



McKenzie School District Continuous Improvement Plan

School Year	2019-2020
District	McKenzie

District Direction Section

Vision	Communities thrive when <u>all</u> members are valued and engaged in the work of solving the challenges of tomorrow.
Mission	Guiding the next generation of our community in learning about themselves, their communities and the world.

Comprehensive Needs Assessment Summary

What data did our team examine?

AdvancEd Accreditation Readiness Review (12/2018)
 ORIS Systems Health Needs Assessment Tool (4/18/2019)
 AdvancEd Climate Survey
 AdvancEd Community Engagement Survey
 AdvancEd Staff Climate Survey
 AdvancEd Student Climate Survey

Data from the last three years in the following areas:

Enrollment and Demographics
 Academic Outcome Data including SBAC (ELA, Math), Course Success (Ds&Fs), Universal Screening Benchmark Scoring (K-12 Math Dibels, iReady, K-8 ELA EasyCBM)
 K-12 ODR Discipline Data, whole group and disaggregated.
 K-12 Attendance
 HS Graduation Rate
 Ninth grade on track to graduate on time
 7-12 after school and co-curricular activity participation rates
 Availability of College Level Coursework
 CTE Programming

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

Viewing all available data in disaggregated groups calling out each sub-group used by ODE. Surveys not meeting proportional levels of responses within demographic groups were followed up with selected persons representing those groups.

Were inequities in student outcomes examined?

Yes, our small enrollment made this a challenge as many outcomes tied to demographics were one or two individuals. Inequalities were noted among economically disadvantaged students, students with disabilities and male students.

What needs did our data review elevate?

The need to improve student attendance universally but also within students from economically disadvantaged households and students with disabilities.

How were stakeholders involved in the needs assessment process?

Engagement sessions were held with various stakeholder groups where district/school wide student outcome was reviewed as well as disaggregated student outcome data. Stakeholders were given the opportunity to comment with thoughts, ideas, etc as well as given a climate survey. Students, Staff, Families & Community Groups were stakeholders engaged in this manner.

Which needs will become priority improvement areas?

Improve student attendance which will in turn improve all student outcomes. Areas beyond attendance will be on track to graduate as well as on time graduation.



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	Reduce Chronic Absenteeism for all students by 5-7% each year for the next three years.		
Metrics	By 2021	By 2022	By 2023
	80% of students will be regular attenders.	85% of students will be regular attenders.	92% of students will be regular attenders.
Goal 2	Increase percentage of students on track to graduate on time by the end of their 9th grade year by 7-10 % each year for the next three years.		
Metrics	By 2021	By 2022	By 2023
	85% of students will be on track to graduate by the end of their 9th grade year.	92% of students will be on track to graduate by the end of their 9th grade year.	100% of students will be on track to graduate by the end of their 9th grade year.
Goal 3	Increase the percentage of students graduating on time according to their individual student plan by 10% each year for the next three years.		
Metrics	By 2021	By 2022	By 2023
	80% of students will graduate on time according to their individual student plan.	90% of students will graduate on time according to their individual student plan.	100% of students will graduate on time according to their individual student plan.

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	Funding and technical assistance in expanding CTE opportunities for high school students.
Chronic Absenteeism	Funding and technical assistance to reduce the number of students missing 10% or more school days, commonly called Chronically Absent.
Title 1	Funding and technical assistance through our work with Oregon RTI to provide differentiated instruction in reading and math.



Annual Evidence Based Strategies, Measures and Actions [to meet district goals]

District Goal this strategy supports	Goal: <i>Reduce Chronic Absenteeism for all students by 5-7% each year for the next three years.</i>			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we provide staffing to identify barriers to advancement, participation, and opportunity and replace them with inclusive and equitable practices in all settings, Then the district will be better able to support our students' physical and emotional wellness (including pro-social skills to responsiveness to trauma) of ALL students and staff, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, And students will attend school regularly.		
How we will know the plan is working	A family advocate will work to identify barriers of regular attendance and guide staff in supporting students in the classroom.	Fall Staff will conduct outreach to families of students identified as at risk through our EIS system. Outreach activities will be documented in a student tracking form. This outreach will inform the work of our student support (Care) team. School climate surveys will be administered to students, families and staff.	Winter 100% of students/families identified as at risk will have a plan of action in place to support regular attendance and will be monitored weekly. These plans and monitoring activities will be documented in our student tracking form. A Universal plan to improve school climate will be developed and implemented with a focus on a key area identified from the climate survey responses. This plan will also be included in the tracking form.	Spring Student/Family plans followed and monitored for success and recorded in the tracking form. Universal plan to improve school climate will be followed, monitored and recorded. School climate surveys will be administered to students, families and staff.
	Student/Family Climate Measures Regular attender measures.	Fall Identify students at high risk for chronic absenteeism. Student & Family Climate Surveys administered. Plans developed to support each high risk student/family. All activities entered into student tracking form as well as Care Team meeting notes.	Winter Focus on one climate domain to improve student/family experiences at school. Weekly monitoring of plans/data. All activities entered into student tracking form as well as Care Team meeting notes.	Spring Improved student regular attendance rates by 5% over last year. Improved school climate measures in identified area. Fidelity to student/family plans.



