

Oregon District Continuous Improvement Plan Template

School Year	2019-2020
School	Butte Falls School District

District Direction Section

Vision/Mission	The mission of Butte Falls School District is to create successful, productive and literate citizens who will be ready for college and/or the workforce by learning collaboration, creativity, communication and critical thinking through natural resources.
----------------	---

Comprehensive Needs Assessment Summary

What data did our team examine?

Our team examined individualized student data, state testing data and Aimsweb data and district/school needs assessment.

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

Committees were created heterogeneously so that all learner groups were represented in responses. Committees included administration, secondary/primary teachers, support staff, parents and community members.

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

The committees each looked at the comprehensive data around academic achievement, attendance, special services, and in/out of district data. At the school level, teachers examine specific data at least once monthly at PLTs and staff meetings. Specific data includes attendance, state testing, graduation progress, homeless status, IEP/504, benchmarking and discipline notes.

What needs did our data review elevate?

Three goals emerged from our data review: improve attendance, increase graduation rates and improve academic growth. We can improve attendance with more behavior and mental health supports, including immediate access to counselors and more paraprofessional's onsite at the secondary level. All staff would benefit from ongoing training around behavior interventions. Parent involvement and communication out to the public were elevated concerns. There is a need for multi-tiered academic support systems.

How were stakeholders involved in the needs assessment process?

Stakeholders were invited to several meetings. Stakeholders include students, parents, teachers/staff and community. Student and parent responses to fall and spring surveys were reviewed.

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.

Three priorities emerged from our data review: improve attendance, increase graduation rates and improve academic growth.

Long Term District Goals & Metrics

All or some school goals may match district goals

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	To increase regular attender rate by 5% points annually to 85% by June 2022		
Metrics	By 2020	By 2021	By 2022
	Increase to 75% regular attenders	Increase to 80% regular attenders	Increase to 85% regular attenders
Goal 2	To annually meet or exceed the state average for on-time graduation and five year completion		
Metrics	By 2020	By 2021	By 2022
	By 4% for the on time and 2% for five year completion	State graduation and five year completion rates	State graduation and five year completion rates
Goal 3	To increase the students in grades 1-8 that meet or exceed grade level standards or gain one year of academic growth in math or reading		
Metrics	By (2020)	By 2021	By 2022
	Increase by 2%	Increase by 2%	increase by 2%

Initiative Alignment to Support District Goals

Chronic Absenteeism, High School Success (M-98)

Initiative/Program	How this initiative/program supports the district to meet goals
Chronic Absenteeism	We are funding a truancy officer, teacher mentor, counselor and Positive Discipline training and attendance incentives through this grant.
High School Success	We are funding College Dreams guidance services, counseling, college tuition, electives, Career Information System (CIS) and student summer employment through this grant.
Positive Discipline	We are creating a welcoming environment for students by training 100% of our staff in Positive Discipline strategies.
Response to Intervention (RTI)	The program provides extra academic support for struggling students in math and reading on a daily basis.

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

District Goal this strategy supports	To improve regular attender rate by 5 percentage points annually to 85% by June 2022			
What are we going to do?	Strategy # 1.1 Improve Regular Attender Rate	If we <u>provide all staff professional development and support in Positive Discipline for problem solving and behavior self-regulation,</u> Then <u>staff implements this approach in school and classroom procedures</u> And <u>students will increase their sense of safety and belonging which will improve their attendance and academic performance.</u>		
How we will know the plan is working	Staff will participate in Positive Discipline Training and implementation of Positive Discipline strategies.	Fall (November) 60 % of teachers will be observed by the principal using the new checklist focused on PD items.	Winter (January) 80 % of teachers will be observed by the principal using the new checklist focused on PD items.	Spring (June) 100 % of teachers will be observed by the principal using the new checklist focused on PD items.
	Improve Regular Attender Rate	Fall (November) At least 75% of students will be regular attenders.	Winter (January) At least 80% of students will be regular attenders.	Spring (June) At least 85% of students will be regular attenders.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administration	1. Will monitor and report monthly regular attender rate		15 th of each month
	Administration	2. Walk complete classroom walk through		October, January, March
	Administration	3. In-service Training		August In-service
	Staff	4. Attend Trainings and implement		As scheduled
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<u> x </u> Leadership (strategy 1.2, 1.3) <u> x </u> Talent Development (strategy 2.1, 2.2, 2.3) <u> </u> Stakeholder Engagement and Partnership <u> x </u> Well-Rounded, Coordinated Learning (strategy 4.1, 4.2, 4.3, 4.4) <u> x </u> Inclusive Policy and Practice (strategy 5.1, 5.2)		

