

Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Falls City School District

District Direction Section.

Vision	We believe each student can be successful.
Mission	We create a rigorous, relevant, and responsive atmosphere where every student can be successful.

Comprehensive Needs Assessment Summary

What data did our team examine?

ORIS update, preliminary SBAC data, DRA data, Progress Monitoring data from DRA, HSS data, CA data, Referral Data, Reset Room report, DESSA data, Youth Truth preliminary response rates.

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

The Team examined available academic data by student groups for CA identified students, SpEd students, Tier 3 behavior students, Tier 2 and 3 Reading Intervention students. No student group data is available at this time for 2019 from SBAC.

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

- Behavior
 - Reset Room staff will develop plans to extend behavior growth to classroom setting.
- Social-Emotional Learning
 - The SEL team will roll out Ruler, to address social/emotional needs of students by giving teachers training in specific SEL strategies that teach and promote SEL growth.
- Academics
 - The Actions in the CA strategy will address the academic growth of Chronically Absent students, as well as the new interventions for Tier 2 and Tier 3 students in Reading.
 - The vertically aligned ELA curriculum and development of common assessments will ensure that students receive instruction matched to standards from grade to grade.
 - Both SBAC data and DRA data showed that SpEd students were not making the same progress as other students served in tiered interventions.
 - The Actions in the HSS plan will differentiate specific support to ensure that students are on track in 9th grade and in each successive year.

● Systems Health:

What needs did our data review elevate?

- Behavior
 - Data showed an improvement of 5% in K-8 for referrals, but an increase of nearly 50% at the High school. The conclusion of the analysis was that this was attributed to increased use of the referral process and monitoring student behavior. With continued efforts at the HS to address behavioral needs, there would be an expectation of reduced HS referrals in 2019-2020.
 - While there was an increase in the number of students served in the Reset Room, this was associated with meeting students behavioral needs and improved behavior for students served.
- Social-Emotional Learning
 - The team discussed the use of the DESSA instrument, since it was the first year implemented, there is no comparative data. While there were some concerns about reliability in some cases with particular students, the team decided to use it for another year.

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- o The team determined that as staff is trained in RULER there may be other measures to use in that program that would be more useful for monitoring student growth.
- Academics
 - o Data for DRA was not seen as a reliable predictor of student outcomes on SBAC, and was seen as time-consuming though rich in information. Valuable time was lost that could have been used for tiered interventions. The Team studied other assessment options, and selected EasyCBM for benchmarking and progress monitoring. DRA will still be used for diagnostics.
 - o Both the Title I Intervention Program and SpED program will coordinate interventions to provide double doses of tiered instruction when it fits the IEP of a student.
 - o Cohort data showed some inconsistencies from year to year. The team proposes that the use of common assessments for priority standards will strengthen a vertically articulated academic program with consistent patterns of student growth.

How were stakeholders involved in the needs assessment process?

- The district implementation team includes a board member, community members, licensed and classified staff, and administrators.
- This spring the DIT through our CIP initiated the Youth Truth survey for parents and students to gather feedback and information. 66% of K-8 parents and 50% of HS parents responded. A consultant from Youth Truth will facilitate the analysis of the data. Further actions may be added to this plan.

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.

FCSD will be adopting Multi-Tiered Systems of Support in the following areas:

- Social-emotional learning will be promoted through implementation of RULER for students in Tier 1.
- Reset Room will address the needs for students to transfer behavior growth to academic settings, for Tier 2 and Tier 3 students.
- Vertical alignment of instruction and assessments in both reading and math will ensure a guaranteed and viable curriculum and student learning for students in Core Instruction.
- A comprehensive assessment plan will inform instruction and promote student learning, and identify students needs for multi-tiered support.
- CA MTSS plan will provide tiered and differentiated support to identified students.
- HSS which will also provide tiered and differentiated support, will ensure that students are on track for graduation.

The DIT will develop a schedule to promote stakeholder involvement.

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	Each student will develop the social, emotional, and behavioral skills needed to be successful learners		
Metrics	By 18-19	By 19-20	By 20-21
	Referral Data:	Referral Data:	Referral Data: Student referrals will be reduced by 15% from the

	Student referrals will be reduced by 5%, from 164 (K-8) and 18 (HS).	Student referrals will be reduced by 10% from 154 (K-8) and 28 (HS).	number of referrals at the end of 2020 at K-8 and HS.
Goal 2	Each student will demonstrate either growth and/or achievement in math and English language arts.		
Metrics	By 18-19	By 19-20	By 20-21
	Economically disadvantaged Students in K-5 and 6-8, respectively, will show median growth of at least 3 percentile points from Spring 2018 to Spring 2019 on SBAC in ELA.	Economically disadvantaged Students in K-5 and 6-8, respectively, will show median growth of at least 3 percentile points from Spring 2019 to Spring 2020 on SBAC in ELA.	Economically disadvantaged Students in K-5 and 6-8, respectively, will show median growth of at least 3 percentile points from Spring 2020 to Spring 2021 on SBAC in ELA and math.
Goal 3	Each student is an active participant of his/her learning and of the school community.		
Metrics	By 18-19	By 19-20	By 20-21
	HSS: 80 % of 9th Graders will be on track by the end of Spring 2019. CA: Chronic absenteeism will be reduced by at least 5% overall from Spring 2018 to Spring 2019.	HSS: 100 % of 9th Graders and 90% of 10th Graders will be on track by the end of Spring 2020. CA: Chronic absenteeism will be reduced by at least 5% from Spring 2019 to Spring 2020.	HSS: 100 % of 9th Graders and 100% of 10th Graders and 95% of 11th Graders will be on track by the end of Spring 2021 CA: Chronic absenteeism will be reduced by at least 5% from Spring 2020 to Spring 2021.

