

Comprehensive Plan

for

World Class Schools

2013-2018

Approved: 10.22.2013

PURPOSE

"Educating each student to be a thriving citizen"

MISSION

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

CORE VALUES

World Class: Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.

Students First: Decisions based on what is best for students.

Culture of Excellence: A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.

Data Driven: Decisions based on the best information and practices available.

Positive Relationships: Interactions based on honesty, dignity, respect, and integrity.

BOARD GOALS

GOAL 1: All students receive an excellent education and are prepared for their future.

GOAL 2: All students demonstrate personal integrity and responsible citizenship.

GOAL 3: All schools provide safe, nurturing environments conducive to learning.

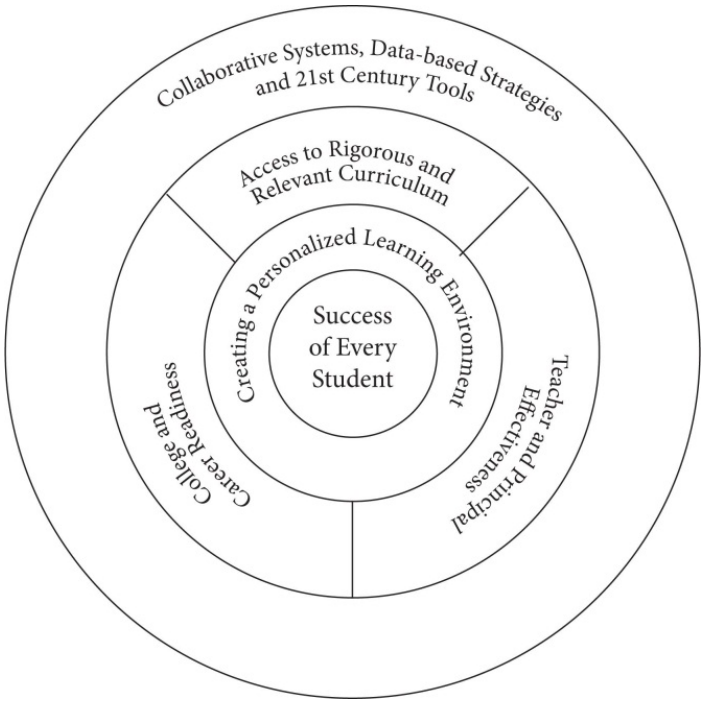
GOAL 4: The school district operates with the highest level of fiscal stewardship while maintaining effective and efficient practices to meet Board goals.

WORLD CLASS OUTCOME TARGETS

1. One hundred percent of schools rated either “4” or “5” on the Oregon Report Card, with at least twenty percent rated “5” (top 10% of schools in Oregon).
2. Ninety percent of students meeting or exceeding state benchmark assessment standards as measured by the state assessment system.
3. Eighty percent of seniors meeting the sub-test college readiness benchmarks as measured by the ACT and sixty percent of seniors meeting all four benchmarks.
4. Ninety percent of Bend-La Pine Schools’ students having pursued post-secondary education or training within two years of graduation with a persistence rate between year one and two of over ninety percent.
5. At least ten percent of graduates admitted to a highly selective college or university or qualified for admission as defined by ACT (a score of 29 or higher).
6. Over ninety percent of district parents and community members indicate district success in accomplishing our mission to prepare students to be thriving citizens as measured on biennial community survey.
7. Increasing annual state, national, or international recognition of students, staff, programs and/or schools.

AN INTEGRATED SYSTEM OF SUPPORT

We believe the success of every student depends upon creation of a personalized learning environment for each student and a thoughtful integrated system of support.



K-12 COLLEGE & CAREER READINESS MILESTONES

We believe that all students' progress toward rigorous college and career readiness standards should be monitored from the time they enter school until they graduate. The following milestones have been selected as key performance targets for tracking student progress toward challenging goals. We would predict that these milestones would change over time as targets are achieved.