District Goal this strategy supports	To improve regular attender rate by 5 percentage points annually to 85% by June 2022			
What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	If we <u>invest in a truancy officer, a teacher mentor, and a counselor position,</u> Then <u>our teachers and students will have a support network,</u> And <u>the school climate will be positive and welcoming.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Hire truancy officer Hire teacher mentor Hire counselor	Winter Implement truancy teacher mentor and counselor	Spring Evaluate employee performance
	Measures of Evidence for Students ("and" statement)	Fall Monitor attendance	Winter Monitor attendance	Spring Monitor attendance
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administration	1. Will meet with truancy officer monthly to review attendance interventions.		Last day of each month
	Administration	2. Will meet with the teacher mentor quarterly to ensure fidelity of mentor model.		November, February, May
	Administration	3. Will meet regularly with counselor to review the case load.		Bi-weekly
	Staff	4. Will deliver truancy, counseling and teacher mentor services.		As scheduled
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership (strategy 1.2, 1.3) <input checked="" type="checkbox"/> Talent Development (strategy 2.1, 2.2) <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning (strategy 4.1, 4.3, 4.5) <input type="checkbox"/> Inclusive Policy and Practice		

District Goal this strategy supports	To improve regular attender rate by 5 percentage points annually to 85% by June 2022
---	---

What are we going to do?	Strategy # 1.3 Written as a Theory of Action and reflects evidence-based practices	If we <u>provide a field trip incentive for individual student attendance data</u> Then <u>staff can encourage student involvement</u> And <u>reward students who commit to attend.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Monitor number of students meeting or exceeding attendance goal of 94% monthly.	Winter Monitor number of students meeting or exceeding attendance goal of 94% monthly.	Spring Monitor number of students meeting or exceeding attendance goal of 94% monthly. Evaluate the yearly trends.
	Measures of Evidence for Students ("and" statement)	Fall (November) Increased attendance rate over the previous year.	Winter (January) Increased attendance rate over the previous year.	Spring (April) Increased attendance rate over the previous year. Increase participation in reward trip over the previous year.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal	1. Plan spring attendance incentive trip.		March 31
	Attendance Team	2. Analyze monthly attendance data and compare to previous years' data.		Monthly
	Principal	3. Survey students about effectiveness of incentive trip.		June (after trip)
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 (strategy 3.1, 3.3) <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		
District Goal this strategy supports	To annually meet or exceed the state average for on-time graduation and five year completion.			

What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>utilize a college and career counselor onsite,</u> Then <u>staff refers high school students to these resources,</u> And <u>older students gain access to experiences that support post-secondary planning.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Documentation of teacher referrals to the college/career counselor. Administering CIS requirements.	Winter Arrange roster and itinerary for college tours field trip. Administering Education Plan requirements.	Spring Administering and evaluating student portfolio presentations.
	Measures of Evidence for Students ("and" statement)	Fall Student meetings with counselor. Complete the CIS 'reality check' section.	Winter Participation in college tours field trip. Update student Education Plan.	Spring Present portfolio of student work including CIS work and Ed. Plan.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	College/Career Counselor	1. Meet with students, grades 8-12, individually and cater advising to their goals.		Weekly
	Junior class Advisor	2. Administer requirements and refer particular students to college/career counselor.		Weekly
	Senior class advisor.	3. Administer requirements and refer particular students to college/career counselor.		Weekly
	Youth Transitions Programs Specialist	4. Meet with Special Education students individually and cater advising to their post-secondary goals.		Weekly
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development (strategy <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership (strategy 3.1 ,3.3) <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning (strategy 4.1, 4.2, 4.3, 4.4, 4.5) <input checked="" type="checkbox"/> Inclusive Policy and Practice (strategy 5.2)		

