

## Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Central Curry School District 1, Gold Beach, Oregon <u>SUBMITTED NOVEMBER 23, 2019</u>

### District Direction Section

Vision	"A rigorous and relevant education for every student"
Mission	The Central Curry School District 1, in partnership with families and community, is to ensure each and every student is prepared to success and contribute in a global society by engaging in a challenging, personalized program of educational excellence.

#### Comprehensive Needs Assessment Summary

What data did our team examine? *All District staff, including teachers, instructional assistants and administration, completed the Needs Assessment of the Oregon Integrated Systems Framework (ORIS). The assessment results were shared with the Board of Directors who then directed administration to analyze and prioritize activities that aligned with the Board's goals. In addition, the same group of school staff provided input to addressing the Supplemental Ten questions as the initial stages of further defining District needs.*

How did the team examine the different needs of all learner groups? *The staff reviewed each of the components within the five domains of ORIS. Heterogeneous groups rated each component with the rating of 0-3 for stages of implementation and made anecdotal comments of evidence.*

How were inequities in student outcomes examined and brought forward in planning? *The student population of the District is fairly ethnically homogeneous as well as their socio-economic status. Inequities were not determined as related to specific student outcomes. The goals established through the needs assessment process are for ALL students.*

What needs did our data review elevate? *The overall ratings showed District strengths in Distributive Leadership and Equity and Access. Areas for priority and action include Staff Growth, Materials and Practices to Inform Instruction, Multi-Tiered Support and Barriers to Success. The lower three areas were selected as goals with action plans.*

How were stakeholders involved in the needs assessment process? *As described above, all district employees with the exception of the bus drivers, were involved in the needs assessment process. Initial results were shared with the Board of Directors with the expectation of additional discussion once the CIP was further developed. The needs assessment process continues in November and December to all stakeholders including parents/guardians of current students, parents of former students, community members with no children in the school system, staff and students. Methods include surveys, evening community input sessions, personal interviews and community canvassing. A second round of assessment is schedule for January and February with more specific questions determined by the initial needs assessment.*

Which needs will become priority improvement areas? *Areas for priority and action include Staff Growth, Materials and Practices to Inform Instruction, Multi-Tiered Support and Barriers to Success.*

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Vision	“A rigorous and relevant education for every student”		
<b>Long Term District Goals &amp; Metrics</b>			
Student Focused, aspirational, aligned with needs, written for all students Example: <i>All students will meet their annual growth targets in math.</i> Metrics are outlined for the year(s) to come.			
Goal 1	All students will meet their annual growth goals in English/Language Arts and Mathematics.		
Metrics-	By 2020	By 2021	By 2022
SBAC	ELA 3 – from 42% to 47%; ELA 4 – from 43% to 48%; ELA 5 – from 32% to 40%; ELA 6 – from 66% to 70%; ELA 7- from 77% - 80%; ELA 8 – from 50% to 60%; ELA 11 – from 69% to 85%.	ELA 3 – from 47% to 52%; ELA 4 – from 48% to 54%; ELA 5 – from 40% to 50%; ELA 6 – from 70% - 75%; ELA 7 – from 80% to 83%; ELA 8 – from 60% to 70%; ELA 11 – from 85% to 90%.	ELA 3 – from 52% to 60%; ELA 4 – from 54% to 60%; ELA 5 – from 50% to 60%; ELA 6 – from 75% to 80%; ELA 7 – from 83% to 85%; ELA 8 – from 70% to 80%; ELA 11 – from 90% to 95%.
DIBELS	Math 3 – from 46% to 50%; Math 4 – from 33% to 40%; Math 5 – from 27% to 40%; Math 6 – from 61% to 65%; Math 7 – from 57% to 65%; Math 8 – from 41% to 50%; Math 11 – from 29% to 50%	Math 3 – from 50% to 60%; Math 4 – from 40% to 50%; Math 5 – from 40% to 50%; Math 6 – from 65% to 75%; Math 7 – from 65% to 75%; Math 8 – from 50% to 60%; Math 11 – from 50% to 60%	Math 3 – from 60% to 70%; Math 4 – from 50% to 60%; Math 5 – from 50% to 60%; Math 6 – from 75% to 80%; Math 7 – from 75% to 80%; Math 8 – from 60% to 70%; Math 11 – from 60% to 70%
Goal 2	All students will attend school with at least a 90% rate and have access to support systems including emotional health needs.		
Metrics-	By 2020	By 2021	By 2022
School attendance data	Riley Creek (K-8) – 87%	Riley Creek (K-8) – 90%	Riley Creek (K-8) – 92%
	GBHS (9-12) – 80%	GBHS (9-12) – 85%	GBHS (9-12) – 90%
Goal 3	All students will have access to a highly qualified teaching staff which is recruited and retained for consistency with instruction and program development.		
Metrics – Annual staffing surveys	By 2020	By 2021	By 2022
	Retain 90% of Staff	Retain 95% of Staff	Retain 100% of Staff

#### 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
Chronic Absenteeism	Monitoring, Targeted Support and Family Advocacy
High School Success	9 <sup>th</sup> Grade on Track, Targeted Support with Student Success Teams and additional emotional/mental health support services
ESSA Improvement Grant	Professional development activities; mentor teacher/coaching program; intervention materials.

