

## Oregon District Continuous Improvement Plan

School Year	2019 - 2020
District	Port Orford – Langlois School District 2CJ

### District Direction Section

Vision	One Team, One Goal, No Limits
Mission	The district will provide curriculum and programs to enable all students to be proficient and to all them to excel as ethical, responsible, and successful members of society.

#### Comprehensive Needs Assessment Summary

What data did our team examine? Our team looked at testing and achievement data from the 2017 – 18 and 2018 – 19 school years, as well as attendance data from those years. We also looked at survey data from students, parents, and staff members.

How did the team examine the different needs of all learner groups? The team looked at subgroup data, as well a grade level data, to differentiate growth and attendance data.

How were inequities in student outcomes examined and brought forward in planning? The team looked data for the different subgroups within our district, as well as survey data, which brought forth the need to focus on economically disadvantaged group, our biggest subgroup, in academic settings and social – emotional learning.

What needs did our data review elevate? The data review showed that there is a need to improve regular attendance rates across all grades in our district, as well as increase achievement scores in the elementary grades in ELA and math.

How were stakeholders involved in the needs assessment process? The three main groups of stakeholders, students, staff, and parents, were asked to give opinions regarding what they felt was going well in the district, what barriers are do our students face that hinder their achievement, and what can the district improve upon.

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. Increase regular attendance rates to the state long term goal of 93%, increase SBAC ELA achievement in grades 3 – 5 to 62%, and increase SBAC math achievement in grades 6 – 8 to 50%.

#### 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	To increase the percentage of students in grades 3 – 5 meeting state expectations on the English Language Art Smarter Balanced State Assessment to 62%.		
Metrics	By 2020	By 2021	By 2022
	Increase by 3% to 56%	Increase by 3% to 59%	Increase by 3% to 62%
Goal 2	To increase the percentage of students in grades 6 – 8 meeting state expectations on the Mathematics Smarter Balanced State Assessment to 50%.		
Metrics	By 2020	By 2021	By 2022

Vision	One Team, One Goal, No Limits		
	Increase by 3% to 43%	Increase by 3% to 46%	Increase by 4% to 50%
Goal 3	To increase the percentage of regular attenders across all grades in the district to the state long term goal of 86%.		
Metrics	By 2020	By 2021	By 2022
	Increase by 1% to 84%	Increase by 1% to 85%	Increase by 2% to 86%

**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	This grant allows the district to support staff that can track attendance data, make contact with families to discuss importance of regular attendance, provide support and incentives for students, and help fund an academic and social skills summer program for students transitioning to grades K – 3.
Ready Math Curriculum and Online Instruction	With the implementation of new curriculum and online instruction, as well as professional development opportunities for both teachers and instructional assistants

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

<i>District Goal this strategy supports</i>	Goal 1: To increase the percentage of students in grades 3 – 5 meeting state expectations on the English Language Art Smarter Balanced State Assessment to 62%.			
<i>What are we going to do?</i>	Strategy # 1.1  Written as a Theory of Action and reflects evidence-based practices	If we provide resources and effective professional learning supports aligned to standards based ELA instruction, then teachers will implement effective ELA instruction using a variety of aligned resources, and students will meet their ELA growth targets.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Walk throughs will indicate that teachers have implemented 65% of the ‘strong’ markers of implementation for vocabulary, reading strategies and writing strategies.	Winter Walk throughs will indicate that teachers have implemented 70% of the ‘strong’ markers of implementation for vocabulary, reading strategies and writing strategies.	Spring Walk throughs will indicate that teachers have implemented 75% of the ‘strong’ markers of implementation for vocabulary, reading strategies and writing strategies.
	Measures of Evidence for Students (“and” statement)	Fall 38% of students in grades 3 – 5 at grade level as per I – Ready fall diagnostic.	Winter 50% of students in grades 3 – 5 at grade level as per I – Ready winter diagnostic.	Spring 63% of students in grades 3 – 5 at grade level as per I – Ready spring diagnostic.