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

District Goal this strategy supports	To annually meet or exceed the state average for on-time graduation and five year completion.			
What are we going to do?	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	If we <u>expand academic options available to our students</u> Then <u>teachers can offer students customized learning experiences</u> And <u>more students will complete their secondary education plan before leaving our school.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall All teachers have full schedules. High school schedule records more diversity in course offerings.	Winter All teachers have full schedules. High school schedule records more diversity in course offerings.	Spring All teachers have full schedules. High school schedule records more diversity in course offerings.
	Measures of Evidence for Students ("and" statement)	Fall Student transcripts reflect increased diversity of completed courses.	Winter Student transcripts reflect increased diversity of completed courses.	Spring Student transcripts reflect increased diversity of completed courses. Graduation rate meets or exceeds state average for on-time and five-year completion.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administration	1. Scheduling classes for students.		Quarterly
	Staff	2. Recruit more elective teachers to our school.		Quarterly
	PLT	3. Monitoring of schedule diversity.		Quarterly
	Administration	4. Monitoring of graduation/completion rate.		Annually
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership (strategy 1.2, 1.3) <input checked="" type="checkbox"/> Talent Development (strategy 2.1, 2.3) <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership (strategy 3.1, 3.3,) <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning (strategy 4.1, 4.2, 4.3, 4.4) <input type="checkbox"/> Inclusive Policy and Practice		

District Goal this strategy supports	To annually meet or exceed the state average for on-time graduation and five year completion.			
What are we going to do?	Strategy # 2.3 Written as a Theory of Action and reflects evidence-based practices	If we <u>focus our students on employability skills and require work experience</u> , Then <u>staff implements this approach in school and classroom procedures</u> And <u>our students leave possessing the skills employers need and want</u> .		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Student citizenship (grades 4-12) are scored quarterly according to a scale described in the student handbook. Student portfolio (grades 8-12) work scored based on career related learning standards.	Winter Student citizenship (grades 4-12) are scored quarterly according to a scale described in the student handbook. Student portfolio (grades 8-12) work scored based on career related learning standards.	Spring Student citizenship (grades 4-12) are scored quarterly according to a scale described in the student handbook. Student portfolio (grades 8-12) work scored based on career related learning standards.
	Measures of Evidence for Students ("and" statement)	Fall (November) Initial citizenship scores assessed in every class: 4- excellent, 3- satisfactory, 2- needs improvement, 1- not satisfactory, 0- unacceptable Initial portfolio documents outlining career related learning are completed.	Winter (January) Continue citizenship assessment on grade reports in every class. Continued completion of portfolio documents demonstrating career related learning.	Spring (April) 90% of students scoring 3s and 4s in all classes for citizenship. Juniors and seniors will all successfully complete Career Related Learning Experiences as designed for the portfolio. Student portfolios are assessed based on career related learning standards and employability skills.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers	1. Assess student citizenship.		Quarterly
	Advisors	2. Assess student portfolio work documents.		Weekly

	Administration	3. Assess percentages of student citizenship scores.	Quarterly
	Community Members	4. Assess student portfolio presentations and employability skills.	Annually
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership (strategy 1.1, 1.2, 1.3, 1.4) <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership (strategy 3.1, 3.3) <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning (strategy 4.1, 4.2, 4.3, 4.4, 4.5) <input type="checkbox"/> Inclusive Policy and Practice	

District Goal this strategy supports	To increase the students in grades 1-8 that meet or exceed grade level standards or gain one year of academic growth in math or reading			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>utilize RTI strategies and offer Study Skills courses</u> Then <u>staff implements this approach in school and classroom procedures</u> And <u>students needing extra time and supports receive attention.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall (November) Initial benchmarking: every six weeks K-7 students are assessed and interventions adjusted accordingly. Selected students grades 8-12 that require targeted basic skill building support are placed in study skills class.	Winter (January) Second benchmarking: every six weeks K-7 students are assessed and interventions adjusted accordingly. Selected students grades 8-12 that require targeted basic skill building support are placed in study skills class.	Spring (April/May) Final benchmarking: every six weeks K-7 students are assessed and interventions adjusted accordingly. Selected students grades 8-12 that require targeted basic skill building support are placed in study skills class.
	Measures of Evidence for Students ("and" statement)	Fall Response to intervention notes contain rosters and describe targeted supports. Student study skills are updated weekly and assessed quarterly.	Winter Response to intervention notes contain rosters and describe targeted supports. Student study skills are updated weekly and assessed quarterly.	Spring Response to intervention notes contain rosters and describe targeted supports. Student study skills are updated weekly and assessed quarterly.

