

Oregon District Continuous Improvement Plan

School Year	2019-20
District	Monroe School District 1J

District Direction Section

Vision	We are a community of learners working together to provide our children with an education leading to an unlimited future.
Mission	We believe that our district educational programs should be of the highest quality. All student should have equal access to district educational opportunities and resources will be provided to our students can develop to their potential in a positive and safe environment. We will promote and model positive citizenship. We will set performance targets clearly and high enough to challenge all students and will provide the support necessary to reach these goals.

Comprehensive Needs Assessment Summary

What data did our team examine?

- Disaggregated Smarter Balanced assessment scores for grades 3-8 and 11.
- Attendance rates K-8 and 9-12.
- On Track to Graduate rates for 9th grade
- Graduation rates (disaggregated)
- YouthTruth Survey results.
- Oregon Integrated Systems Framework (staff and administration)
- Accadience and CARI Formative and Summative assessment data (reading and math)
- Oregon Healthy Teen Survey
- ELPA Assessment results
- AVID Data

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

- Disaggregated Smarter Balanced assessment scores for grades 3-8 and 11
- Disaggregated attendance data
- Parent meetings for English Language Learners and Title 1
- Special Education meetings (IEP)

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

Inequities in student outcomes were discussed in administrative data meetings, staff meetings in each building, parent meetings and within Site Council (parents, classified, certified, and administrative staff). Priority areas were established based on need.

What needs did our data review elevate?

We established needs in math and reading, particularly students with disabilities, students experiencing poverty, and English Language learners.

How were stakeholders involved in the needs assessment process?

Vision	We are a community of learners working together to provide our children with an education leading to an unlimited future.		
English Language Learner parent meetings, Title 1 parent meetings, and Site Council parent communication.			
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.			
Long Term District Goals & Metrics			
Student Focused, aspirational, aligned with needs, written for all students Example: <i>All students will meet their annual growth targets in math.</i> Metrics are outlined for the year(s) to come.			
Goal 1	75% of all students in grades K-8 will be reading at benchmark by June 2022, as measured by DIBEL Spring benchmark data.		
Metrics	By (year)	By (year)	By (year)
	50% by June 2020	65% by June 2021	75% by June 2022
Goal 2	65% of all students in grades K-8 will be at math benchmark by June 2022, as measured by DIBELS Math/Easy CBM Spring benchmark data.		
Metrics	By (year)	By (year)	By (year)
	45% by June 2020	55% by June 2021	65% by June 2022
Goal 3	95% of all Monroe High School students will graduate on time by June 2022.		
Metrics	By (year)	By (year)	By (year)
	90% by June 2020	92% by June 2021	95% by June 2022

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	The High School Success grant is currently being utilized to improve attendance by raising engagement and utilizing technology throughout the high school (1 to 1 technology), addressing graduation rates through the use of Edgenuity online credit recovery, and expanded our current Welding Career Technical Program by upgrading both curriculum and facility.
District Wide AVID	AVID strategies improve student learning outcomes across all content areas. All K-8 and HS teachers will be AVID trained by September 1, 2020. All K-8 students are AVID students and are learning AVID strategies across the curriculum to prepare them for high school and beyond. The High School has implemented a 9 th grade AVID elective and is integrating AVID strategies across content areas.
Reading and Math RTI	RTI (Response to Intervention) provides a system to analyze data and provide support(s) for students who are below benchmark and assists in the identification of the potential need for further diagnostic testing.
Constructing Meaning (EL)	Constructing Meaning instructional strategies improve English language acquisition in content area classrooms for all students grade K-12

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

<i>District Goal this strategy supports</i>	Goal 1: 75% of all students in grades K-8 will be reading at benchmark by June 2022, as measured by DIBEL Spring benchmark data.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we implement Wonders curriculum with fidelity across our K-8 staff, then the percentage of students at benchmark will increase and student preparedness for the next grade level will improve.</p> <p>If the teaching staff utilizes the Response to Intervention process and identifies appropriate student interventions, then student needs will be addressed through targeted interventions and student learning will improve.</p> <p>If the teaching staff utilizes formative (Dibels, CBM) and summative assessment (Acadience, CBM) results effectively to identify student needs and differentiate instruction based on the data, then student learning will improve and students at reading benchmark will increase.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements)	<p>Fall—Formative assessments given to all students. RTI “20% Meetings”, RTI “100% Meetings”, staff identify instructional strategies to address needs based on grade level data. Curriculum commitments for articulation are completed by all staff. Administrative walk throughs begin for all staff. Professional growth goals are established for each growth area.</p>	<p>Winter-- Formative assessments given to all students. RTI “20% Meetings”, RTI “100% Meetings”, staff identify instructional strategies to address needs based on grade level data. Formal and informal observations for teaching staff. Peer coaching is provided as needed.</p>	<p>Spring-- Formative assessments given to all students. RTI “20% Meetings”, staff identify instructional strategies to address needs based on grade level data. Final evaluations and end of year goal meetings are completed.</p>
	Measures of Evidence for Students (“and” statement)	<p>Fall—Benchmark data reviewed per grade level and per student.</p>	<p>Winter—Benchmark data reviewed per grade level and per student.</p>	<p>Spring—Benchmark data reviewed per grade level and per student.</p>
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administrator	1. Evaluations, co-facilitate RTI meetings, develop data		Ongoing—June 2020
	RTI Team	2. Review data, identify needs, design interventions		Ongoing—June 2020
	Site Council	3. Meet three times annually to review data and to provide input		Fall-Winter-Spring 2019-2020
		4.		
		5.		

