

Oregon District Continuous Improvement Plan Template

School Year	2019-20
District	Marcola School District

District Direction Section

Vision	“Students, Staff and Community Dedicated to Excellence”
Mission	“The Marcola School District promotes academic excellence and ethical and responsible citizenship for all its students in a safe, supportive and enriched learning environment”

Comprehensive Needs Assessment Summary

What data did our team examine?

**Demographics of our school community*

**School District policies and practices*

**Student outcomes/performances – graduation rates, grade level academic proficiencies based on growth.*

**Student Engagement – attendance and behavior with a focus on equity of access to all curricular and extra-curricular programs.*

**Social Emotional Learning Team – with a focus on the number of students who have been identified as tier 3 or 2 moving up to tier 1 and a focus on the number of tier 1 students moving down to tier 2 or 3.*

**Professional practice – leadership and decision-making and leadership development; planning, curriculum and instruction*

**Climate and culture – perceptions from all stakeholder groups via school climate and culture surveys.*

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

Our focus is always on the Physical, Intellectual, Emotional and Social (PIES) needs of each individual student for equity in education, regardless of the “learning group”. We develop Individual Learning Plans for each student to describe their strengths, areas of concern and their needs to have an equitable and excellent education. The focus is always on growth and the celebration for success is always based on individual growth. Our teachers and our Social-Emotional Learning Team meet frequently to discuss individual needs and appropriate strategies that can be used to overcome any barriers that may prevent a student from achieving success. These practices are not new due to the Student Investment Act, these practices have been in place for the past 5 years.

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

** We continue to meet as teams to closely read and learn from every student’s individualized learning plan with a focus on growth.*

**We have studied the root causes of a variety of social/emotional issues of our students from the data that our Social/Emotional team has collected. We know the Physical and Intellectual needs of students cannot be met if the social and emotional needs are not addressed.*

**We collect and analyze data from our annual “School Culture and Climate” Surveys (via AdvancEd, Cognia) accreditation. The results of this data are shared with staff, students and community for the purpose of reviewing and revising policies and procedures in the best interest of every student we serve.*

What needs did our data review elevate?

**Continue to use CPS (Collaborative Problem Solving) and mindful teaching strategies to promote acts of kindness for a positive school culture and climate.*

**Continue to enhance and expand our existing CTE and College Ready Courses.*

**Use results from existing evaluation system and needs assessment to inform professional development plan.*

**Coordinate strategies for clearly communicating timely information regarding daily operation and achievement to all stakeholders.*

** Consistently review and update board policies, district and school handbooks/policies, web site, to align with best practices for a free and appropriate education for all students.*

** Consistently review individual student academic progress with a focus on continuous improvement as we analyze formative assessments, and summative assessments.*

How were stakeholders involved in the needs assessment process?

**All stakeholders were provided the opportunity to express their concerns and their optimism for our school district at 3 school board meetings, parent-teacher conferences and PTO meetings. In addition, the community was flooded with surveys for constructive feedback.*

**We focus on our Student’s voice – they were involved in classroom discussions during advisory periods and they provided input by completing 2 different surveys.*

**Student Success Act information is consistently updated on our website for feedback from stakeholders.*

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.

**Continue to improve and enhance our Social/Emotional Learning Team to provide social/emotional supports for all of our students. The goal is to decrease the number of students functioning in a tier 2 or 3 level of social/emotional concerns.*

**Continue to provide professional development opportunities for our staff and our community in regards to the importance of recognizing the social/emotional needs of students and putting strategies in place to help meet the needs of these students.*

**Continue to provide time and professional development resources for staff to understand and implement systems that support proficiency based systems of instruction and assessment with a focus on continuous improvement.*

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	Marcola School District will establish and expand a consistent and aligned curriculum that supports the rigor/expectations of the Core Academic areas by integrating the Core Academics with Career Technical Education programs to provide students the opportunity for dual credits in both a Core Academic course and a CTE course. We will measure progress by the number of students who complete a CTE Program of Study.		
Metrics	By (2020)	By (2021)	By (2022)
	20% of students complete a program of study upon graduation.	30% of students complete a program of study upon graduation	40% of students complete a program of study upon graduation
Goal 2	Marcola School District recognizes that attending to the whole child is important when educating children. Our district will encourage a proactive approach to address the health and wellness of all students within our district. The number of students who are identified as having social emotional issues will decrease by 10% annually.		
Metrics	By (2020)	By (2021)	By (2022)
	10% decrease of students who are in tier 2 and 3 for emotional and social behaviors	10% decrease of students who are in tier 2 and 3 for emotional and social behaviors	10% decrease of students who are in tier 2 and 3 for emotional and social behaviors
Goal 3	Marcola School District will continue to build a connected learning community, engaging families, partners and the greater community to meet the needs of all students. Through agriculture and place-based projects, our learning community will develop and support students in successful pursuits as engaged citizens.		
Metrics	By (2020)	By (2021)	By (2022)

	70% of community members will respond to positive communication	80% of community members will respond to positive communication	90% of community members will respond to positive communication
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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	Enhances and Expands our ability to connect students to Careers beyond high school