<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Administrati on	1. Hire K-12 family advocate.	ASAP
	Care Team	2. Identify students at high risk for chronic absenteeism.	11/07
	Administrati on	3. Conduct School Climate Surveys of Students, Families and Staff	11/20
	Care Team/Advoc ate	4. Develop individual student/family support plans for those at high risk for chronic absenteeism.	12/14
	Care Team/Advoc ate	5. Develop universal strategy to improve school climate for students/families.	12/14
	Care Team/Advoc ate	6. Monitor student and school plans for effectiveness weekly and in Spring.	On-going, Spring
<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 type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	



District Goal this strategy supports	Goal: <i>Increase percentage of students on track to graduate on time by the end of their 9th grade year by 7-10 % each year for the next three years.</i>			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we update district systems to promote academic, behavioral, and social-emotional success for ALL students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, by matching increasing levels of support to student need, goals, and interests. Then District staff will expand tracking of 9th grade students for graduation through targeted, frequent meetings with the Care Team and include identified mentors. Provide an interest/forecasting survey to students 7-12 to identify their needs and desires for engaging courses and content as well as craft and individual student plan. Enroll freshman in available CTE and College Now courses with no prior assumptions. And Ninth grade students will be on track to graduate by the end of their freshman year.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall- All students will have taken an interest survey and have completed an individualized plan.	Winter- Staff will review plan progress for all students following the end of the first quarter and first semester. Make adjustments to student plan/schedule/supports as needed.	Spring- Plan will be reviewed by staff and shared with all parents/guardians and students during spring conferences. Make adjustments to student plan/schedule/supports as needed.
	Measures of Evidence for Students ("and" statement)	Fall- All students will have an individualized plan for their education.	Winter - All students will have reviewed their individualized plan with staff. Appropriate adjustments may be made.	Spring - All students will have reviewed their individualized plan with parent/guardian and staff. Appropriate adjustments may be made.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Counselor	1. Facilitate Individual Student Education planning with all students 7-12.		Nov 2020
	Care Team & Counselor	2. Monitor student progress for plan success.		On Going
	Principal & Counselor	3. Meet with students & parents regarding student progress and potential adjustments.		Nov 2020, Jan 2021, Apr 2021
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District Goal this strategy supports	Goal: <i>Increase the percentage of students graduating on time according to their individual student plan by 10% each year for the next three years.</i>			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we update district systems to promote academic, behavioral, and social-emotional success for ALL students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, by matching increasing levels of support to student need, goals, and interests. Then District staff will expand tracking of students for graduation through targeted, frequent meetings with the Care Team and include identified mentors. Provide an interest/forecasting survey to students 7-12 to identify their needs and desires for engaging courses and content as well as craft and individual student plan.</p> <p>And students will graduate on time according to their individualized student education plan.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall- All students will have taken an interest survey and have completed an individualized plan.	Winter- Staff will review plan progress for all students following the end of the first quarter and first semester. Make adjustments to student plan/schedule/supports as needed.	Spring- Plan will be reviewed by staff and shared with all parents/guardians and students during spring conferences. Make adjustments to student plan/schedule/supports as needed.
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District Plan Self-Monitoring Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart 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?

	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>	Weekly	ELIS Data Review by Care Team	Student, Attendance, Behavior & Course Success Risk & Progress		Monitor student attendance, academic, behavioral needs. Conduct outreach and problem solving with students and parents.	
	Quarterly	CIP Goal Progress Review Student Plan Review Student/Family Survey Review Individual Student Plan Completion Review	Progress toward stated CIP Goals Individual Student Plan Progress (Attendance & Academic) Student and Family Perceptions		Monitor progress toward goal completion. Monitor student progress in attendance & academic goals. Select school climate focus and intervention.	
	Semester	CIP Goal Progress	Progress toward stated CIP Goals		Monitor progress toward	



		Review Student Plan Review	Individual Student Plan Progress (Attendance & Academic)		goal completion. Monitor student progress in attendance & academic goals. Monitor school climate focus and intervention effectiveness. Adjust for student needs including but not limited to scheduling and other supports.	
	End of Year	CIP Goal Completion Review Student Plan Progress Summary	CIP Goal completion Individual Student Plan Progress (Attendance & Academic)		Monitor progress toward goal completion. Monitor student progress in attendance & academic goals. Monitor school climate focus and intervention effectiveness. Project next year's needed scheduling and supports.	