<i>District Goal this strategy supports</i>	Goal 1: 75% of all students in grades K-8 will be reading at benchmark by June 2022, as measured by DIBEL Spring benchmark data.	
<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

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

<i>District Goal this strategy supports</i>	Goal 2: 65% of all students in grades K-8 will be at math benchmark by June 2022, as measured by DIBELS Math/Easy CBM Spring benchmark data.			
<i>What are we going to do?</i>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we implement Go Math curriculum with fidelity across our K-8 staff, then the percentage of students at benchmark will increase and student preparedness for the next grade level will improve. If the teaching staff utilizes the Response to Intervention process and identifies appropriate student interventions, then student needs will be addressed through targeted interventions and student learning will improve. If the teaching staff utilizes formative (Dibels, CBM) and summative assessment (Acadience, CBM) results effectively to identify student needs and differentiate instruction based on the data, then student learning will improve and students at math benchmark will increase.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall—Formative assessments given to all students. RTI “20% Meetings”, RTI “100% Meetings”, staff identify instructional strategies to address needs based on grade level data. Curriculum commitments for articulation are completed by all staff. Administrative walk throughs begin for all staff. Professional growth	Winter-- Formative assessments given to all students. RTI “20% Meetings”, RTI “100% Meetings”, staff identify instructional strategies to address needs based on grade level data. Formal and informal observations for teaching staff. Peer coaching is provided as needed.	Spring-- Formative assessments given to all students. RTI “20% Meetings”, staff identify instructional strategies to address needs based on grade level data. Final evaluations and end of year goal meetings are completed.

<i>District Goal this strategy supports</i>	Goal 2: 65% of all students in grades K-8 will be at math benchmark by June 2022, as measured by DIBELS Math/Easy CBM Spring benchmark data.			
		goals are established for each growth area.		
	Measures of Evidence for Students (“and” statement)	Fall—Benchmark data reviewed per grade level and per student.	Winter—Benchmark data reviewed per grade level and per student.	Spring—Benchmark data reviewed per grade level and per student.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administrator	1. Evaluations, co-facilitate RTI meetings, develop data		Ongoing—June 2020
	RTI Team	2. Review data, identify needs, design interventions		Ongoing—June 2020
	Site Council	3. Meet three times annually to review data and to provide input		Fall-Winter-Spring 2019-2020
		4.		
	5.			
<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		

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

<i>District Goal this strategy supports</i>	Goal 3: 95% of all Monroe High School students will graduate on time by June 2022.			
<i>What are we going to do?</i>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we monitor student on track progress weekly, then we can identify students in need and design appropriate interventions such as peer tutoring, student interviews, and parent involvement and students and parents will be more aware of academic issues and student progress.</p> <p>If we monitor student attendance monthly, then we can identify students with attendance needs and design appropriate interventions, including parent notifications, needs assessments, and attendance strategies and students and parents will be more aware of the impact of positive attendance on academic success and be able to identify and remove barriers to attending school.</p> <p>If we identify students in need of credit remediation early, then we can design appropriate credit recovery processes and offer expanded course opportunities then students will have additional opportunities and supports needed to successfully complete graduate credits.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall—Weekly grade monitoring meetings. Monthly attendance monitoring meetings. Quarterly meetings for data review.	Winter—Weekly grade monitoring meetings. Monthly attendance monitoring meetings. Quarterly meetings for data review.	Spring—Weekly grade monitoring meetings. Monthly attendance monitoring meetings. Quarterly meetings for data review.
	Measures of Evidence for Students (“and” statement)	Fall—Weekly advisory meetings with students to review grades and attendance.	Winter--Weekly advisory meetings with students to review grades and attendance. Semester grades and on track will improve.	Spring--Weekly advisory meetings with students to review grades and attendance. Semester grades and on track will improve.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administrator	1. Review and provide weekly student grades for teachers, advisors, students and parents.		Weekly
	Administrator	2. Review and provide monthly attendance data for teachers, staff, students, and parents		Monthly
	Administrator	3. Review grades quarterly and identify students in need of credit remediation.		Quarterly
	Administrator	4. Facilitate parent and student grade, attendance and recovery meetings.		Weekly/Montly/Quarterly
	Graduation Coach	5. Facilitate peer tutoring, parent and student meetings, develop advisory activities		Weekly

<i>District Goal this strategy supports</i>	Goal 3: 95% of all Monroe High School students will graduate on time by June 2022.	
<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

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

District Plan Self-Monitoring Routines

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

The District administrative team will meet at least monthly to review progress towards our district learning goals. Weekly (High School) and bi-weekly (Grade School) staff meetings will be held in each building to analyze data and progress on a continuous basis throughout the school year. Primary leaders for each goal will be identified and necessary data sets will be created to monitor our ongoing progress.