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	RTI Coordinator and Team	1. Elementary Benchmarking Assessment Team does quarterly assessments; Elementary teachers do AIMSWeb assessments at 6-week intervals.	Every six weeks
	Support Staff	2. Administer benchmarking assessment measures.	Quarterly
	Study skills teachers	3. Assess student work habits and skills.	Weekly
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership (strategy 1.2, 1.3, 1.4) <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning (strategy 4.1, 4.2, 4.3, 4.4, 4.5) <input checked="" type="checkbox"/> Inclusive Policy and Practice (strategy 5.1, 5.2)	

District Goal this strategy supports	To increase the students in grades 1-8 that meet or exceed grade level standards or gain one year of academic growth in math or reading			
What are we going to do?	Strategy # 3.2 Written as a Theory of Action and reflects evidence-based practices	If we <u>hire and maintain the teacher-mentor position for first and second year teachers in our district</u> , Then <u>those teachers will have unbiased support and guidance</u> And <u>educational practices will better serve the students.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Hire Teacher-Mentor. Keep record of Mentor/Teacher meetings and interactions.	Winter Continue record of Mentor/Teacher meetings and interactions.	Spring Continue record of Mentor/Teacher meetings and interactions.
	Measures of Evidence for Students ("and" statement)	Fall Record data of amounts and trends in discipline referrals, attendance rate, and passing grades of all students K-12.	Winter Record data of amounts and trends in discipline referrals, attendance rate, and passing grades of all students K-12.	Spring Record data of amounts and trends in discipline referrals, attendance rate, and passing grades of all students K-12.
	Person or Team Responsible	Action Steps To be completed this year		Due Date

How we will get the work done	Administration	1. Hire Mentor for first/second year teachers and assign to teachers.	Beginning of the year
	Administration	2. Ensure regular Mentor/Teacher interactions and supports.	Monthly
	Mentor	3. Schedule regular meetings with assigned teachers.	Bi-weekly
	1st/2nd-Year Teachers	4. Meet regularly with teacher-mentor.	Bi-weekly
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership (strategy 1.2, 1.3, 1.4) <input checked="" type="checkbox"/> Talent Development (strategy 2.1, 2.2, 2.3) <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

District Goal this strategy supports	To increase the students in grades 1-8 that meet or exceed grade level standards or gain one year of academic growth in math or reading			
What are we going to do?	Strategy # 3.3 Written as a Theory of Action and reflects evidence-based practices	If we <u>continue to analyze student data in weekly Professional Learning Team (PLT) meetings,</u> Then <u>teachers will maintain awareness of individual student needs</u> And <u>students struggling to meet standards will receive more teacher attention.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Teachers will meet weekly in elementary and secondary PLT groups to review current academic and behavioral progress of students and address interventions/supports for students needing more support.	Winter Teachers will meet weekly in elementary and secondary PLT groups to review current academic and behavioral progress of students and address interventions/supports for students needing more support.	Spring Teachers will meet weekly in elementary and secondary PLT groups to review current academic and behavioral progress of students and address interventions/support for students needing more support.
	Measures of Evidence for Students ("and" statement)	Fall Student behavior and academic performance changes/improves.	Winter Student behavior and academic performance changes/improves.	Spring Student behavior and academic performance changes/improves.

		Inappropriate behaviors decline per data tracking.	Inappropriate behaviors decline per data tracking.	Inappropriate behaviors decline per data tracking.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Student Success Team	1. Reviews student academic and behavior data and formulate intervention/support plan for individual students.		Weekly
	Teachers	2. Implement individualized intervention/support plans.		Varies (as generated)
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership (strategy 1.2, 1.3, 1.4) <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning (strategy 4.1, 4.2, 4.3, 4.4, 4.5) <input checked="" type="checkbox"/> Inclusive Policy and Practice (strategy 5.1, 5.2)		

District Plan Self-Monitoring Routines

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

Elementary and high school School Improvement Teams consisting of at least one teacher, educational support staff member, administrator, and community stakeholder will meet within three weeks after each grading period. The teams will develop protocols for data review and summarize this using the District School Improvement Self-Monitoring Data Sheet.