

Oregon District Continuous Improvement Plan

School Year	2020-2021
District	Helix SD

District Direction Section

Vision	Learn Together, Achieve Together and Succeed Together
Mission	The Helix School District aims to inspire and empower students to excel both academically and socially, while preparing them to be productive citizens and future leaders.

Comprehensive Needs Assessment Summary

What data did our team examine?

A needs assessment survey was sent to students, parents, school staff, school board and community members via a messenger program, Facebook, and school webpage. Responses from this survey were put into categories and analyzed. The team also accessed the ODE school *At-A-Glance* report card for 2018/19, SBAC for 2018/19 and various SIS and Data Warehouse documents to assess the student's needs, progress and inequities. The team reviewed the Systems Health Needs assessment.

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

Using the documents mentioned in the previous question, desegregated data was analyzed by the team.

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

The data showed any inequities that were apparent in the various assessment tests given. One area of concern that surfaced was the Students with Disabilities on our SBAC assessment for ELA and math. The data also showed a need for Economically Disadvantaged students.

What needs did our data review elevate?

It appears there might be some disparities in the ELA and Math Academic Achievement and Academic Growth assessment data when comparing All Students 3-year average results with of the Students with Disabilities and Economically Disadvantaged. As a result of reviewing this data, the district examined the need to shift resources to meet the needs of specific student populations.

How were stakeholders involved in the needs assessment process?

The IMESD helped to run the data reports for the team (parents, staff, board, administration) to evaluate. A survey was distributed to stakeholders and regular formal and informal conversations guided the district in meeting those needs.

Which needs will become priority improvement areas?

To improve graduation rates, all students will meet their growth goals in both ELA and Math in 3rd – 8th grades which will assist 9th graders to be on track after their first year in high school. The district will be specifically targeting Students with Disabilities and Economically Disadvantaged students as we move forward in our plan.

Long Term District Goals & Metrics

Goal 1	Graduation Rate: Increase percentage of all students graduating in our 4 th year cohort.		
Metrics	By 2020	By 2021	By (year)
Data warehouse, Grade Check Team, SIS, HSS Coach	Increase graduation rate 5% to 85%	Increase graduation rate 5% to 90%	Increase graduation rate 5% to >95%, and sustain this level.

Vision	Learn Together, Achieve Together and Succeed Together		
Goal 2	Math and ELA Growth and Achievement: All 3 rd -8 th grade students, including those identified as Students with Disabilities, will demonstrate typical or higher growth in math and ELA.		
Metrics	By 2020	By 2021	By 2022
OSAS, Grade Check Team, SIS	45% of students will meet academic growth targets in both ELA and Math.	50% of students will meet academic growth targets in both ELA and Math.	55% of students will meet academic growth targets in both ELA and Math.

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success Act	Funds allow for a High School Success Coach, pays for credit retrieval, dual credit and distance learning classes. As a result, it is assumed this will keep students engaged, on track and graduate in four years.
TSI Supports	Funds allow for the purchase better of diagnostic tools and interventions, as well as additional staffing.
IMESD School Improvement Analysts	Increased funding for ESDs has given the IMESD the additional resources to assist regional schools with the staffing to
RISE, IMESD Behavioral Specialist	Both these programs help our students socio-emotional needs. Kids can't learn if they are in a crisis mode or are dealing with certain life issue.

Annual Evidence Based Strategies, Measures and Actions

<i>District Goal this strategy supports</i>	Goal 1: Graduation Rate: Increase percentage of all students graduating in our 4 th year cohort.			
<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, effective professional learning supports aligned to foundational skills instruction, and socio-emotions strategies then the 6-12 teachers will implement a variety of effective research-based practices, improving instruction, advising and more students will be On-Track-to-Graduate by the end of their 9 th grade school year, which in turn will increase those graduating in their 4-year cohort.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall High School Success coach will meet with 9 th graders every other week and discuss academic progress. Grade check team will meet after every progress report (every 2-3 weeks) and discuss students at-risk.	Winter High School Success coach will meet with 9 th graders every other week and discuss academic progress. Grade check team will meet after every progress report (every 2-3 weeks) and discuss students at-risk.	Spring High School Success coach will meet with 9 th graders every other week and discuss academic progress. Grade check team will meet after every progress report (every 2-3 weeks) and discuss students at-risk.

