

## Oregon District Continuous Improvement Plan Template

School Year	2019.20
District	South Umpqua #19

### District Direction Section

Vision	Unlocking the potential in every student.
Mission	Providing the tools to ensure our students are life-long learners.

#### Comprehensive Needs Assessment Summary

**What data did our team examine?** We examined Smarter Balanced Assessment data, Fastbridge interim assessment data, school and district level attendance data, behavior data, graduation data, 9<sup>th</sup> grade on track data, and growth data on both State and Fastbridge assessments.

**How did the team examine the different needs of all learner groups?** The majority of our data is disaggregated by groups. Our main groups are economically disadvantaged and special education. However, we do look at other groups even though there are few students in those groups.

**How were inequities in student outcomes examined and brought forward in planning?** We are always sensitive to inequities in our district and use an equity lens when working at all data. We have a growing Native American/American Indian population that we are focusing on through our TAPP grant. We have a high percentage of special education students in our district as well, and our Director of Student Services is highly focused on improving outcomes for those students. Our economically disadvantaged population is our largest group and we spend a lot of time trying to meet this needs of this group as well.

**What needs did our data review elevate?** Four main areas of need were identified: Student achievement in mathematics, chronic absenteeism, graduation rate, and behavior. We will have goals in the first three areas. Our behavior data is not reliable enough to have a measureable goal, however, we will include behavior training throughout the school year.

**How were stakeholders involved in the needs assessment process?**

Our administrative team met in the spring and fall of 2019 to do data analysis. Our administrators then met with their building staff to do a similar analysis. Building staff met with parent groups to get their input, and our district administrative staff met with the School Board for their input. We held community forums to elicit public comment. Finally, we created a survey which was made available to all staff and community members.

**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.** We will improve student mathematics achievement in both growth, and numbers of students meeting and/or exceeding on SBAC. We will lower our percentages of chronically absent students. We will improve the percentage of students graduating on time.

#### Long Term District Goals & Metrics

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	The percentage of students meeting or exceeding on the mathematics portion of the Smarter Balanced assessment will increase by 4% at each tested grade level in each of the next three years.		
Metrics	By (2020)	By (2021)	By (2022)

Vision	Unlocking the potential in every student.		
	Students meet+exceed percentage increases by 4% at each grade level.	Student meet+exceed percentage increases by 4% at each grade level.	Student meet+exceed percentage increases by 4% at each grade level.
Goal 2	The percentage of students deemed regular attenders by the State will increase by 10% in grades K-8 and 15% in grades 9-12 by the end of the 2022 school year.		
Metrics	By (2020)	By (2021)	By (2022)
	Student regular attender percentages increase from 76% to 81% in grades K-5, from 79% to 84% in grades 6-8, and from 68% to 76% in grades 9-12 as evidenced by State Regular Attenders data.	Student regular attender percentages increase from 81% to 84% in grades K-5, from 84% to 87% in grades 6-8, and from 76% to 80% in grades 9-12 as evidenced by State Regular Attenders data.	Student regular attender percentages increase from 84% to 86% in grades K-5, from 87% to 89% in grades 6-8, and from 80% to 83% in grades 9-12 as evidenced by State Regular Attenders data.
Goal 3	The South Umpqua School District four-year graduation rate will increase from 76% to 87% by the end of the 2022 school year.		
Metrics	By (2020)	By (2021)	By (2022)
	The South Umpqua School District four-year graduation rate will increase from 76% to 81% as evidenced by the State report card.	The South Umpqua School District four-year graduation rate, will increase from 81% to 84% as evidenced by the State report card.	The South Umpqua School District four-year graduation rate will increase from 84% to 87% as evidenced by the State report card.

#### Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
<b>High School Success</b>	Our success coach will work with students to ensure they are on track to graduate and attending regularly.
<b>Chronic Absenteeism</b>	Our grant funded program will focus on factors that increase attendance, including parent and community education and outreach, staff education, incentive programs, and regular communication with staff, students, and families.
<b>Math Professional Development</b>	Our teachers will be trained in mathematical best practices, unpacking standards, and ensuring vertical alignment of curriculum.

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

<b>District Goal this strategy supports</b>	Goal 1: The percentage of students meeting or exceeding on the mathematics portion of the Smarter Balanced assessment will increase by 4% at each tested grade level in each of the next three years.			
<b>What are we going to do?</b>	Strategy # 1.1  Written as a Theory of Action and reflects evidence-based practices	If we provide training for our teachers in the area of best practices and appropriate pacing guides,  Then implement the ideas from the training and analyze the results with valid data,  And address student needs based on our data analysis,  Then we will see increases in our SBAC math meeting and exceeding percentages.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall  Notes from district-level PLC indicate teacher analysis of areas of need in mathematics instruction	Winter  Feedback sheets from our trainers who observe our teachers in their classrooms	Spring  Admin walkthroughs indicate teachers are implementing strategies learned in trainings
	Measures of Evidence for Students (“and” statement)	Fall  Student performance on FAST benchmarking sets baseline for current student performance levels.	Winter  Student performance on FAST benchmarking indicates 30% of students show growth	Spring  Student performance on FAST benchmarking indicates 50% of students show growth
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Dir. of Student Achievement	1. Schedule trainings with Shannon McCaw for both elementary and secondary teachers		10.20.19
	Principal	2. Work with staff to arrange for substitute teachers, meeting locations, and schedules for trainings.		10.20.19
	Dir. of Student Achievement/Principals	3. Create non-negotiables walk-through checklist		9.25.19
	Dir. Of Student Achievement	4. Coordinate with Shannon McCaw on walk-through checklists that align with research-based strategies and training.		12.1.19
	Dir.Of Student Achievement	5. Provide staff with updated FAST screening scores each quarter.		Within 2 weeks of the end of each quarter

