

Oregon District Continuous Improvement Plan Template

School Year	2019-20
District	Sutherlin School District

District Direction Section

Vision	To build a culture of care by applying trauma informed practices, focusing on high levels of engagement while building children's desire to attend school and become lifelong learners.
Mission	<ol style="list-style-type: none"> 1. Apply Trauma Informed Practices 2. Building Relationships 3. Connecting with Community Stakeholders

Comprehensive Needs Assessment Summary

What data did our team examine? *The ORIS for Systems Health, Community Engagement Data, Student Engagement Data, Staff Engagement Data, Attendance Data, Behavior (Synergy) Data, OSAS Data, Report Card Data, IRRE staff and student surveys*

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

The team met and closely examined the disaggregated data of the district and school report cards, attendance reports and behavior data. We reviewed the data from all of the community, staff and student engagement events and surveys. We were intentional in ensuring all learner groups were represented. In many cases, we made intentional contact with underrepresented groups to make sure their voice was present at community meetings, or included in surveys.

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

Administrative teams, every school staff and community members examined student Outcomes. Each group made observations of student disparities and listed them. Once we evaluated and listed opportunities for growth, we prioritized our top three areas to focus on.

What needs did our data review elevate?

1. Our data reveals an increase in the frequency and intensity of behaviors in the classroom.
This is having an impact on all student learning.
2. Our attendance is below 90%.
This is having an impact on student learning.
3. Our math and ELA scores are dropping in our elementary schools. The scores are well below the state average and the data shows that this is happening with all student groups represented.

How were stakeholders involved in the needs assessment process?

We have invited all stakeholders to attend a community/staff meeting or take part in a community survey that was posted on several online sites. We held two community meetings in the evenings offering childcare and dinner for our participants. We presented a Power Point at the community events, which outlined the Student Success Act and the benefits it would offer the local school. Participants then broke into small groups and examined the data, then completed the Feedback Form Template focused on the 5 priority areas. We then had discussion as a larger group, finding many common strengths and areas for growth.

Vision	To build a culture of care by applying trauma informed practices, focusing on high levels of engagement while building children’s desire to attend school and become lifelong learners.		
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.			
<div>1. Improved attendance and students who desire to attend school</div> <div>2. Improved supports for social emotional growth and a reduction in behavior</div> <div>3. Increased math goals for students K-2.</div>			
Long Term District Goals & Metrics			
Goal 1	Increase percentage of regular attenders for Sutherlin School District to an average of 85% as reported on the annual state report card.		
Metrics	By 2020	By 2021	By 2022
	Increase to 82%	Increase to 84%	Increase to 85%
Goal 2	Decrease behavioral referrals by 15% in all Sutherlin schools using Spring of 2020 SWISS and Synergy Data.		
Metrics	By 2020	By 2021	By 2022
	Decrease by 5%	Decrease by an additional 5 percent	Decrease by an additional 5%
Goal 3	Increase the percent of students in grades K-2 meeting or exceeding on their math benchmark by 10% as measured by easyCBM and STAR.		
Metrics	By 2020	By 2021	By 2022
	Increase by 3%	Increase by an additional 3%	Increase by an additional 4%

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
Chronic Absenteeism Grant	This is a district team, with ESD leadership that focuses on strategies to improve attendance for all students K-12.
Measure 98	After school tutoring available, 9 th grade success program, tutoring 3 times per day. High School Graduation Coach, Career information system for 8 th grade
Family Liaison	This is a district liaison assigned to support our families that may have barriers that prevent their child from attending school. The Liaison provides parenting classes for K-12 parents. She supports all families with any need they may have as well as serving as our migrant and homeless connection.
EL Program	EL coordinator provides supports for all EL families and students ensuring they have equal access to all academic supports and reducing disparities.
EL After-School Enrichment	We have an after-school program for all our English Learners. The purpose of this program is to provide all students with added support for classroom assignments and homework.
After School Programs	We have an after-school program offered to all students 3-5 to give them added intervention time in the areas of reading math and writing.
District Cadres	We have Cadres made up of k-12 teachers to represent: Attendance, math, reading, science, ELA, social sciences, social emotional and professional development. The purpose of the cadres is to ensure K-12 alignment and make sure our professional development is based on the needs revealed by student data.
K-12 Data Teams	We have Response to Intervention and Instruction teams at both of our elementary school and Early Warning Systems (EWS) data teams at our secondary schools. All schools have a system in place, which is committed to routinely monitoring all student data and adjusting instruction and/or interventions to meet the needs of our students.
Mentor programs	Mentor program supports secondary at risk students