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

District Goal this strategy supports	Goal 1: Develop and support reflective thinkers and engaged citizens who are well equipped for life beyond high school. In service of this goal, Marcola School District teachers and students will design challenging and engaging place-based learning projects grounded in integrating standards from a variety of core academic content, that is developmentally appropriate and relevant to all learners, based on equity and supportive relationships. Staff will develop School Improvement Plan (SIP) goals and strategies, and professional goals and strategies, to ensure continuous increases in student learning.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we advance career technology education and place-based learning and teaching, based on adopted standards and connected to our local agricultural community, as the foundation of our curriculum and instructional practices, Then we will have multiple programs available to personalize student and staff learning resulting in deep learning and engagement. And we can advance the use of authentic assessment for student learning and accomplishment and increase student preparation for both career and college		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall: We will have reviewed and updated K-12 grading policy, procedures, course syllabus, and assessment practices and We will have established priority standards (Measurement Topics) in all subject areas designed to improve equity for all students in the process of measuring continuous improvement as it relates to student’s achieving proficiency and beyond.	Winter: Ensure ample use of classroom formative, benchmark and summative assessment to guide instruction and learning by assessing the varied opportunities for students to demonstrate their growth and learning through achievement and accomplishments.	Spring:
	Measures of Evidence for Students (“and” statement)	Fall: All secondary students will have identified college, career and lifegoals pathways.	Winter: Students will have the capacity and opportunity to demonstrate proficiency in all content areas using a variety of demonstrations, formative assessments	Spring: Attendance rates at all schools will increase to 95% and above and the on-time and extended graduation rates will continue to be at or above 90%.

			and summative assessments.	
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Counselor and Advisory Teachers	1. Conduct transcript analysis for college and career readiness.		May 1, 2020
	Administration	2. Provide teacher collaboration time to ensure the study of evidence of student learning through-out the year – Professional Learning Teams.		Ongoing
	Administration and Teachers	3. Identify 7-10 specific Measurement Topics for all content areas (K-12) for the purpose of integrating curriculum, instruction and assessment to enhance place/project-based learning.		May 1, 2020
	Counselor, Advisory Teachers and Students	4. All secondary students will identify college, career and lifegoals pathways.		May 15, 2020
	CTE team, teachers and Administration	5. Review and Revise the 5 existing CTE programs of Study to integrate core content in all CTE courses for the purpose of allowing students to earn dual credit.		May 15, 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		

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

District Goal this strategy supports	Goal 2: Marcola School District recognizes that attending to the whole child is important when educating children. Our district will encourage a proactive approach to address the health and wellness of all students within our district. The number of students who are identified as having social emotional issues will decrease by 10% annually.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we establish norms that support students, families and staff to be socially, emotionally and physically safe Then we can enhance responsible behavior, caring, optimism and positive interactions district wide And we can improve school climate and culture through the use of positive behavior support systems and outreach to families.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements’)	Fall: Provide and support positive relationships and social skills through training and development of programs.	Winter: Establish classroom norms for personal responsibility, cooperation and concern for others.	Spring: Improve school climate and culture through the use of positive behavior systems and outreach to families.

	Measures of Evidence for Students (“and” statement)	Fall: Provide and support positive relationships and social skills through training and development of programs.	Winter: Analyze and respond to Healthy Youth Survey results and develop action plans that address opportunities for improvement.	Spring: Review and analyze data connected to the number of students ending the year at Tier 1, Tier 2, and Tier 3 levels of social-emotional development.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administration team and staff	1. Establish classroom norms for personal responsibility, cooperation and concern for others.		January, 2020
	Administration team and SEL (Social Emotional Learning team)	2. Enhance responsible behavior, caring, optimism and positive interactions district and community wide.		January, 2020
	Administration team and SEL team	3. Improve school climate and culture through the use of positive behavior support systems and outreach to families.		June, 2020
	Staff and SEL team	4. Collaborate with families to promote students’ social/emotional health.		June, 2020
	Administration and SEL team.	5. Research and adopt evidence-based programs that enhance social emotional well-being in all learning environments.		January, 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		

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: Marcola School District will continue to build a connected learning community, engaging families, partners and the greater community to meet the needs of all students. Through agriculture and place-based projects, develop and support students in successful pursuits as engaged citizens.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we create additional opportunities for students to make a positive impact on the community, where community members, groups, and businesses are actively engaged in student learning and accomplishments, serving mutually beneficial goals for community and students, Then we will extend ways the district serves as the hub of the community And we will promote community awareness and access to school programs and increase local and global partnerships.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall: We will increase number of agriculture and place-based projects (K-12) in district to include mutually beneficial community partnerships.	Winter: We will increase ways the district communicates with families and community. (e.g. newsletters, videos, social media)	Spring: We will further develop plans for the Marcola School District Farm to School Program.
	Measures of Evidence for Students (“and” statement)	Fall: We will increase number of students “community and global” internships (K-12).	Winter: We will increase opportunities for students to present their place-based projects to the community.	Spring: We will have students give tours of the Marcola School District CTE programs and Farm to School program.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	CTE team and Administration	1. Develop on site community resources in the district/community multi-media center		May 15, 2020
	CTE team and Administration	2. Patron tours of both schools and the Marcola School District Farm.		May 1, 2020
	Administration and Staff	3. Engage with local tribes to develop formal, mutually beneficial partnerships to support the tribal sovereignty curriculum and the agriculture and place-based learning mission.		February 1, 2020
	FFA leadership team	4. Develop a 5-year plan for the Marcola School District Farm to School Program.		June 1, 2020
	CTE team and administration and FFA leadership team.	5. Work with community to design a new Career Technical Education Center to be located on the farm.		January 1, 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		

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):

<i>Performance Updates</i>	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?

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?