## Annual Evidence Based Strategies, Measures and Actions

<i>District Goal this strategy supports</i>	Goal 1: All students will meet their annual growth goals in English/Language Arts and Mathematics.			
<i>What are we going to do?</i>	Strategy # 1.1  Written as a Theory of Action and reflects evidence-based practices	<p>If we <u>provide students with updated and adopted core and intervention curriculum and provide staff with instructional coaching specific to English/Language Arts and Mathematics,</u></p> <p>Then <u>staff will improve their instructional skills and be monitored to teach core and intervention curriculum materials with fidelity,</u></p> <p>And <u>students will achieve at accelerated and higher achievement levels.</u></p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	<u>Fall</u>  Composite walk-through data shows 70% of staff has implemented at least three new learning strategies	<u>Winter</u>  Composite walk-through data shows 80% of staff has implemented at least four new learning strategies	<u>Spring</u>  Composite walk-through data shows 90% of staff has implemented at least five new learning strategies
	Measures of Evidence for Students ("and" statement)	<u>Fall</u>  Math/ELA – At least two formative assessments completed.  ELA – Follow recommended schedule for benchmark and progress monitoring of all skills as measured with DIBELS.	<u>Winter</u>  Math/ELA – At least two formative assessments completed.  ELA – Follow recommended schedule for benchmark and progress monitoring of all skills as measured with DIBELS.	<u>Spring</u>  Math/ELA – At least one formative assessment completed in preparation for SBAC  ELA - Follow recommended schedule for benchmark and progress monitoring of all skills as measured with DIBELS.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	RC Staff	1.Implement new K-2 ELA core curriculum.		September 3, 2019
	Administration	2.Hire mentor teacher/coaches		October 1, 2019
	Admin/Teachers	3.Establish formative assessment schedule for math and ELA.		September 13, 2019
	Administration	4. Provide individualized professional development to re-enforce best practices expectations.		October 1, 2019 and ongoing

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<i>District Goal this strategy supports</i>	Goal 1: All students will meet their annual growth goals in English/Language Arts and Mathematics.		
	MS/HS Staff	5. Review ELA curriculum adoption materials and make recommendation to Board of Directors for 2020-2021.	March 20, 2019
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<p>_____ Leadership</p> <p>_____ Talent Development</p> <p>_____ Stakeholder Engagement and Partnership</p> <p><u>XXXXX</u> Well-Rounded, Coordinated Learning</p> <p>_____ Inclusive Policy and Practice</p>	

<i>District Goal this strategy supports</i>	Goal 2: All students will attend school with at least a 90% rate and have access to support systems including emotional health needs.			
<i>What are we going to do?</i>	Strategy # 2.1  Written as a Theory of Action and reflects evidence-based practices	If we <u>implement improved attendance monitoring and student support systems,</u>  Then <u>staff can assist students and families to establish healthy relationships with school,</u>  And <u>students will attend school at a higher rate and take advantage of support services.</u>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions  Calendar	<u>Fall</u>  Bi-weekly attendance reports and home communication;  Identify priority students for support.	<u>Winter</u>  Bi-weekly attendance reports and home communication;  Student Success Team meetings at least twice a month.	<u>Spring</u>  Bi-weekly attendance reports and home communication;  Student Success Team meetings at least once a week.
	Measures of Evidence for Students  Attendance Reports	<u>Fall</u>  Riley Creek – 88% rate  GBHS – 75% rate	<u>Winter</u>  Riley Creek – 90% rate  GBHS – 80% rate	<u>Spring</u>  Riley Creek – 92% rate  GBHS – 85% rate
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administration	1.Hire a part-time attendance advocate for home interventions with students and families		October 1, 2019
	Principals	2.Establish attendance monitoring calendar		August 29, 2019
	Counselors	3.Establish Student Success Team calendar		September 6, 2019
	Support Teams	4.Involve community businesses and service clubs to support attendance and mental health initiatives		November 1, 2019
	Support Teams	5. Participate in regional (ESD) meetings and trainings for attendance and trauma informed practices		Quarterly

District Goal this strategy supports	Goal 2: All students will attend school with at least a 90% rate and have access to support systems including emotional health needs.	
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

District Goal this strategy supports	Goal 3: All students will have access to a highly qualified teaching staff which is recruited and retained for consistency with instruction and program development.			
What are we going to do?	Strategy # 3.1  Written as a Theory of Action and reflects evidence-based practices	If we <u>hire qualified staff and provide opportunities for mentoring and coaching</u>  Then <u>new staff (as well as current staff) will take advantage of coaching from qualified mentors with ongoing support</u>  And <u>with a stable teaching staff, students will benefit academically and socially.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions  Calendar and Logs	<u>Fall</u>  Monthly trainings specific to needs of new staff.  At least bi-weekly mentor/mentee coaching and collaboration sessions	<u>Winter</u>  Monthly trainings specific to needs of new staff.  At least bi-weekly mentor/mentee coaching and collaboration sessions	<u>Spring</u>  Monthly trainings specific to needs of new staff.  At least bi-weekly mentor/mentee coaching and collaboration sessions
	Measures of Evidence for Students	<u>2020</u>  <u>Will be measured over three years</u>	<u>2021</u>  <u>Will be measured over three years</u>	<u>2022</u>  <u>Will be measured over three years</u>
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administration	1.Hire mentor teachers/coaches		October 1, 2019
	Mentor Team	2.Establish meeting schedules and trainings		October 15, 2019
	Administration	3.Evaluate staff and program progress		February 1, 2020
	Participants	4.Evaluate program effectiveness		May 15, 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<u>      </u> Leadership  <u>XXXXX</u> Talent Development  <u>      </u> Stakeholder Engagement and Partnership  <u>      </u> Well-Rounded, Coordinated Learning  <u>      </u> Inclusive Policy and Practice		

## District Plan Self-Monitoring Routines

<i>Performance Updates</i>	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?
	11/1/19	Activities of Goals 1, 2 and 3				
	1/24/20	Activities of Goals 1, 2 and 3				
	4/3/20	Activities of Goals 1, 2 and 3				
	6/10/20	Activities of Goals 1, 2 and 3				