<b>District Goal this strategy supports</b>	Goal 1: To increase the percentage of students in grades 3 – 5 meeting state expectations on the English Language Art Smarter Balanced State Assessment to 62%.			
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Krista	1. Monitor I – Ready usage for weekly lessons and completion of diagnostics		May 2020
	Front Office	2. Send home communication regarding the usage of I – Ready and how parents can support students at home.		October 2019
	Krista	3. Provide teachers with at least 2 PD opportunities for testing standards and SBAC test		March 2020
		4.		
	5.			
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		
<b>District Goal this strategy supports</b>	Goal 2: To increase the percentage of students in grades 6 – 8 meeting state expectations on the Mathematics Smarter Balanced State Assessment to 50%.			
<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 resources and effective professional learning supports aligned to standards based mathematics instruction, then teachers will implement effective mathematics instruction using a variety of aligned resources, and students will meet their math growth targets.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Walk throughs will indicate that teachers have 65% of ‘strong’ markers for small group instruction.	Winter Walk throughs will indicate that teachers have 75% of ‘strong’ markers for small group instruction.	Spring Walk throughs will indicate that teachers have 85% of ‘strong’ markers for small group instruction.
	Measures of Evidence for Students (“and” statement)	Fall 33% of students in grades 6 – 8 at grade level as per I – Ready fall diagnostic.	Winter 44% of students in grades 6 – 8 at grade level as per I – Ready winter diagnostic.	Spring 55% of students in grades 6 – 8 at grade level as per I – Ready winter diagnostic.

<b>District Goal this strategy supports</b>	Goal 1: To increase the percentage of students in grades 3 – 5 meeting state expectations on the English Language Art Smarter Balanced State Assessment to 62%.		
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Krista	1. Monitor I – Ready usage for weekly lessons and completion of diagnostics	June 2020
	Office Staff	2. Send home communication regarding the usage of I – Ready and how parents can support students at home.	October 2019
	Krista	3. Provide teachers with at least 2 PD opportunities for mathematic teaching strategies, testing standards and SBAC test	March 2020
		4.	
		5.	
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

<b>District Goal this strategy supports</b>	Goal 3: To increase the percentage of regular attenders across all grades in the district to the state long term goal of 93% or higher.			
<b>What are we going to do?</b>	Strategy # 3.1  Written as a Theory of Action and reflects evidence-based practices	If we provide resources and effective social – emotional learning supports aligned to age appropriate social development, then staff will implement effective structures of a positive learning environment using a variety of evidence based practices, and students will meet regular attendance goals.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Two family activities at the schools will be offered for all students and families for relationship building between the schools and families between September 2019 and October 2019.	Winter Continuance of Fall metrics plus staff collect and analyze attendance data. Letters of concern sent home.	Spring Continuance of Winter metrics plus modification of action steps based on data
	Measures of Evidence for Students (“and” statement)	Fall 83% of students will be considered regular attenders as of November 2019.	Winter 88% of students will be considered regular attenders as of March 2020.	Spring 93% of students will be considered regular attenders as of June 2020.
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Ben/Tori/Jessica	1. Check monthly attendance for students in all grades and communicate home for those who drop below 90% attendance each month.		June 2020
	Administration	2. Quarterly communication regarding importance of attendance to community, families, and students.		May 2020
	Front Office	3. Daily phone calls will be made home to families whose students are absent from school.		June 2020
	Jenny/Krista	4. After school activities will be offered for students in all grades that will include access to help with school work, transportation, food, and different family activities to promote positive experiences and relationships between students, families, community members, and the school.		May 2020
	Ben/Krista	5. Provide attendance incentives/rewards for students who have an attendance rate of 90% or more each month.		June 2020

<p><i>District Goal this strategy supports</i></p>	<p>Goal 3: To increase the percentage of regular attenders across all grades in the district to the state long term goal of 93% or higher.</p>	
<p><i>ORIS Domain Alignment</i></p>	<p>ORIS Domain(s) this strategy supports</p>	<p>X Leadership</p> <p>____ Talent Development</p> <p>X Stakeholder Engagement and Partnership</p> <p>____ Well-Rounded, Coordinated Learning</p> <p>x Inclusive Policy and Practice</p>

## District Plan

### Self-Monitoring Routines

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

The administration (superintendent, principal, and vice principal) will meet quarterly (November, March, June) to review the evidence for student and adult actions, as well as review progress of action steps. The administration will also meet with district professional development committee to review data (December, March) and suggest recommendations for improvements and adjustments in helping meet the goals.