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

<i>District Goal this strategy supports</i>	Goal 1: Increase percentage of regular attenders for Sutherlin School District to an average of 85% as reported on the annual state report card.			
<i>What are we going to do?</i>	Strategy # 1.1	<p>If we have a district team in place to develop a district wide system of support for attendance</p> <p>Then we can be systematic district wide in our efforts to improve attendance</p> <p>And our attendance rate will increase for all students in our district ensuring results and equity and inclusion of all.</p>		
<i>How we will know the plan is working</i>	Implementation on District Wide Attendance Team	Fall: District Level Team established with District Leadership and representation from all schools.	Winter: District Wide Attendance Framework is in place and all school personnel, parents and other stakeholders are aware of the plan.	Spring: All schools are implementing attendance incentives/plan.
	Student/Parent awareness of Attendance goals increase: Measured by School meeting sign in sheets/Attendance data	Fall: Classroom Teachers/Principals have conversations with all (100%), students/parents regarding the importance of attendance.	Winter: Classroom teachers/Principals implement incentive program district wide. Student percentage for regular attendance at 80% for all students.	Spring: Student regular attendance increased by 2% points from last spring to 82% district wide.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ESD Support	1. Develop team		9/3/19
	Terry Prestianni	2. Develop District Attendance Protocols		12/1/19
		3. Roll out plan to all schools/stakeholders		1/10/19
		4. Full implementation of plan in all schools		1/10/19

District Goal this strategy supports	Goal 1: Increase percentage of regular attenders for Sutherlin School District to an average of 85% as reported on the annual state report card.	
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 checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice

<i>District Goal this strategy supports</i>	Goal 1: Increase attendance percentage at all Sutherlin Schools to 85%.			
<i>What are we going to do?</i>	Strategy # 1.2	<p>If we hire a full-time family liaison to support all students who have barriers which impact their attendance</p> <p>Then we can effectively support our families by connecting them with the services they are lacking as well as creating and bringing needed services and supports that may not currently be available for our families</p> <p>And we will support equity and inclusion for all students by reducing barriers that prevent them from attending school, resulting in attendance and student outcomes improving district wide.</p>		
<i>How we will know the plan is working</i>	Needs Assessment Data	Fall: 2021 5% increase in families filling out needs assessments and accessing our family liaison.	Winter: 2022 5% increase in families accessing support offered by the family liaison.	Spring: 2023 5% increase in families accessing parenting classes offered by family liaison.
	Family Liaison and Teachers make connections with parents to establish student needs.	Fall: Family Liaison will contact 100% of parents with elementary students who have a history of chronic absenteeism.	Winter: Barriers for students such as mental health, dental, optical, physical health, clothing, food and shelter, etc. have been identified or supported for 70% of our elementary students who are chronically absent are identified by needs assessment or by classroom teacher.	Spring: Barriers for students such as mental health, dental, optical, physical health, clothing, food and shelter, etc. have been identified or supported for 73% of our elementary students identified by needs assessment or by classroom teacher.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Student Services Director/ Liaison	1. Increase number of families served by the Family Liaison		9-4-20
	Family Liaison	2. Increase number of parents accessing engagement opportunities.		5-4-21
	Family Liaison	3. Increase number of parent engagement opportunities.		5-4-21
		4. Decrease number of barriers existing for students		11-1-22
		5. Develop resource list for parents		11-1-20

<i>District Goal this strategy supports</i>	Goal 1: Increase attendance percentage at all Sutherlin Schools to 85%.		
		6.Start Home visits with 10% of families with chronically absent elementary students	10-1-20
		7.Increase number of families filling out Needs Assessment by 10%	12-1-20
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<i>District Goal this strategy supports</i>	Goal 2: Decrease behavioral referrals by 15% in all Sutherlin schools using Spring of 2020 SWISS and Synergy Data.			
<i>What are we going to do?</i>	Strategy # 2.1	<p>If we provide resources and effective professional learning supports aligned with trauma informed practices</p> <p>Then teachers will have the teaching tools to implement more effective behavior support strategies</p> <p>And the increase in student referrals will decrease, resulting in more positive student outcomes.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult: Teacher's demonstrate trauma informed classroom management practices during 100% of walk-throughs	Fall: Composite walk-through data exhibits 65% "strong" markers" of implementation for 3 key strategies.	Winter: Composite walk-through data exhibits 75% "strong" markers" of implementation for 3 key strategies	Spring: Composite walk-through data exhibits 85% "strong" markers" of implementation for 3 key strategies
	Measures of Evidence for Students: Synergy Behavior Data	Fall: % referral decrease 2%	Winter: % referral decrease an additional 2%	Spring: % referral decrease an additional 1%
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Student Services Director	1.Consult with Administrators to determine PD calendar for 2019-20 school year.		5-30-20
	Student Services Director	2.Contact ESD Behavior consultant to schedule trainings for 201-19-20 school year.		5-30-20
		3.		
		4.		
		5.		