<b>District Goal this strategy supports</b>	Goal 1: The percentage of students meeting or exceeding on the mathematics portion of the Smarter Balanced assessment will increase by 4% at each tested grade level in each of the next three years.	
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice

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

<b>District Goal this strategy supports</b>	Goal 2: The percentage of students deemed regular attenders by the State will increase by 10% in grades K-8 and 15% in grades 9-12 by the end of the 2022 school year.			
<b>What are we going to do?</b>	Strategy # 2.1  Written as a Theory of Action and reflects evidence-based practices	If we provide training and information around factors of regular attendance,  Then we analyze data and create an attendance plan for our district and buildings,  And we educate students and provide incentives for good attendance,  The our regular attender rate will increase each year.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall  Administrator and building fishbone activity to determine causes of chronic absenteeism.	Winter  Building attendance teams create plans for increasing student attendance.	Spring  Analysis of regular attender data to determine effectiveness of our plans.
	Measures of Evidence for Students (“and” statement)	Fall  Initial communication with students and parents about importance of regular attendance	Winter  Incentive programs implemented and tracked to determine which are most effective, and regular communication with families whose students are not attending regularly.	Spring  Communication with students and parents about the results of our attendance improvement efforts

<b>District Goal this strategy supports</b>	Goal 2: The percentage of students deemed regular attenders by the State will increase by 10% in grades K-8 and 15% in grades 9-12 by the end of the 2022 school year.		
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Dir. of Student Achievement	1. Administrative and building data teams receive training in root-cause analysis and conduct root-cause analysis of non-attendance	10.30.19
	Principals	2. Create building attendance teams and complete school-level root cause analysis of non-attendance	12.1.19
	Building attendance teams/TAPP coordinator	3. Create communication protocols and attendance incentive programs	1.15.20
	Dir. of Student Achievement/Technology	4. Implement the Remind app district-wide	1.15.20
		5.	
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

<b>District Goal this strategy supports</b>	Goal 3: The South Umpqua School District four-year graduation rate will increase from 76% to 87% by the end of the 2022 school year.			
<b>What are we going to do?</b>	Strategy # 3.1  Written as a Theory of Action and reflects evidence-based practices	If we determine factors that increase the likelihood of students graduating on time  Then we train staff and implement plans that increase these factors  And students receive support and training from staff  Then our four-year graduation rate will increase		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements’)	Fall  Schedule change indicates all students have an advisor period	Winter  Notes from staff meetings indicate training in areas of focus for advisor period	Spring  Staff survey indicates level of implementation of training in advisor period
	Measures of Evidence for Students (“and” statement)	Fall  Students complete analysis of courses taken and courses needed to complete graduation requirements	Winter  Students complete CIS resume, interest inventory, career inventory	Spring  Student survey indicates understanding of importance of graduation and understanding of requirements
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal/VP	1. CIS train the trainer		November 1, 2019
	CIS training staff (2 teachers, and counselor)	2. CIS training for entire staff		November 20, 2019
	Principal/VP	3. Create and administer staff surveys		March 30, 2020 – creation  May 31, 2020 – completion of surveys by staff
	Counselor	4. Create and administer student surveys		March 30, 2020 – creation  May 31, 2020 – completion of surveys by students

<i>District Goal this strategy supports</i>	Goal 3: The South Umpqua School District four-year graduation rate will increase from 76% to 87% by the end of the 2022 school year.	
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

## District Plan Self-Monitoring Routines

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

We are a small district and have a teaching and learning administrative team of 9. This allows us to regularly plan together. We will be meeting both individually with individual principals to review and monitor progress, and having administrators discuss their progress with our team. These reviews are already a part of our administrative meeting schedule and will occur every two months.

### Routine Example:

The chart below does not need to be completed prior to installation of district self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?



Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
	November 4, 2019	Prepare for Board Presentation of plans	NA	NA	NA	NA
	January 13, 2020	Mid-year review of plans. District admin meet individually with building admin and discuss progress				
	March 9, 2020	Building admin present to admin team highlighting progress and areas of concern				
	May 11, 2020	End of year review of plans. District admin meet individually with building admin and discuss progress				
	June 22, 2020	Final review with administrators and begin updating plans for 2020-21 school year				