

Oregon District Continuous Improvement Plan Template

School Year	2019-20
District	Mt. Angel SD 91

District Direction Section

Vision	We provide exceptional education experiences that inspire, challenge and prepare each student to achieve personal and academic success.
Mission	We develop virtuous students who honor Mt. Angel's diverse culture and inspire their pursuit of academic success.

Comprehensive Needs Assessment Summary

What data did our team examine?

-District ORIS, School-based ORIS, SBAC, MAP (Districtwide Assessment), Social/Emotional Data, Calendars—"Routine" data that exists within the district), Parent Survey data.

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

-Disaggregated data for both growth and achievement, parent phone calls to Spanish-speaking families

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

What needs did our data review elevate?

-Inequities were not only discussed but highlighted and made into a goal to move forward in planning. Disparities were Hispanic/Non-Hispanic across all buildings; elementary in Reading and secondary in Math. Our leadership is committed to closing this gap and addressing cultural barriers/beliefs.

How were stakeholders involved in the needs assessment process?

-All staff participated in the ORIS at their school level; all staff were invited to participate in the District ORIS but not all participated. Parents, community members and staff were able to take an input survey (both English and Spanish).

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.

-Closing the gap between Hispanic and Non-Hispanic (historically underserved class) in reading and math
 -Providing Universal/Tier 1 Social/Emotional Supports for all students

Long Term District Goals & Metrics

Goal 1	All students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, will meet NWEA growth goals at equal percentages in core content areas. (2.2)		
Metrics	By Spring 2020	By Spring 2021	By Spring 2022

	Plan in place.	Less than 3% gap between average growth rates of hispanic and non-hispanic students as measured by NWEA MAP in reading and math.	No gap between average growth rates of hispanic and non-hispanic students as measured by NWEA MAP in reading and math.
Goal 2	All students will receive evidenced based tier 1 social emotional supports.		
Metrics	By Spring 2020	By Spring 2021	By Spring 2022
	Plan in place.	District regular attendance rate of 90.5%.	District regular attendance rate of 92%.
Goal 3	Establish sustainable systems for regularly reviewing data to support the district improvement process.		
Metrics	By Spring 2020	By Spring 2021	By Spring 2022
	Plan in place.	District SBAC increase 3% in ELA and Math	District SBAC increase an additional 4% in ELA and Math

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
AVID	Supports College and Career Readiness for all students through high leverage effective instructional strategies and college readiness culture.
Chronic Absenteeism	The District HSS Plan funds a 1.0 FTE position to reduce absenteeism at Kennedy High School.
High School Success	The District HSS Plan includes activities focused on adoption and implementation of secondary character education curriculum.
Marion Co. Child Behavioral Health/ PAX GBG	Evidence based preventative social emotional development tools that support prosocial behavior. Classroom teacher, and PAX Partner training provided through partnership with Marion Co.
WESD Partnership for SEL (Regional SEL Network)	Partnership provides professional development opportunities at a discounted cost, connections to curriculum opportunities and options for community events (especially with a focus on social emotional).
KPI/Early Learning Hub	Supports collaboration and alignment between early learning providers and elementary, and provides parent education and resources for school readiness.
Summer School for Migrant & EL Students	Provides 5 weeks of both core and languages instruction for migrant and English Language Learners during July/August to mitigate the "summer slide".
State Personnel Grant	Supports position of MTSS Coach, who researches and provides guidance in development and alignment of support systems at the elementary level.

Annual Evidence Based Strategies, Measures and Actions

District Goal this strategy supports	Goal 1: All students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, will meet NWEA growth goals at equal percentages in core content areas.	
What are we going to do?	Strategy # 1.1 Written as a Theory of	If we support the development of district leadership (principals and teacher leaders) with ongoing training and systems to support instructional coaching that includes specifically addressing the needs of currently underserved and marginalized student groups,

	Action and reflects evidence-based practices	Then the job-embedded professional development and coaching provided to teachers will better align with the needs of all students, And student growth rates in core content areas will equalize across student groups.	
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall/Winter Needs and opportunities for coaching, and necessary changes to existing structures and systems will be identified.	Spring A plan will be made for attending training, ongoing collaboration, and communicating with stakeholders.
	Measures of Evidence for Students ("and" statement)	By Spring 2020 Planning phase, no measurable change in student outcomes expected by Spring of 2020.	
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Admin Team	Identify current strengths, needs, and opportunities for instructional coaching within existing administrative and teacher leader roles.	Winter 2020
	Admin Team	Research available coaching models through existing initiatives and partner organizations, and additional organizations that meet needs.	Winter 2020
	Admin Team	Identify district structures, policies, procedures and contracts that may need adaptation or modification to support sustainable systemic changes to instructional coaching, and make a plan to make necessary changes.	Winter 2020
	Admin Team & Teacher Leaders	Identify specific trainings and dates for leadership to attend and maintain ongoing collaboration.	Spring 2020
	Admin Team & Teacher Leaders	Attend training, plan for integration of training into leadership roles and across district.	Spring/Summer 2020
	Admin team	Communicate expectations for integration of instructional coaching across district to all staff.	August 2020
<i>ORIS Domain Alignment</i>	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 checked="" type="checkbox"/> Inclusive Policy and Practice	

