

Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Joseph School District

District Direction Section

Vision	To increase student achievement by expanding learning opportunities, building stronger partnerships among educators, parents and community partners and encouraging the use of diverse and innovative learning methods and techniques. Academic excellence will be realized through individual student programs that will be supported by the principals of multiple intelligence, service learning, arts appreciation, and vocational readiness.
Mission	To help each student become an effective citizen in our complex, democratic society.

Comprehensive Needs Assessment Summary

What data did our team examine?

ORIS needs assessment
 District Capacity Assessment
 State assessment results- last year and long term data (3 years +)
 Attendance rates
 Freshman on track rates
 Graduation rates
 Mental health counselor caseloads
 Behavior/discipline data

How did the team examine the different needs of all learner groups?

The team examined detailed achievement data and attendance reports that focused on both subgroups and the overall group as a whole. They also looked at input from students, parents, teachers and community members in the five SIA input areas looking for needs of students.

How were inequities in student outcomes examined and brought forward in planning?

The group examined SBAC achievement data for math and ELA, as well as attendance rates. They looked specifically at data as an overall whole group, but also in subgroups. Inequities found included that economically disadvantaged and students with disabilities performed at lower levels than the overall group in both Language Arts and Mathematics. These same groups had lower attendance rates. Attendance rates were also lower at the secondary level compared to elementary students. These inequities were a focus of the planning process.

What needs did our data review elevate?

A need to target academic interventions to students in the disparity groups of students with disabilities and economically disadvantaged was identified, specifically in math. Also elevated, was a need to offer core courses in a manner that could meet the needs of diverse learners. Insufficient resources to handle behavioral and mental health concerns that were barriers to accessing academics was also identified as a need.

How were stakeholders involved in the needs assessment process?

There was K-12 representation (classified, certified and administrators) on the committee conducting the ORIS needs assessment and during the CIP planning process. Parent input was gathered through surveys and community discussions. There was an emphasis on getting input from parents of students in the disparity groups including students with disabilities and economically disadvantaged.

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.

1. Strengthen high school math instruction through quality, aligned curriculum and effective instruction.
2. Increase student development of social, emotional & behavioral skills to be successful learners.
3. Continued development & strengthening of core subjects into existing programs of study to better reach a diverse groups of learners.

Long Term District Goals & Metrics

Goal 1	All students will demonstrate typical or higher growth and achievement in math.		
Metrics	By (2020)	By (2021)	By (2022)
	District SBAC score improve 2% in Math. 5% increase of students scoring at grade level in math on the spring I-Ready diagnostic. 4% increase in student scoring in the low risk category on the spring EasyCBM in math. 2.5% Increase of high school students taking four years of math.	District SBAC score improve 2% in Math. 5% increase of students scoring at grade level in math on the spring I-Ready diagnostic. 4% increase in student scoring in the low risk category on the spring EasyCBM in math. 2.5% Increase of high school students taking four years of math.	District SBAC score improve 2% in Math. 5% increase of students scoring at grade level in math on the spring I-Ready diagnostic. 4% increase in student scoring in the low risk category on the spring EasyCBM in math. 2.5% Increase of high school students taking four years of math.
Goal 2	All students will develop the social, emotional, and behavioral skills needed to be successful learners, prepared to successfully participate in their own future and community.		
Metrics	By (2020)	By (2021)	By (2022)
	Reduction in behavior referrals by 5% Reduce discipline (detentions, suspensions) by 5% Reduce chronic absenteeism rate by 2%.	Reduction in behavior referrals by 5% Reduce discipline (detentions, suspensions) by 5% Reduce chronic absenteeism rate by 2%.	Reduction in behavioral referrals by 5% Reduce discipline (detentions, suspensions) by 5% Reduce chronic absenteeism rate by 2%.
Goal 3	Continued development & integration of core subjects into existing high school programs of study to better reach a diverse groups of learners.		
Metrics	By (2020)	By (2021)	By (2022)
	Reach 90% for 9 th grade on track Maintain 90% or above graduation rate	Maintain 90% or above 9 th grade on track Maintain 90% or above graduation rate	Maintain 90% or above 9 th grade on track Maintain 90% or above graduation rate

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	Focus is on developing/expanding CTE programs and supporting upper level college credit math courses.
SPDG Grant	Focus is on developing MTSS for attendance and student behavior/expectations.