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
Chronic Absenteeism	This initiative is incorporated into the CIP as a Strategy.
High School Success	This initiative is incorporated into the CIP as a Strategy.

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

District Goal this strategy supports	Goal 1: Each student will develop the social, emotional, and behavioral skills needed to be successful learners			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>develop a strong school culture and effective systems for behavior and social-emotional growth</u> Then <u>teachers will engage students and families in responsible, productive, and prosocial learning</u> And <u>students will be taking steps towards successful learners and community members</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions	Fall Staff will have completed RULER plan activities according to the schedule	Winter Staff will have completed RULER plan activities according to the schedule	Spring Staff will have completed RULER plan activities according to the schedule

	("then" statements")	TLCF teachers will have completed some components of School Connect as reported by teachers in monitoring sessions	TLCF teachers will have completed some components of School Connect as reported by teachers in monitoring sessions	TLCF teachers will have completed some components of School Connect as reported by teachers in monitoring sessions
	Measures of Evidence for Students ("and" statement)	Fall Students in need of support will be identified using the DESSA K-8 by November	Winter No implementation of DESSA during the winter, measured in fall and spring	Spring Students in need of support will be identified using the DESSA K-8 by May
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	SEL team	1. Roll out RULER with staff following the schedule in the RULER plan		June 2020
	Teachers	2. Continue using Sanford Harmony/DESSA Tools and lessons		June 2020
	Teachers	3. Teachers will identify students on the DESSA		November 2019, May 2020
	TLCF teachers	4. High school will be implementing School Connect in TLCF classes		September 2019-June 2020
ORIS Domain Alignment	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		

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	Goal 1: Each student will develop the social, emotional, and behavioral skills needed to be successful learners			
What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	If we <u>provide a safe space in the reset room</u> Then <u>the staff will support students in reflecting on their own behavior</u> And <u>students will be able to learn more productive social emotional strategies</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Reset room staff will develop a work plan for the year that covers their PD by November	Winter Complete activities in work plan by March	Spring Complete activities in work plan by June

	Measures of Evidence for Students (“and” statement)	Fall _% of students who utilize the Reset Room who enter in blue or red will leave the room in either the green or yellow zones of the mood meter (establish baseline)	Winter Increase of 5% of students who utilize the Reset Room who enter in blue or red will leave the room in either the green or yellow zones of the mood meter compared to fall baseline	Spring Increase of 2% of students who utilize the Reset Room who enter in blue or red will leave the room in either the green or yellow zones of the mood meter compared to winter
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Reset Room staff	1. Reset Room staff will continue to develop strategies and tools to meet students’ needs in developing more productive social emotional behavior through professional development		September 2019-June 2020
	Reset Room staff	2. Reset room staff will implement strategies and tools to provide a safe space for students		September 2019-June 2020
	SEL team	3. Engage parents of students who need additional SEL support in collaborative support strategies		September 2019-June 2020
	Reset Room Staff	4. Continue to develop a procedure handbook for Reset Room and Care Team meetings		June 2020
	Reset Room Staff	5. Promote preventative interventions (such as scheduled breaks and SEL skill building) for students who utilize the Reset Room		September 2019-June 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 2: Each student will demonstrate either growth and/or achievement in math and English language arts.	
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>develop a standards based K-12 curriculum for ELA, math, social studies, and science across the district</u> Then <u>instruction will improve</u> And <u>students will achieve growth and meet their learning targets</u>

How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Meeting notes that document work completed from ELA and Math teams	Winter Meeting notes that document work completed from ELA and Math teams	Spring Meeting notes that document work completed from ELA and Math teams
	Measures of Evidence for Students (“and” statement)	Fall Students will participate in priority standard instruction in ELA	Winter Students will participate in priority standard instruction in ELA	Spring Writing work sample will be completed and scored by June 2020
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Grade Band Teams	1. Grade band teams will develop common formative assessments and a year long assessment schedule that is vertically aligned K-12 for ELA		June 2020
	ELA Facilitators	2. ELA Facilitators meet periodically to help guide the vertical assessment work		June 2020
	ELA grade band teams	3. By the end of spring 2020, the first K-12 writing work samples will be completed and scored		June 2020
	ELA teachers	4. Teachers will map the FCSD priority standards to the published curriculum and identify the need for supplemental materials		June 2020
	Math Team	4.Math Team will develop a plan for vertical alignment		October 2019
	Math Team	5.Math standards will be vertically mapped K-12		June 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: Each student will demonstrate either growth and/or achievement in math and English language arts.	
What are we going to do?	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	If we <u>create a systematic assessment plan for identifying students reading needs</u> Then <u>teachers will use this data to inform instruction, plan groups, and identify students who need supplemental instruction</u> And <u>students show gains in reading assessments.</u>

