

Oregon District Continuous Improvement Plan Template

School Year	2019-2021
District	Arlington School District #3

District Direction Section

Vision	Preparing the students of today for the world of tomorrow.
Mission	Be a safe, positive environment offering a variety of experiences that create students dedicated to excellence in academics and character.

Comprehensive Needs Assessment Summary

What data did our team examine?

ORIS, PBIS, Stars, Dibels, IXL Math, Strategic planning meeting, facilities assessments, stakeholder input.

How were inequities in student outcomes examined and brought forward in planning? ORIS and planning meetings. Through the data used in the needs assessment, we looked at both disaggregated and aggregated data.

What needs did our data review elevate?

Intervention needed in Math and Reading. Smaller class size (one grade, one class), change needed in the Spanish High School program.

How were stakeholders involved in the needs assessment process?

Surveys and Strategic Planning meetings

Which needs will become priority improvement areas?

All students will meet their growth goals in Reading and Math. We will increase our graduation rate by 5% from 90% to 95%. We will increase the number of teachers for elementary grades (one teacher for each grade level). We will increase daily attendance rates, and work to improve our facilities.

Long Term District Goals & Metrics

Goal 1	Increase attendance rates for 90% of students in school to be regular attenders(attend more than 90% of school days)		
Metrics	By 2019-2020	By 2020-2021	By 2021-2022
	85% of students in attendance	88% of students in attendance	90% of students in attendance
Goal 2	Increase student Academic growth Percentiles in Math and Reading. Goal based on 2018-2019 data.		
Metrics	By 2019-2020	By 2020-2021	By 2021-2022
	Grades 5th-8th will show 1 years growth with an 80% mastery score through STARS and IXL.	K-8th grade will show 1 years growth with an 80% mastery score through STARS and IXL.	K-HS will show 1 years growth with an 80% mastery score through STARS and IXL.
Goal 3	Providing a safe environment where the physical, social, emotional and academic needs of the students and staff can be met.		
Metrics	By 2019-2020	By 2020-2021	By 2021-2022
	Facilities plan completed.	Improvements to facilities.	Both school facilities complete

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	College visits, college classes, expanded CTE programs
Chronic Absenteeism	Transportation, full-time school based counselor, full-time school based nurse
Title 1	Interventions in Math and Reading

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

District Goal this strategy supports	Goal 1: Increase attendance rates for 90% of students in school to be regular attenders(attend more than 90% of school days)			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we provide resources and effective professional learning opportunities that align evidence based practices Then staff will make positive connections with students and families in the community and we will focus on the importance of attendance And student attendance will increase.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall: Begin daily monitoring of attendance and have weekly student outreach. Teachers will call students with 85-90% attendance	Winter: Start positive recognition for attendance and behavior.	Spring: Each staff member makes 5 or more positive contacts with families around individual students.
	Measures of Evidence for Students ("and" statement)	Fall 70% of students will attend 80% of school days.	Winter Increase attendance by 5%	Spring Increase attendance by 5% (or meet 80% or higher benchmark)
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Counselor	1.System in place for sharing attendance data		January 2020
	Superintendent	2. PD for staff		2019-2020
	PBIS Team	3.PBIS training and supports that improve school climate.		June 2020
		4.		
	5.			
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" 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 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	Goal 2: Increase student Academic growth Percentiles in Math and Reading. Goal based on 2018-2019 data.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we provide resources and effective professional development in Reading and Math Then teachers will implement effective research based practices, improving instruction And students will meet their Reading and Math growth targets.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Teachers will log in and monitor student progress	Winter Data reviewed and teachers will assign individualized interventions	Spring Document follow-up and continue to log in and monitor student data
	Measures of Evidence for Students ("and" statement)	Fall (Year 1, 5th-8th grade) 80% of students will show 6 months growth with a mastery level of 80%	Winter (Year 1, 5th-8th grade) 80% of students will show 9 months growth with a mastery level of 80%	Spring (Year 1, 5th-8th grade) 80% of students will show 12 months growth with a mastery level of 80%
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Melody/Sarah and Angie	1.5th-8th grade IXL, STARS, DIBELS		December 2019
	K-8 teachers	2. Collect data on students and revise intervention plans based on data.		January 2020
	K-8 teachers	3. Maintain grade level instruction, and monitor data		December 2019
		4. Math intervention and Reading intervention supports		January 2020
	5.			
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<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		

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: Providing a safe environment where the physical, social, emotional and academic needs of the students and staff can be met.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we fix and update our facilities and equipment Then the adults will create a positive learning environment that addresses instructional, safety and technology needs, And student engagement will increase.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Hire staff and other special services professional. Partner staff for peer observations around PBIS	Winter Gain feedback from stakeholders, and adjust plans as needed. See an increase in positives in the classroom.	Spring Complete Building plans and prepare bid documents. See an increase in positives in classrooms.
	Measures of Evidence for Students ("and" statement)	Fall Baseline of 30 trackers in 3 months in classrooms alone.	Winter 5% decline in classroom behavior that is collected through trackers.	Spring 5% decline in classroom behavior that is collected through trackers.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent/Board	1.Communication plan and information disseminated to the community.		March 2020
	Superintendent/Board	2.Building plans that will address student instructional, safety and technology needs.		June 2020
		3.		
		4.		
		5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" 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 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?

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?