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

District Goal this strategy supports	Goal 1: All students will demonstrate typical or higher growth and achievement in math.			
What are we going to do?	Strategy # 1.1	If we provide resources and effective professional learning supports aligned to standards-based and quality instruction and evaluation, Then teachers will implement a standards-based aligned curriculum using a variety of effective research-based practices, thus improving instruction, And student outcomes for growth and achievement will improve.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Continued development of math CFA's. High School Ohio Math Pilot Implemented Teachers participating with math coach on modeling effective lessons.	Winter CFA's being implemented and data gathered. High School Ohio Math Pilot ongoing Teachers participating with math coach on lesson development	Spring Math CFA's inform instruction and intervention. High School Ohio Math Pilot evaluated Teachers participating with coaching gathering data from lessons to inform instruction.
	Measures of Evidence for Students ("and" statement)	Fall EasyCBM scores CFA Scores High School Math Student Engagement levels	Winter EasyCBM scores CFA Scores High School Math Student Engagement levels	Spring EasyCBM scores CFA Scores High School Math Student Engagement levels SBAC scores
How we will get the work done	Person or Team Responsible	Action Steps To be completed		Due Date
	Teachers & Math Coach	1. Continued development, implementation and evaluation of K-6 Math Common Formative Assessments (CFA's)		June 2020
	Administrators & Teachers	2. Increase utilization of student data to inform instruction/intervention <ul style="list-style-type: none"> a. Provide teacher collaboration time for RTI intervention/instruction planning b. Improve the data review process for determining intervention groups c. Progress monitor specific targeted students 		June 2020
	Administrators & Math Teachers	3. Re-alignment of secondary math curriculum to address the new 2 plus 1 math standards concept		June 2020

		a. Develop/incorporate contextual/real life math courses <ul style="list-style-type: none"> i. Pilot Ohio secondary math curriculum b. Increase students earning college credit in math c. Create more math options to encourage students to take four years of math that meets their needs/ability	
	All teachers	4. Provide math coaching supports K-12 <ul style="list-style-type: none"> a. Model effective lessons b. Lesson planning support c. Lead data monitoring/review process 	June 2020
	Math Coach	5. Research methods to incorporate math across all content areas	December 2020
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 checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

District Goal this strategy supports	Goal 2: All students will develop the social, emotional, and behavioral skills needed to be successful learners, prepared to successfully participate in their own future and community.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we clarify expectations and interventions, increase mental health/wellness services and implement SEL curriculum, Then students will have more skills to engage in learning and have more productive instructional time, And a school climate will exist where students feel supported socially, emotionally and academically; as well as motivated to meet school/future goals.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Increase in students seen by counselor (match referrals) Implementation of Social Emotional Learning (SEL) curriculum	Winter Increase in students seen by counselor (match referrals) Implementation of SEL curriculum	Spring Increase in students seen by counselor (match referrals) Implementation of SEL curriculum
	Measures of Evidence for Students ("and" statement)	Fall Engaging in the SEL curriculum	Winter Engaging in the SEL curriculum	Spring Engaging in the SEL curriculum

		Decrease in disciplinary referrals Increase of students in school counseling	Decrease in disciplinary referrals Increase of students in school counseling	Decrease in disciplinary referrals Increase of students in school counseling Increase in school attendance
How we will get the work done	Person or Team Responsible	Action Steps To be completed		Due Date
	Teachers	1. Implementation of SEL curriculum K-12 a. Second Steps & Character Strong		June 2020
	Data Managers/Tech support Administrators Teachers	2. Revisit/strengthen existing MTSS positive behavior support system a. Assess current tier 1-3 intervention tools to determine further needs. b. Research positive behavioral support systems (PBIS, Quantum Learning & etc.) c. Train staff on selected system d. Develop implementation model e. Implement selected program		June 2020 December 2020 June 2021 September 2021
	Administrators	3. Increased access to wellness services a. Expansion of mental health/counseling services b. Development of county wide partnerships c. Research county-wide therapeutic/behavioral classroom		June 2021
		4. Create intervention strategies targeting Tier 3 attendance concerns- chronic non-attenders		June 2020
		5. Review and improve transition between 6 th & 7 th grade a. Assess current programs/activities b. Develop improvement plan c. Implement plan		June 2020 September 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" 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 checked="" type="checkbox"/> Inclusive Policy and Practice		

District Goal this strategy supports	Goal 3: Continued development & integration of core subjects into existing high school programs of study to better reach a diverse groups of learners.
---	--

What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we develop & integrate core curriculum offerings within existing high school programs of study, Then there will be increased opportunity/methods for students to learn core subjects through a variety of means, And more students will be successful learners and earn high school credit.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Graduation credits reviewed by committee	Winter Teacher PLC meetings- core and elective teachers	Spring Curriculum mapping
	Measures of Evidence for Students ("and" statement)	Fall Student input driving development of courses	Winter Student input driving development of courses	Spring Student input driving development of courses
How we will get the work done	Person or Team Responsible	Action Steps To be completed		Due Date
	Administrator	1. Research & visit other schools that offer core credit through programs of study courses/electives. 2. Provide time to core and elective teachers to collaborate 3. Co-curricular standards alignment/curriculum mapping <ul style="list-style-type: none"> a. Year 1- review standards in existing programs of study b. Year 2/3- Align standards with science, math and ELA 		March 2020 September 2020 June 2021-22
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

District Plan Self-Monitoring Routines

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

The CIP team will meet on a quarterly basis to review the progress of the plan. The team will use the table below to facilitate and document the process. At each meeting the plan will be evaluated for effectiveness and meeting timelines. The team will make revisions/adjustments as necessary.

Prior to the CIP committee meeting to review progress of the plan, the administration will seek input from the full staff to ensure their input is included.

	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>						