

Oregon District Continuous Improvement Plan

School Year	2019-2020
District	Black Butte

District Direction Section

Vision	We want our students to be successful academically and socially while at Black Butte; to achieve to their greatest potential, ready for high school and any post-secondary path they choose to take. We also want them to develop the social and emotional skills to be successful in life. Our vision is to have students successfully demonstrate the habits of work: <i>Be Respectful, Be Responsible</i> and <i>Persevere</i> through challenges.
Mission	Our mission is to offer a dynamic educational experience that leverages the local community and the unique bioregion of the Metolius Basin to enhance student learning. The field-based curriculum blends classroom lessons with real world experiences and adventures to foster students' genuine curiosity, knowledge, and confidence for a lifetime.

Comprehensive Needs Assessment Summary

What data did our team examine?

We examined a variety of measures including student performance on state and district assessments, scores on report cards, attendance data, classroom observations, social and emotional health data, annual student surveys, recent family surveys, staff feedback from monthly meetings, and recent community surveys. We sent out a survey to parents and community members in September 2019 focused on the specific questions we had on our needs assessment and reviewed the results.

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

We looked at our data points and referenced them through the lense of several learner groups. We looked at outcomes for gender groups, students in need of special education services, students classified as low-income, students in foster care, and students in different grade bands.

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

We looked at the inequities in some of our outcomes and have taken a comprehensive look at the situations. We examined not only the academic environment but also their social environment, home life, mental/emotional health, and community involvement. We made sure to consider the whole environment around the students when discussing possible causes of various student learning and behavior outcomes.

What needs did our data review elevate?

Our data review elevated needs in the areas of attendance rates, academic outcomes in math, mental/emotional health outcomes, increased engagement with parents and community members, and academic outcomes for students in special education.

How were stakeholders involved in the needs assessment process?

We have been discussing our needs assessment process at monthly school board meetings throughout the Fall of 2019. It was also discussed at a Site Council meeting in September 2019. We sent out surveys to parents and community members in the Fall of 2019. After we completed the needs assessment we shared the results with the school community during a school board meeting and published the results in our November school bulletin. We invited our families and community to contribute creative and effective ideas for helping us meet our goals.

Which needs will become priority improvement areas?

We plan to prioritize getting kids to grade level in math and improve the social and emotional health of students.

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	We will increase the number of students performing at grade level in math to 90% as measured by district and state assessments.		
Metrics	By (2020)	By (2021)	By (2022)
	70% of students will perform at grade level on district and state assessments.	80% of students will perform at grade level on district and state assessments.	90% of students will perform at grade level on district and state assessments.
Goal 2	We will increase student's ability to self regulate their emotions and behaviors in the school environment.		
Metrics	By (2020)	By (2021)	By (2022)
	20% increase in the amount of time on task in the classroom environment based on regular classroom observations/documentation.	20% increase in the amount of time on task in the classroom environment based on regular classroom observations/documentation.	20% increase in the amount of time on task in the classroom environment based on regular classroom observations/documentation.

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	
Math Assessment/Curriculum	Implementation of a new math curriculum for the 2019-20 school year (Ready Mathematics/iReady).
Social/Emotional Growth: Mindfulness	Weekly mindfulness classes with the whole school. Daily mindfulness practices in the classroom environment. Regular individual counseling sessions with students identified as needing additional support. Social-emotional goals setting with each student. Peace place established and maintained as a location to help students self-regulate their emotions.
RTI-framework	The staff has monthly Student Support Team (SST) meetings where we look at student progress on academic standards and identify students in need of additional support. We establish intervention strategies for students behind grade level. A paraprofessional works directly with these students on a weekly basis to help these students make academic gains.

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

District Goal this strategy supports	Goal 1: We will increase the number of students performing at grade level in math to 90% as measured by district and state assessments.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we provide resources and support to effectively implement our Ready Mathematics/iReady curriculum, then teachers will be able to implement effective assessment and instructional strategies, and students' goals and identified outcomes in math will be achieved.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall -PD and training for our 2 math teachers on how to implement the curriculum -Identify and observe tchr's implementation of 3 high-leverage strategies.	Winter Review of assessment data, reflection on professional and student growth. Observations indicate successful implementation of teaching techniques.	Spring Review of assessment data, reflection on professional and student growth. Observations indicate successful implementation of teaching techniques.