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Fwd: Confirmation - Continuous Improvement Process, Planning and Practices

1 message

Kevin Hunking <khunking@arlington.k12.or.us>

Tue, Dec 10, 2019 at 1:33 PM

To: Mariah Shandy <mshandy@arlington.k12.or.us>, Alan Cunningham <acunning@arlington.k12.or.us>

----- Forwarded message -----

From: <forms@smartsheet.com>

Date: Fri, Dec 6, 2019 at 4:21 PM

Subject: Confirmation - Continuous Improvement Process, Planning and Practices

To: <khunking@arlington.k12.or.us>



Thank you for submitting your entry. A copy is included below for your records.

Continuous Improvement Process, Planning and Practices

Select your district. Arlington SD 3

Your Name Kevin Hunking

Title Superintendent

Email Address khunking@arlington.k12.or.us

Phone Number 5413400129

Describe how the Continuous Improvement Plan (CIP) is made available to the public. Available in office upon request and on-line.

If posting the Continuous Improvement Plan to a web site, please indicate the URL here. www.honkernet.net

a. How will the LEA ensure the defined curriculum includes clearly defined scope and sequences The Arlington School District has a consolidated campus for all students. The use of instructional maps are implemented and the school district follows ODE standards review and curriculum adoption schedule.

and learning objectives aligned to state and / or national standards?

a. What is the LEA's process for ensuring classroom instruction is intentional, engaging and challenging for all students?

Arlington School District (ASD) focuses on the growth and development of the foundational skills of reading, writing, math and science with quality, fidelity, intensity and consistency to increase the level of student achievement at all levels. Classroom walk-throughs are completed to verify implementation of agreed upon standards of practice for curriculum and active engagement strategies in which all students have multiple opportunities to respond every day. ASD also provides ongoing professional development opportunities in effective teaching and research-based instructional strategies specific to the needs of students and staff.

b. How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?

The superintendent engages in on-going collaboration to support our teachers and evaluation system to support professional growth. Peer observations will be implemented. All staff have been involved in professional development to learn about trauma informed practices. During the 2019-2020 school year we hired a 1.0 fte Qualified Mental Health professional and a 1.0 fte School District Nurse.

a. How does the LEA align professional development and learning activities to the needs of teachers?

ASD implements professional development which is supported by our district budget. We have mentoring for new teachers and support staff.

b. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught at higher rates than other students by

After completing assessments in reading and math, groups of students shown to be at high risk, some risk, or low risk are further analyzed using data identifying students who are learning English, receiving Special Education, receiving speech services, and on free/reduced meal plans. We use this information to identify specific groups that need more intentional interventions.

**ineffective,
inexperienced,
or out-of-field
teachers?**

**a. What has the
LEA done to
ensure
students,
parents,
caregivers and
community
members
experience a
safe and
welcoming
educational
environment?**

We have developed a safety committee and meet with community partners. We have added attendance specialists and drop out prevention staff to support all students. We welcome parent volunteers in our classrooms.

**b. What efforts
has the LEA
undertaken to
remove barriers
that impede
equity of
opportunity for
all students,
specifically for
Native
American
students,
students of
color, students
learning
English,
students
experiencing
poverty and
students with
disabilities?**

Through the development of a mentoring program, we have been successful at removing barriers for all students. We have also created partnerships with local colleges to offer early college programs. This is all paid for by ASD.

**c. How will the
LEA support
efforts to
reduce the
overuse of
discipline
practices that
remove
students from
the classroom,
which may
include
identifying and
supporting
schools with
high rates of
discipline,
disaggregated
by each of the
subgroups of
students.**

Our district is beginning to train and implement PBIS.

**a. What steps
have been
taken to engage**

During the 2018-2019 school year the ASD developed a three year strategic plan. This involved all stakeholders and included students.

parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?

b. Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes?

This is not being done yet in ASD.

a. How does the LEA recruit, onboard, and develop quality leaders?

We are a small district, but have one teacher currently in the administrator program.

b. How does the LEA align professional growth and development to the needs of school and district leaders?

We are implementing PBIS and will be completing professional development.

a. How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?

As a small district we are always looking for data to determine the needs of students, staff and the community.

a. How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?

Data is frequently used to inform decisions regarding instructional, curricular, and environmental goals within all classrooms.

b. Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.

We rely on our stakeholder developed strategic plan and frequently talk about our activities during board meetings.

a. How will the LEA support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?

Our school is a consolidated PK-12 facility. PK is operated as a private organization within the public school building. PK is also invited to attend Kindergarten Round up in the spring to prepare for the transition for the next fall.

b. What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)

Our students all know each other and many of the teachers have middle school and high school students.

We are focused on post secondary education as we offer dual credit opportunities and an early college program through local and regional institutions of higher learning.

c. What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?

We follow all FERPA and HIPPA laws and confidentiality. Our school counselor is our homeless liason and they ensure that students are not stigmatized or segregated.

d. How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

Through the RTI process, we have implemented a data-driven model to monitor student progress toward state and national standards.

e. How does the LEA support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

We provide interventions and supports through our Title 1, High School Success (Measure 98), and a very successful social emotional program via our full time counselor.

a. What steps have been taken to ensure all students have access to strong school library programs?

PK-12 have access to the school library daily. They have regular library lessons through out the week.

We continue to budget for new books and try to add collections to lend out.

File Attachments



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