

## Oregon District Continuous Improvement Plan Template

School Year	<b>2019-2020</b>
District	<b>North Powder School District</b>

### District Direction Section

Vision	To prepare all students for their brightest future.
Mission	The mission of North Powder Charter School is to provide for all students - the educational excellence for promotion of skills, self-esteem, life-long personal growth, and the fundamental knowledge for becoming responsible citizens in partnership with parents and community.

#### Comprehensive Needs Assessment Summary

What data did our team examine?

**The team examined Chronic Absenteeism data, Discipline/Incident Report data, SBAC data with 3 year trends, I-Ready and DIBELS data, Kindergarten Readiness data, Staff and Stakeholder surveys and the District Report Card.**

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

**The team looked at our different socio-economic and specialty groups (SPED, EL, Foster, Homeless, etc..) in the reports. During this examination it was determined these groups needed more attention and help within the school setting.**

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

**The District Report Card distinctly shows our SPED students continue to struggle to meet academic standards and our Economically Disadvantaged students struggle to attend school at the high school level. The data also shows all students need to improve their academic achievement in the areas of math and ELA to meet the state standards.**

What needs did our data review elevate?

**Our data revealed that students in our preschool program are more prepared for kindergarten than our students who begin kindergarten but have not attended our program, our economically disadvantaged students in grades 9-12 are not attending school on a consistent basis, and the majority of students are not meeting the academic standards at grades 3-8 and 11 based on SBAC data.**

How were stakeholders involved in the needs assessment process?

**Stakeholders were surveyed on the needs of students and what they felt were priorities and these were incorporated into our goals and action plans.**

Which needs will become priority improvement areas? **The need to increase our students' readiness to learn through expanding our preschool program, increasing student achievement through more class options and addressing absenteeism, and addressing the needs of our special populations and the mental health of our students are priorities.** 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.

#### 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	Increase Student Readiness to Learn		
Metrics	By (year)	By (year)	By (year)
	<b>K Readiness/DIBELS - 80% of kindergarten students will at benchmark in phonemic awareness using DIBELS. Students will be at benchmark for letter sounds as well.</b>	<b>K Readiness/DIBELS - 82% of kindergarten students will at benchmark in phonemic awareness using DIBELS. Students will be at benchmark for letter sounds as well.</b>	<b>K Readiness/DIBELS - 85% of kindergarten students will at benchmark in phonemic awareness using DIBELS. Students will be at benchmark for letter sounds as well.</b>

Goal 2	Increase Academic Achievement		
Metrics	By (year)	By (year)	By (year)
	SBAC Spring Scores - <b>Math 6% increase yearly</b> <b>Reading 4% yearly</b>	<b>Math 6% increase yearly</b> <b>Reading 4% yearly</b>	<b>Math 6% increase yearly</b> <b>Reading 4% yearly</b>
Goal 3	Increase regular attendance rates of 9-12 chronically absent.		
Metrics	By (year)	By (year)	By (year)
	<b>70%</b>	<b>80%</b>	<b>90%</b>

### 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
<b>High School Success</b>	<b>This initiative will help the district provide the personnel and resources to meet the goals set forth in the plan. It includes funds to improve student safety through increased mental health counseling and the addition of a school resource officer. It will also help with providing support staff to work in the classrooms so teachers have more instructional time with our underserved populations and may include the implementation of an afterschool program for homework help for our ms/hs students who need additional assistance, especially our disadvantaged students.</b>
<b>Chronic Absenteeism</b>	<b>This initiative will help the district track and identify our students with chronic absenteeism, and help develop strategies to increase attendance, including mental health counseling, outreach to parents, and a more diverse schedule for the ms/hs.</b>
<b>Early Child Find</b>	<b>This initiative will help the district strengthen and increase our preschool program to benefit more students and increase student achievement.</b>

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

<i>District Goal this strategy supports</i>	Goal 1: Increase Student Readiness to Learn.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>expand our preschool program</u> Then <u>more 3-4 year old students will have a preschool experience</u> And <u>more students will enter kindergarten ready to learn.</u>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall - 1. expand PK program enrollment 2. increase staffing support	Winter 1. maintain enrollment 2. PLC check ins with PK-2	Spring 1. Administrator a K-Readiness diagnostic to check for readiness
	Measures of Evidence for Students (“and” statement)	Fall 1. Student to Teacher Ratio remains 1:8 or less.	Winter 1. PLC will meet to look at data from each group - align curriculum	Spring- Student performance will improve

	Person or Team Responsible	Action Steps To be completed this year	Due Date
<b>How we will get the work done</b>	Administrative Team	1.Parapro in place so adult to student ratio remains low	Mid September 2020
	Principal and PreK teacher	2.Recruitment of students attending through use of communication of our student achievement data	Continuous
	SuAnn Dixon/ Allie Scott	3.Administer K Readiness Assessment	June 1, 2020
	PreK-1st Grade teachers	4. PLC Team will meet to align curriculum and improve instructional strategies	Continuous
		5.	
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input 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 1.1, 1.2, 1.3 etc.)