	Measures of Evidence for Students (“and” statement)	Fall -iReady baseline data -Previous year’s Smarter Balance scores in math -Students set goals for their learning	Winter iReady scores for students below grade level will increase by 15% -Students review and complete a written reflection of their progress towards goals	Spring iReady scores for students below grade level will increase by 15% -Students review and complete a written reflection of their progress towards goals
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Math teachers and district clerk	1. Purchase the Ready Mathematics curriculum.		8/2019
	Math teachers	2. Get trained on how to implement the new curriculum.		8/2019
	SST	3. Review the baseline data with Student Support Team (SST).		10/2019
	SST	4. Set goals for each student. Review student progress on the iReady math program and develop an intervention plan for students not making adequate progress toward grade level.		1/2020
		5. Implement effective teaching strategies to support student growth. Observations will indicate the teachers’ success.		11/2019
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership (1.2, 1.3, 1.4) <input checked="" type="checkbox"/> Talent Development (2.2, 2.3) <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership (3.2,3.3) <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning (4.2, 4.3, 4.4) <input checked="" type="checkbox"/> Inclusive Policy and Practice (5.1, 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	Goal 2: We will increase student’s ability to self regulate their emotions and behaviors in the school environment.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we implement our mindfulness and SEL program, then teachers/counselors will implement whole group/individual instruction, create a “peace place”, and set SEL goals with each student, and students will create SEL goals and develop their ability to self regulate their emotions and behaviors in the school environment.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall -Get baseline data on % of time students are on task in the classroom environment	Winter -Continue to monitor data on % of time students are on task in the classroom environment	Spring -Continue to monitor data on % of time students are on task in the classroom environment. Assess final results

		-Create and begin using our “peace place” -Make an SEL goal with each student -Implement regular instruction of mindfulness	-Implement regular instruction of mindfulness -Review progress on SEL goals -Review effectiveness of “peace place”	-Implement regular instruction of mindfulness -Review results on SEL goals
	Measures of Evidence for Students (“and” statement)	Fall -70% time on task (TOT) Students set goals for their learning -Habits of Work assessment (self/tchr)	Winter increase TOT by 5 % Students review and complete a written reflection of their progress towards goals -Habits of Work assessment (self/tchr)	Spring increase TOT by 5 % by the end of school year Students review and complete a written reflection of their progress towards goals -Habits of Work assessment (self/tchr)
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Ms. Sharp and Ms. Ries	1. Create “peace place”		9/19
	Ms. Anglea	2. Collect baseline data on % of time students are on task in the classroom environment		11/19
	Ms. Ries	3. Create SEL goals with the students, create a schedule for review of progress towards these goals.		10/19
	Ms. Ries	4. Begin to implement mindfulness and SEL program		9/19
	SST	5. Review data on % of time students are on task in the classroom environment		1/20
	SST	6. Review SEL goal results and classroom observation results		5/20
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership (1.1, 1.2, 1.3, 1.4) <input checked="" type="checkbox"/> Talent Development (2.2, 2.3) <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership (3.1, 3.2,3.3) <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning (4.1, 4.3, 4.4, 4.5) <input checked="" type="checkbox"/> Inclusive Policy and Practice (5.1, 5.2)		

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

District Plan Self-Monitoring Routines

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

Once a month we have our SST meetings with the whole education staff. Once a quarter we will dedicate part of this meeting to a review of our CIP. We will review our goals and data and ask ourselves what this data tells us. We will discuss what is working and what parts of our plan need improvement. We will adjust our plan as needed to make progress on our goals. At the end of the year we will dedicate time to reflect on whether we met the goals or not and discuss changes for the following year. At the beginning of each year we will review our goals and discuss our action plan for the upcoming school year. We will create a chart to record and monitor these discussions.