		Students with failing grade or classes will be assigned to lunch tutorial and possibly to the study skills class.	Students with failing grade or classes will be assigned to lunch tutorial and possibly to the study skills class.	Students with failing grade or classes will be assigned to lunch tutorial and possibly to the study skills class. Students with failing grades will be assigned to take summer make-up classes via online Accelus program. A Chromebook will be provided, if needed.
	Measures of Evidence for Students (“and” statement)	Fall >80% of 9 th grade students passing all classes.	Winter >83% of 9 th grade students passing all classes.	Spring >85% of 9 th grade students passing all classes.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	HSS Coach	1. Meet individually with 9 th graders every two weeks		Every 2 weeks
	Sped Director	2. Grade check team meet after every progress check		Every 2 to 3 weeks
	Superintendent	3. Grades checked at the end quarter for F’s.		End of each 9 week period
	Superintendent	4. Assign summer make-up courses via Acellus, to students who earned an F in any required, core class. Assign a Chromebook to any student that does not have a computer at home.		End of May 2020
<i>ORIS Domain Alignment</i>	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 2: Math and ELA Growth and Achievement: All 3 rd -8 th grade students, including those identified as Students with Disabilities, will demonstrate typical or higher growth in math and ELA.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we provide resources, effective professional learning supports aligned to foundational skills instruction and socio-emotions strategies,</p> <p>then the K-8th teachers will implement a variety of effective research-based practices, diagnostic tools, improving instruction</p> <p>and more students in 3rd – 8th grade will be at Level 2 or higher on the SBAC ELA and Math growth indicators.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall With the use of OSAS data, Student with Disabilities that scored a Level 1 or 2 will be identified and scheduled for interventions.	Winter The district will purchase a subscription to i-Ready math diagnostic and instruction. Teachers will have training on how to utilize the diagnostic tools. All K-5 students will complete the diagnostic, then instruction will be planned, based on the results.	Spring The final i-Ready diagnostic will be taken and students will complete their SBAC math assessments. Results will be analyzed and interventions planned for the next year.
	Measures of Evidence for Students (“and” statement)	Fall Students will be screened and assigned to Title I reading and math groups.	Winter Students will take the i-Ready diagnostic and instruction will be planned based on their ability	Spring All 3 rd -8 th grade students, including those identified as Students with Disabilities, will demonstrate typical or higher growth in math and ELA.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Title I and Sped Director, Assessment Coordinator	1. Title I, Sped director and assessment coordinator will meet to analyze the SBAC assessment data to assist in determining what students will need additional support.		First two weeks of the quarter
	Diagnostic Team	2. 3 rd – 8 th grade teachers will meet with Title I, Sped and Assessment personnel to plan interventions needed.		First three to four weeks of school year
	K-5 Staff	3. i-Ready subscription will be purchased in January 2020. Professional developed for staff will occur and diagnostic will be implement to plan leveled instruction.		January 2020

<i>District Goal this strategy supports</i>	Goal 2: Math and ELA Growth and Achievement: All 3 rd -8 th grade students, including those identified as Students with Disabilities, will demonstrate typical or higher growth in math and ELA.		
	Diagnostic Team	4. 3 rd – 8 th grade teachers will meet with Title I, Sped and Assessment personnel will review SBAC results and final i-Ready diagnostic report to plan interventions needed for summer or fall of 2020.	End of 2020 school year
<i>ORIS Domain Alignment</i>	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 Plan Self-Monitoring Routines

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

The superintendent will meet regularly to evaluate data with the High School Success Coach, Sped Director, Assessment Coordinator, IMESD School Improvement, and teacher teams. The superintendent will also regularly report data findings with the school board and give updates on progress being made to meet the CIP.