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<i>District Goal this strategy supports</i>	Goal 2 Decrease behavioral referrals by 15% in all Sutherlin schools using Spring of 2020 SWISS and Synergy Data.			
<i>What are we going to do?</i>	Strategy # 2.2	<p>If we increase our site-based therapist from half time to full time</p> <p>Then we can increase the number of students and families that are receiving therapeutic services in our district</p> <p>And students' emotional needs will be met resulting in a decrease in referrals resulting in more positive student outcomes.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions: Site-based therapist extended to full time and has increased caseload.	Spring 2020: Budget for full time site-based therapist. Post position	Fall 2020: Full time therapist serving all four buildings.	Spring 2021: Therapist caseload increased by 50%.
	Measures of Evidence for Students: Caseload numbers for Therapist	Fall: 2020 10% increase in caseload numbers from Spring of 2020.	Winter 20% increase in caseload numbers from Spring of 2020.	Spring 30% increase in caseload numbers from 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
	District Admin.	1.Budget for increase in hours for site-based therapist		5-30-20
	District Admin.	2.Work w/ESD to secure full-time site-based therapist		5-30-20
	District Admin.	3.Determine schedule for four schools and office space for therapist.		6-30-20

District Goal this strategy supports	Goal 2 Decrease behavioral referrals by 15% in all Sutherlin schools using Spring of 2020 SWISS and Synergy Data.			
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 checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		
What are we going to do?	Strategy # 2.3	<p>If we provide resources and effective professional learning in SIOP strategies to all staff</p> <p>Then we will provide more engaging instruction for all students in the areas of speaking, writing, listening, and reading</p> <p>And all students will have equal access to instruction which will eliminate barriers that cause disruptive behaviors while improving student outcomes.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions: Teachers demonstrate use of SIOP strategies during 100% of the walk-throughs	Fall: Composite Walk Through Data exhibits 65% "strong" markers of implementation for 3 strategies.	Winter Composite Walk Through Data exhibits 75% "strong" markers of implementation for 3 strategies.	Spring Composite Walk Through Data exhibits 85% "strong" markers of implementation for 3 strategies.
	Measures of Evidence for students: Synergy Behavior Data	Fall: 5% decrease in behavior referrals from Spring of 2020	Winter 10% decrease in behavior referrals from Spring of 2020	Spring 15% decrease in behavior referrals from Spring of 2020
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		1. Send Admin/Teacher team to SIOP Basic training		11-10-19
		2. Establish District Level SIOP team		11-15-19

<i>District Goal this strategy supports</i>	Goal 2 Decrease behavioral referrals by 15% in all Sutherlin schools using Spring of 2020 SWISS and Synergy Data.		
		3. Establish long term and short-term goals for district implementation	12-9-19
		4. Begin District wide SIOP book study	1-31-19
		5. Focus on Language & Content Objectives District Wide	1-31-19
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	__X__ Leadership __X__ Talent Development _____ Stakeholder Engagement and Partnership __X__ Well-Rounded, Coordinated Learning __X__ Inclusive Policy and Practice	