	Elementary School						Middle School			High School			
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA		Fluent Reader Spring ORF		Exceed OAKS READ	Meet OAKS WRITE		Exceed OAKS READ	Meet OAKS WRITE	Meet EXPLORE CRB* READ	Enrolled in Grade level standard course or above in English Language Arts, Alg. & Science	Meet PLAN READ CRB	Meet ACT READ CRB* and OAKS WRITE	
Math		easy CBM TBD		Exceed OAKS MATH		Complete 6th Grade Math			Meet EXPLORE CRB* MATH, Complete Algebra		Meet PLAN MATH CRB	Meet ACT MATH CRB*	
Other							Develop 6 Yr. Plan toward Post-Secondary Goals					Enrollment in AP / IB Coursework	

*College Readiness Benchmark

DISTRICT KEY PERFORMANCE INDICATORS (KPI'S) AND ACHIEVEMENT COMPACT MEASURES

College and Career Ready: Are students completing high school ready for college or career?

- 4-year Cohort Graduation Rate
- 5-Year Completion Rate
- Percent of Seniors achieving ACT College Readiness benchmark for Reading
- Percent of Graduates Earning 9+ College Credits
- Percent of Graduates Enrolling in Post-Secondary
- Persistence Rate of Graduates from Freshman to Sophomore year of College

Progression of Readiness: Are students making sufficient progress toward college and career readiness?

- 3rd Grade Reading Proficiency
- 5th Grade Math Proficiency
- 7th Grade Writing Proficiency (Not currently assessed in Oregon)
- 8th Grade Math Proficiency
- 9th Grade Credits Earned
- 6th Grade Attendance – Percent not chronically absent
- 9th Grade Attendance – Percent not chronically absent

Equity: Are students succeeding across all buildings and populations?

- Disaggregated data and goals for each disadvantaged student group
- Number of Priority and Focus Schools

Other Local Priorities: What other measures that Bend-La Pine Schools has chosen to track as indicators that students are on track towards college and career ready?

- Percent of high school students participating in activities, athletics, and community service

BEND-LA PINE SCHOOLS - STRATEGIC INVESTMENTS

Resources are committed strategically in order to increase success for every student:

Early and ongoing literacy: The keys to future success in school and life are strong foundational and application skills in reading and writing. Correlation is extremely high between students' reaching benchmark levels in reading in the early grades and their odds of achieving middle and high school benchmarks. This investment supports smaller student-to-teacher ratios in primary grades and a coordinated system of effective core instruction, interventions, and support for all students.

Mathematical practices: Students' skills in core mathematical practices, such as conceptual understanding, problem solving, procedural fluency and reasoning, are the second tier of success for our students. With increasing focus in Oregon and across the nation on better preparation of students for careers in science, technology, engineering, and mathematics, the importance of providing our students with a strong foundation in mathematical practices is paramount. This investment supports quality training of staff and high-level instruction for our students.

Success of English Language Learners (ELL's): The sub-group with which we have struggled the most to achieve consistently improving results is our ELL population. This investment focuses attention on finding and implementing the most effective strategies to gain sustainable achievement gains for all ELL's.

Integrated digital learning: To expand horizons and to prepare our students for a world increasingly dependent on digital information, the Bend-La Pine Schools have focused on the daily use of technology as a tool and vehicle for equipping students for their futures. This investment focuses on assuring access, teaching appropriate usage, and treating technology as a means, not an end, in teaching our students.

Comprehensive, relevant, and rigorous curriculum: Critical to preparing our students for college and careers after graduation is engaging them in relevant and rigorous curricula in our schools. This investment is designed to systematically evaluate and provide appropriate expanded offerings in career and technical education and in advanced programs like AP and IB for our students.

Access to student activities and athletics: Few factors have a tighter correlation to future success than participation in activities, athletics, and service opportunities while students are in school. Bend-La Pine Schools is committed to maintaining comprehensive co-curricular offerings and providing an array of activities and athletics, along with strategies to maximize student engagement in what is offered.

