Administration/ Instructional Coach	4. Develop a tool to track data on student engagement strategies in comparison to student performance (progress monitoring, grades and testing).		August 26, 2019
ORIS Domain Alignment	**ORIS Domain(s) this strategy supports**	__X__ Leadership __X__ Talent Development __X__ Stakeholder Engagement and Partnership __X__ Well-Rounded, Coordinated Learning __X__ Inclusive Policy and Practice		

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District Plan
Self-Monitoring Routines

Please describe the district plan to install quarterly plan-review/monitoring routines (see example below):

Develop a district leadership team (DLt)to review and track data three times per year based on the following.
Develop building level teams, using specialty assignment personnel, to follow the data and students associated looking for progression toward goals and/or implementing interventions when goals are not being met.

Elementary ELA/Math Academic Growth:
 ~Progress Monitoring Meetings monthly and Core Review Meetings every term.
  EasyCBM Data
  Title Data
Elementary Attendance:
 ~Review of attendance data bi-weekly to identify students at risk of becoming non-attenders

High School ELA/Math Academic Growth:
 ~Employ best practices for engaging instruction using tools such as AVID
 ~Post and review daily the learning targets (attached to standards) to focus student learning
 ~Bi-weekly meetings to review grades, work completion, student learning needs based on classroom formative and summative assessments.
High School Attendance:
 ~Review of attendance data bi-weekly to identify students at risk of becoming non-attenders