<i>District Goal this strategy supports</i>	Goal 3: Increase the percent of students in grades K-2 meeting or exceeding on their math benchmark by 10% as measured by easyCBM and STAR.			
<i>What are we going to do?</i>	Strategy # 3.1	<p>If we provide resources and effective professional learning support aligned to standards-based math instruction</p> <p>Then teachers will implement effective math instruction using a variety of aligned resources,</p> <p>And students will meet their math growth targets.</p>		
<i>How we will know the plan is working</i>	Teachers demonstrate high impact strategies during 100% of walk-throughs.	Fall: Composite walk-through data exhibit 65% “strong” markers for implementation for 2 key strategies.	Winter Composite walk-through data exhibit 75% “strong” markers for implementation for 2 key strategies.	Spring Composite walk-through data exhibit 85% “strong” markers for implementation for 2 key strategies.
	K-2 Math Benchmark	Fall % on track 35%	Winter Increase on track by 10%	Spring Increase on track by 10%
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	RTI Coach	1.K-5 Jen Hunt/Laura Nelson Math Trainings scheduled		8-30-19
	RTI Coach	2.K-5 Jen Hunt/Laura Nelson Math strategies training		9-27-19
	East Principal	3.K-2 Jen Hunt Learning Lab		11-13-19
	East Principal	4.Kindergarten visit for math small groups to Reedsport		12-15-19
	RTI Coach	5.K-5 Tigard visit for math small groups		2-30-20
	RTI Coach	6.K-5 Jen Hunt small group instruction		1-10-20
	RTI Coach	7.K-5 Jen Hunt consult		2-12-20
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<i>District Goal this strategy supports</i>	Goal 3: Increase the percent of students in grades K-2 meeting or exceeding on their math benchmark by 10% as measured by easyCBM and STAR.			
<i>What are we going to do?</i>	Strategy # 3.2	<p>If we provide resources and effective professional learning in SIOP strategies to all staff</p> <p>Then we will provide more engaging instruction for all students in the areas of speaking, writing, listening, and reading</p> <p>And all students will have equal access to instruction which will eliminate barriers that cause disruptive behaviors while improving student outcomes.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions: Site-based therapist extended to full time and has increased caseload.	Fall Composite Walk Through Data exhibits 65% “strong” markers of implementation for 3 strategies.	Winter Composite Walk Through Data exhibits 75% “strong” markers of implementation for 3 strategies.	Spring Composite Walk Through Data exhibits 85% “strong” markers of implementation for 3 strategies.
	Measures of Evidence for Students: Synergy Behavior Data	Fall % on track 35%	Winter Increase on track by 10%	Spring Increase on track by 10%
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
		1. Send Admin/Teacher team to SIOP Basic training		11-10-19
		2. Establish District Level SIOP team		11-15-19
		3. Establish long term and short-term goals for district implementation		12-9-19
		4. Begin District wide SIOP book study		1-31-19
		5. Focus on Language & Content Objectives District Wide		1-31-19

District Goal this strategy supports	Goal 3: Increase the percent of students in grades K-2 meeting or exceeding on their math benchmark by 10% as measured by easyCBM and STAR.			
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District Goal this strategy supports	Goal 3: All students will meet their annual growth targets in math.			
What are we going to do?	Strategy # 3.3	<p>If we have a district math team consisting of an administrator, and teachers from each grade level to oversee curriculum, alignment, along with students’ progress towards the Common Core State standards</p> <p>Then teachers will implement instruction that is comprehensive and aligned with the standards,</p> <p>And students will not have gaps in their learning, resulting in a deeper knowledge and improved math outcomes for all learners.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions: Math Cadre in place and standards of practice in place based on CCSS.	Fall: Composite walk-through data exhibit 65% “strong” markers for implementation for designated standard.	Winter Composite walk-through data exhibit 75% “strong” markers for implementation for designated standard.	Spring Composite walk-through data exhibit 85% “strong” markers for implementation for designated standard.
	Measures of Evidence for Students: K-2 Math Benchmark	Fall % on track 35%	Winter Increase on track by 10%	Spring Increase on track by 10%

<i>District Goal this strategy supports</i>	Goal 3: Increase the percent of students in grades K-2 meeting or exceeding on their math benchmark by 10% as measured by easyCBM and STAR.		
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Admin team	1.Math Cadre members established K-12	9-30-19
	SMS Principal	2.Math Cadre meets to complete alignment.	1-6-20
	Math TOSA	3.Math Cadre meets to determine standards of practice	1-6-20
	Math TOSA, SMS principal	4.Math K-12 Alignment and Standards of practice introduced to Admin.	3-30-20
	Building Principal's and Math Cadre building members	5.K-12 Alignment and Standards of Practice roll out to staff	8-30-20
<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	

District Plan Self-Monitoring Routines

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

Quarterly plan/review will occur with the CIP team:

March 2020

June 2020

August 2020

November 2020

March 2021

June 2021

At these meetings we will review the data to answer the questions:

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

The plan will be updated after each review and progress will be noted using the sample district progress monitoring template.

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?

Performance Updates	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?

SAMPLE District Self-Monitoring Routine Template