<i>District Goal this strategy supports</i>	Goal 1: All students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, will meet NWEA growth goals at equal percentages in core content areas.
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What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	If we provide professional development to teachers and staff on culturally relevant instruction, Then their approach to teaching and learning will be better informed to support all students, And student growth rates in core content areas will equalize across student groups.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall/Winter Identify opportunities and secure funding for culturally relevant teaching	Spring Schedule training and communicate expectations with staff.
	Measures of Evidence for Students ("and" statement)	by Spring 2020 Planning phase, no measurable change in student outcomes expected by Spring of 2020.	
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Admin Team + AVID DD	Identify options for providing AVID CRT to all staff	Winter 2020
	Admin Team + DD	Schedule AVID CRT training for all staff	Spring 2020
	All staff	Attend AVID CRT training	Summer/Fall 2020
	Admin Team & Teacher Leaders	Plan for ongoing CRT check-ins during 2019-20 school year	Summer/Fall 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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 checked="" type="checkbox"/> Inclusive Policy and Practice	

District Goal this strategy supports	Goal 1: All students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, will meet NWEA growth goals at equal percentages in core content areas.		
What are we going to do?	Strategy # 1.3 Written as a Theory of Action and reflects evidence-based practices	If we actively recruit, support and retain staff from ethnically, culturally, and linguistically diverse backgrounds, Then our staff will more accurately reflect the diversity of our student population, And student growth rates will equalize across student groups.	

How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Learn about needs for existing and past staff from diverse backgrounds.	Winter Plan for recruitment and retention of diverse staff.	Spring Recruit and retain diverse staff.
	Measures of Evidence for Students ("and" statement)	By Spring 2020 Planning phase, no measurable change in student outcomes expected by Spring of 2020.		
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	Interview current and past staff members from ethnically, culturally and linguistically diverse backgrounds to understand their perspective on successes, barriers and needs for working and staying in Mt. Angel.		Fall 2019
	Superintendent	Identify and share opportunities for improved retention and recruitment of diverse staff with administrators.		Winter 2020
	Admin Team	Plan for retention and recruitment of diverse staff for 2020-21 school year.		Spring 2020
	Admin Team	Execute plans for retention and recruitment.		Summer/Fall 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

District Goal this strategy supports	Goal 2: All students will receive evidenced based tier 1 social emotional supports.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we provide all staff with training in trauma informed care, Then they will understand the rationale behind providing tier 1 social emotional supports, And be ready to learn how to deliver social emotional curriculum.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Training on ACEs for all staff at early release.	Winter Identify options and select SEL curriculum and communicate "why" with stakeholders.	Spring Plan for training and implementation of curriculum.
	Measures of Evidence for Students ("and" statement)	by Spring 2020 Planning phase, no measurable change in student outcomes expected by Spring of 2020.		
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	High School Principal	Schedule early release PD on ACEs for 12/10 and 2/4.		Fall 2019
	Admin Team	Communicate plans and expectations for early release PD and how it aligns with district goals to staff.		Winter 2020
	Special Services Director	Identify available SEL curriculum and associated PD options K-12.		Winter 2020
	Admin Team	Identify additional available trauma informed care professional development opportunities, plan for staff attendance at trainings.		Winter 2020
	Special Services Director	Select SEL curriculum and schedule appropriate training.		Spring 2020
	Admin Team	Identify district structures, policies, procedures and contracts that may need adaptation or modification to support sustainable implementation of SEL curriculum, and make a plan to make necessary changes.		Spring/Summer 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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 checked="" type="checkbox"/> Inclusive Policy and Practice		

District Goal this strategy supports	Goal 3: Establish sustainable systems for regularly reviewing data to support the district improvement process.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we establish an annual district improvement calendar and process that includes needs assessments and reviewing student growth and achievement data, Then the annual review and improvement process will support data-driven decision making And achievement on state assessments will improve for all students.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2019	Winter 2020 Develop annual calendar with district administrative team.	Spring 2020 Develop assessment and review tools and processes for annual review and revision of District Improvement Plan. Identify student data and metrics to be utilized annually for measuring student growth and performance data.
	Measures of Evidence for Students ("and" statement)	by Spring 2020 Planning phase, no measurable change in student outcomes expected by Spring of 2020.		
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent will coordinate the work	Develop District Improvement Annual Review Calendar		February 15, 2020
		Identify needs assessments to be used annually for collecting information from all stakeholders, ie. students, parents, staff and community members.		April 15, 2020
		Identify student growth and achievement metrics to be utilized annually at each grade level, and to inform the District Strategic Plan and the District Improvement Plan..		May 15, 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

District Plan Self-Monitoring Routines

A District Improvement Calendar has been created in Google and is shared with all admin. This calendar is used to proactively monitor all systems that need to be monitored. Examples of routines are: planning for staff professional development, regular review of data of strategic plan and CIP goals/indicators, family/community engagement feedback session planning and debriefing. A copy of this calendar and be emailed to you upon request.

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?

<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?