Educator effectiveness: Research on effective schools and student achievement has found that a highly effective teacher in every classroom is the single most important

strategy for success. Bend-La Pine is committed to investing in selecting, mentoring, then providing ongoing professional development to assure educator effectiveness.

STRATEGIC ACTION PLANS FOR 2013-14

(Action plans are updated annually)

Early and ongoing literacy

- Class size reduction in grades K, 1, and 2
- Focused Professional Learning Community (PLC) work at each site
- Selection of EBISS coordinator to oversee continued development in effective systems, instruction and interventions – including identification for special education services where appropriate
- Development of supplemental reading and writing activities, including common performance assessments, to help students meet CCSS

Mathematical practices

- Studio work, including leadership coaching, resident teacher coaching and lesson study, involving teachers from eight elementary schools, all middle schools and all high schools
- Alignment of core high school math curricula (algebra 1 and 2; geometry) with CCSS, including training for staff at all schools
- Development of elementary *Bridges* assessments to align with CCSS
- Best practices courses for K-12 staff; Number sense courses for K-5 staff
- Math coaching provided in Title I "Focus" schools (La Pine Elem and Rosland)

Success of English Language Learners (ELL's)

- Sheltered instruction training and coaching, including lesson study, for K-12 staff
- Expansion of dual immersion program to grade 3 at Bear Creek, study of feasibility for future expansion, planning for K-12 articulation
- Analysis of OAKS results for first group of dual immersion students taking third grade tests compared to others
- Collaborative supervision and evaluation of ELL teachers, including leadership coaching of building principals by ELL Director
- Grade-level/content-area PLC's, along with ELL teachers, planning collaboratively for effective interventions for ELL's
- ELL teachers organized into a district-level PLC, with monthly activities and ongoing coaching
- Visitation to other districts with promising practices in instruction of ELL's
- Tracking of student success for ELL's exited from the program

Integrated digital learning

- Pilot project involving six elementary schools and two high schools in digital learning through 1:1 iPad distribution and digital curricular content in grades 3-12
- Staff added to instructional technology team to support pilot project and digital learning activities throughout district

- Leadership and teacher training in the effective integration of digital tools into classroom instruction
- Continued expansion of Bend-La Pine Online offerings and support to students

Comprehensive, relevant, and rigorous curricular offerings

- Trainings for middle school science staff in the new curricular materials
- Curriculum review and adoption process in English language arts, with focus on CCSS and possible digital curricula
- Expansion of dual credit options, including Associate Arts Oregon Transfer (AAOT) degree with COCC at Mountain View High School
- Partnering with other central Oregon educators in formulating the Cascade Commitment for K-12/college course opportunities for students
- Expansion of dual credit options through articulated college Career and Technical Education (CTE) coursework, including:
    - Certified Nursing Assistant 1 (CNA 1) @ MVHS
    - Hospitality, Tourism, and Recreation @ LPHS
    - Engineering the Future of Power and Energy @ BSHS (CTE revitalization grant)
    - Planning for Engineering Robotics @ MVHS
    - Planning for Engineering, Media, and Graphic Design @ SHS
    - Planning for Project Lead the Way: Gateway to Technology at middle schools (CTE revitalization grant)

Access to student activities and athletics

- Development of tools within new student information system to track students' participation
- Expansion of club/intramural programs at middle school level
- Development of budgeting processes to provide scheduled replacement of materials and equipment for co-curricular programs

Educator effectiveness

- Initial development of the use of multiple measures of student growth in educators' goal setting processes
- Development of an administrative coaching cohort
- Continued professional learning for ICCL teams to help lead the work of school improvement at the site level
- Expansion of the teacher mentor program, including induction course
- Collaborative regional work through TeachOregon grant to improve teacher preparation in the region