How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements’)	Fall Assessment plan completed by reading specialist Assessment team completes benchmark assessments Read Well instructors conduct placement assessments for grades 1 and 2 Notes from reading specialist and classroom teachers meetings to discuss data and student placement	Winter Assessment team completes winter benchmarking on EasyCBM Read Well instructors complete end of unit assessments as indicated by Read Well curriculum Notes from reading specialist and classroom teachers meetings to discuss data and student progress Progress notes sent home to parents each quarter	Spring Assessment team completes spring benchmarking on EasyCBM Read Well instructors complete end of unit assessments as indicated by Read Well curriculum Notes from reading specialist and classroom teachers meetings to discuss data and student progress Progress notes sent home to parents each quarter
	Measures of Evidence for Students (“and” statement)	Fall Baseline of % of students flagging in the intensive or strategic zones on EasyCBM Baseline of % of students needing additional instruction as indicated on initial Read Well placement assessment	Winter Of the students identified as strategic and intensive, 70% will increase on PM data as measured by EasyCBM 10% of Read Well instructed students will make a growth of 4 units by winter benchmarking	Spring Of the students identified as strategic and intensive, 80% will increase on PM data as measured by EasyCBM 15% of Read Well instructed students will make a growth of 4 units from winter benchmark to spring benchmarking
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Reading Specialist	1. Complete new assessment plan and distribute to school staff		September 2019
	Reading Specialist	2. Train assessment team to administer EasyCBM benchmark and progress monitoring assessments		September 2019
	Reading Specialist	3. Train assigned assistants in Read Well curriculum and assessments		September 2019
	Assessment team	4. Complete benchmark assessments in fall, winter, and spring and progress monitoring assessments every six weeks using EasyCBM		June 2020
	Read Well Instructors	5. Complete end of unit assessments as indicated by Read Well curriculum		June 2020
Reading Specialist	6. Send home quarterly progress notes on all students seen in intervention groups along with report cards.		Quarterly: November 2019, January 2020, April 2020, June 2020	

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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: Each student is an active participant in her/his learning and of the school community.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>implement the chronic absenteeism MTSS</u> Then <u>student attendance will improve</u> And <u>students will develop skills to be successful learners.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Following MTSS Plan as evidenced by actions completed.	Winter Following MTSS Plan as evidenced by actions completed.	Spring Following MTSS Plan as evidenced by actions completed.
	Measures of Evidence for Students ("and" statement)	Fall Percentage of chronically absent students dropping from 31.6% district wide to 31% by end of November	Winter Percentage of chronically absent students dropping from 31% district wide to 30% by end of March	Spring Percentage of chronically absent students dropping from 30% district wide to 29.6% by end of May
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	CAT	1. See Chronic Absentee MTSS Plan		6/30/2020
		2.		
		3.		
		4.		
	5.			
ORIS Domain Alignment	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 3.1, 3.2, 3.3 etc.)

District Goal this strategy supports	Goal 3 Each student is an active participant in her/his learning and of the school community.:			
What are we going to do?	Strategy # 3.2 Written as a Theory of Action and reflects evidence- based practices	If we <u>follow the High School Success Plan</u> Then students <u>will have 21st century skills</u> And <u>will be on track for graduation.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Following HSS plan as evidenced by actions completed	Winter Following HSS plan as evidenced by actions completed	Spring Following HSS plan as evidenced by actions completed
	Measures of Evidence for Students ("and" statement)	Fall Earn 6 credits (c's or better) their freshman year, which must include English and Math as evidenced by quarterly grade checks	Winter Earn 6 credits (c's or better) their freshman year, which must include English and Math as evidenced by quarterly grade checks	Spring Earn 6 credits (c's or better) their freshman year, which must include English and Math as evidenced by quarterly grade checks
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	9OT Team	1. Hold monthly team meetings following HSS meeting protocols		End of each month
	9OT Class	2. Students track grades, behavior, and attendance in 9OT class		weekly
		3.		
		4.		
		5.		

ORIS Domain Alignment	ORIS	<input checked="" type="checkbox"/> Leadership
	Domain(s)	<input type="checkbox"/> Talent Development
	this strategy	<input type="checkbox"/> Stakeholder Engagement and Partnership
	supports	<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 DIT will continue to meet every other month for monitoring the actions of the plan and 3 times during the year to monitor the measures for students and adults that are stated in the plan. The sessions are scheduled and part of the FCSD calendar.

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?

	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>						

SAMPLE District Self-Monitoring Routine Template