<b>District Goal this strategy supports</b>	<b>Goal 1: Increase Student Readiness to Learn.</b>			
<b>What are we going to do?</b>	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	If <u>we increase mental health support</u> , Then <u>there will targeted social emotional support</u> And <u>this will increase student self-regulation, attendance, and safety.</u>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Increase the mental health counselor’s time.	Winter Have time for the mental health counselor to go into classrooms.	Spring Have time for the mental health counselor to go into classrooms.
	Measures of Evidence for Students (“and” statement)	Fall Increased number of students seen by Mental Health Counselor	Winter Check for the rates of referral and attendance	Spring Check for the rates of referral and attendance
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	1. Fund a mental health counselor for an additional day a week		September 1, 2020
	Mental Health Counselor	2. Implement programs in the classroom to improve student self regulation and safety.		Continuous

	Administrative Team/Counselor	3. Develop a weekly schedule for Mental Health Counselor so all students have access	September 1, 2020
		4.	
		5.	
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input 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	

<b>District Goal this strategy supports</b>	Goal 2: <b>Improve 3-11 academic achievement.</b>			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If <u>we increase SPED and parapro FTE and realign the ms/hs schedule</u> Then <u>there will be more intervention support</u> And <u>all students will have improved outcomes.</u>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall - Teachers will develop systems for specialized small group instruction in the classroom.	Winter - SPED support with smaller student group	Spring - Teacher implementation of small groups with para support and SPED staff supports with smaller pullout
	Measures of Evidence for Students (“and” statement)	Fall- I-Ready Baseline	Winter - I-Ready Winter Benchmark	Spring - I- Ready Spring Benchmark and SBAC Summative Assessment
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administrative Team	1. Increase parapro FTE to ensure the SPED and classroom teachers have support to implement small group instruction within the classroom.		September 2020
	Administrative Team/Guidance Counselor	2. PD focus on identifying holes in curriculum and the use of research based practices for instruction.		Continuous
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input 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		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

<b>District Goal this strategy supports</b>	Goal 3: <b>Increase regular attendance rates of 9-12 chronically absent.</b>			
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>change the high school scheduling structure</u> Then <u>more students can access to high interest/high need course options</u> And <u>more students will be in attendance.</u>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall There will be a new master schedule with shifted FTE.	Winter Evaluation of Schedule and systems in place Staff Survey on scheduling	Spring Evaluate of CA and schedule when building the new schedule and make necessary shifts
	Measures of Evidence for Students (“and” statement)	Fall 1.Registration will show us an evaluation of offerings. 2. Student Feedback	Winter 1. Chronic Absenteeism Data 2. Teacher feedback.	Spring 1. Chronic Absenteeism Data
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administrative Team/Guidance Counselor	1.2. Realign the ms/hs schedule and incorporate more high interest classes and coordinate intervention periods to match student need.		August 2020
	Administrative Team/Guidance Counselor	2.3. Survey students on classes they want/need and evaluation of the master schedule.		June 2020
	Administrative Team/ MS/HS Staff	3. Courses will be designed and implemented to fill student need and interest.		August 2020
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" 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		

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

<b>District Goal this strategy supports</b>	<b>Goal 3: Increase regular attendance rates for 9-12 students.</b>			
<b>What are we going to do?</b>	Strategy # 3.2 Written as a Theory of Action and reflects evidence-based practices	If <u>we increase mental health support</u> , Then <u>there will targeted social emotional support</u> And <u>this will increase student self-regulation, attendance, and safety.</u>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Increase the mental health counselor’s time.	Winter Have time for the mental health counselor to go into classrooms.	Spring Have time for the mental health counselor to go into classrooms.
	Measures of Evidence for Students (“and” statement)	Fall Increased number of students seen by Mental Health Counselor	Winter Check for the rates of referral and attendance	Spring Check for the rates of referral and attendance
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	1. Increase mental health counselor support by adding an additional day of support.		August 2020
	Principal/MH Counselor	2. Mental health counselor will provide emotional support within the classroom (topics presented will be determined with administration and classroom teachers.)		Continuous
	MH Counselor/ Administrative team	3. Mental health counselor will document the student contact time (number of students and frequency of contact) and share with administrative team so data can be gathered in regard to increased attendance and discipline incidents.		Quarterly
<b>ORIS Domain Alignment</b>	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 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 quarterly to monitor progress and adjust action steps accordingly. Data points gathered will be assessed and disaggregated. Assessment data related to student achievement will be reviewed by staff and compared with curriculum and standards to check for alignment.**

### 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 Update	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?
	July 2020	1.1				
	July 2020	1.2				
	July 2020/ ongoing	2.1				

SAMPLE District Self-Monitoring Routine Template

e s	March 2020	3.1				
	September 2020/ ongoing	3.2				