

Oregon District Continuous Improvement Plan Template

School Year	2020.21
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 Fastbridge interim assessment data, school and district level behavior data, graduation data, 9th grade on track data, and growth data on Fastbridge assessments. Due to the pandemic we did not have Smarter Balanced data to look at for 2019-20, however we have Smarter Balanced data from previous years that we also analyze and include in our needs 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, graduation rate, and Social-Emotional Learning.

How were stakeholders involved in the needs assessment process?

Our administrative team meets regularly to analyze data. Our administrators then meet with their building staff to do a similar analysis. Building staff meet with parent groups to get their input, and our district administrative staff meet with the School Board for their input.

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 improve the percentage of students graduating on time. We will implement a Social-Emotional Learning program at our elementary schools in order to help students acquire skills that will lead to their success in our schools.

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 (2021)	By (2022)	By (2023)

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	All elementary schools will implement Sanford Harmony social-emotional learning curriculum in all classrooms and track data to determine its effectiveness in improving school culture and student behavior.		
Metrics	By (2021)	By (2022)	By (2023)
	Each elementary classroom receives the Sanford Harmony curriculum and training, and begins implementation of the program. Elementary building administrators determine effective measurement tools and baseline data is collected.	Each elementary school building sees a 10% improvement on cultural and behavioral measurement data as compared to the 2021 data.	Each elementary school building sees a 10% improvement on cultural and behavioral measurement data as compared to the 2022 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 (2021)	By (2022)	By (2023)
	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, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success	Our success coach will work with students to ensure they are on track to graduate and attending regularly.
Technology TOSA	Our technology TOSA will work with classroom teachers to increase the effectiveness and efficiency of their lessons through the use of technology.
Math Professional Development	Our teachers will be trained in mathematical best practices, unpacking standards, and ensuring vertical alignment of curriculum.
Sanford Harmony Training	Our teaches will receive training in how to effectively implement the Sanford Harmony social-emotional learning curriculum.

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

District Goal this strategy supports	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.			
What are we going to do?	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.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Administrators meet with math teachers to determine areas of strength and need. A plan is created to accentuate strengths and address needs.	Winter Teachers receive training and implement new techniques 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
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Dir. of Student Achievement	1. Schedule trainings based on feedback from administrators		11.13.20
	Principal	2. Work with staff to arrange for substitute teachers, meeting locations, and schedules for trainings.		11.13.20
	Dir. Of Student Achievement	5. Provide staff with updated FAST screening scores each quarter.		Within 2 weeks of the end of each quarter
	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		

District Goal this strategy supports	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.		
ORIS Domain Alignment			

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

District Goal this strategy supports	Goal 2: Elementary staff will be trained in, and implement, a social-emotional learning curriculum and determine effective measures for culture and behavior. The percentage of improvement in both culture and behavior will improve by 10% in both the 2021-22 and the 2022-23 school years.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we provide training and support in a research-based social-emotional learning curriculum, Then we effectively implement the curriculum and analyze data, And we educate students and provide incentives for improved culture and behavior, The culture of our schools and our student's behavior will both improve.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Receive training in the Sanford Harmony social-emotional learning curriculum.	Winter Principals create an implementation plan and determine effective measures for culture and behavior	Spring Teachers effectively implement curriculum in classrooms
	Measures of Evidence for Students ("and" statement)	Fall Initial communication with students and parents about the Sanford Harmony program and our desire to improve school culture and student behavior	Winter Students learn about the importance of positive school culture and begin learning tools to effectively manage their behavior at school	Spring Students participate in social-emotional lessons and begin trying out new skills.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Dir. of Student Achievement	1. Coordinate with Director of Student Services to ensure training is provided for teachers.		11.2.20

District Goal this strategy supports	Goal 2: Elementary staff will be trained in, and implement, a social-emotional learning curriculum and determine effective measures for culture and behavior. The percentage of improvement in both culture and behavior will improve by 10% in both the 2021-22 and the 2022-23 school years.		
	Principals	2. Create implementation plans for Sanford Harmony.	2.1.21
	Principals and school staff	3. Determine effective measures of school culture and student behavior	3.31.21
	School Staff	4. Implement the Sanford Harmony curriculum	4.15.21
		5.	
ORIS Domain Alignment	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.)

District Goal this strategy supports	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.			
What are we going to do?	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		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements’)	Fall Implement block schedule and place 100% of seniors in classes that they need to graduate	Winter Develop tiered intervention system to help students stay on track to graduate	Spring Communicate with all students who are in danger of not graduating and provide supports
	Measures of Evidence for Students (“and” statement)	Fall Students meet with school staff to ensure their understanding of what requirements they need to meet to graduate	Winter Students participate in tiered intervention supports designed to help them stay on, or get on track to graduate	Spring Staff surveys students who do not graduate to determine which additional supports are necessary
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal/VP	1. Create and implement block schedule and ensure 100% of seniors are in classes they need to graduate		September 14, 2020
	Admin/Staff	2. Create tiered intervention system		December 1, 2020
	Staff	3. Regular communication with students who are in danger of not staying on track to graduate		ongoing
	Counselor	4. Create and administer student surveys		March 30, 2021 – creation May 31, 2021 – 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):

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?

	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?
<i>Performance Updates</i>						

SAMPLE District Self-Monitoring Routine Template