

Oregon District Continuous Improvement Plan

School Year	2019/20
District	Lincoln County School District

District Direction Section

Vision	Empowering all students every day to realize their full potential for living the future life they imagine.
Mission	Relentlessly committed to ensuring that all students learn the critical reading and thinking skills needed to be educated, healthy and resilient people that graduate with future options and the ability to achieve their dreams.

Comprehensive Needs Assessment Summary

What data did our team examine?

- District Report Card data including student performance, on-track to graduate, on-time graduation, and demographics
- School Report Cards
- Lincoln County ACEs data
- Lincoln County School District SBAC data
- ORIS District Needs Assessment
- ORIS School Needs Assessments
- Community Engagement Survey Data (English and Spanish)
- TELL Survey Data
- TFI Data
- Chronic Absenteeism Exclusion Data
- Fall 2018 School Designations Report for LCSD (Comprehensive and Targeted Chart)

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

All data was analyzed through the use of a structured data protocol. The district and school report cards were our primary source of data due to a lack of a comprehensive assessment system in the district. This data is suspect partly due to low participation in the SBAC at the secondary level. It has been noted that participation rates at some elementary schools has been declining.

Were inequities in student outcomes examined?

Most of the Charter Schools (Siletz Valley, Siletz Valley Early College Academy, Lincoln Career Technical High School) were identified as comprehensive. Many of our district schools have been identified (targeted) for needs for support in certain student groups in LCSD. Specifically, students with disabilities, English Language Learners, American Indian/Alaskan, Hispanic/Latino, white, and economically disadvantaged students were identified as needing more support.

What needs did our data review elevate?

The data made clear to the team that our district is in need of systems and structures that would better support teachers and students such as:

- Comprehensive Assessment System
- PBIS System
- MTSS/RTI Structure for academics and social emotional needs
- Aligned curriculums for reading and math
- Community engagement protocols
- Attendance protocols/systems for improvement

- Effective system to analyze data and respond to student needs (PLC)
- Professional development to improve instruction
- Professional development to improve instructional leadership district-wide

Which needs will become priority improvement areas?

- K-10 Comprehensive Assessment System for Reading
- K-10 Reading Curriculum
- Professional Development with feedback focused on effective instruction
- PBIS
- High School Success and graduation coaches
- Tier One Social Emotional learning through school counselors

How were stakeholders involved in the needs assessment process?

- Building level leadership teams (administration, classified and certified staff) ORIS Needs Assessment completion
- Family and community engagement survey provided in both English and Spanish
- District Improvement Team made up of building and district leadership and teachers
- School Board presentation at a work session with solicited feedback
- Superintendent and Charter School Liaison visited charter school sites to discuss district support

Long Term District Goals & Metrics

Goal 1	Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.		
Metrics	By June 2020	By June 2021	By June 2022
	District Graduation statistics/Students On-track-to-Graduate data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).
Goal 2	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.		
Metrics	By June 2020	By June 2021	By June 2022
	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success	Graduation coaches at each building meet with appropriate teams to review behavior, attendance, and grade reports for all 9th grade students as part of evaluating and supporting on-track graduation.
Chronic Absenteeism	PBIS provides a framework to address the behavioral needs of all students, through a series of universal, targeted, and individualized supports that are positive in nature and emphasize a warm, welcoming school climate. Through intentional review of data, systems, and practices to determine if they are resulting in desired student outcomes, school and district teams utilize the PBIS framework to design and implement interventions to ensure students have the support needed to be successful with all behaviors, including attendance. Within the PBIS framework, the district will be able to provide resources and professional development of specific strategies and programs such as trauma-informed practice, a comprehensive school counseling program, restorative practices, etc.
AVID	AVID Electives have been implemented in all schools. School-wide AVID provides professional development to learn and monitor strategies proven to increase engagement and attendance and graduation rates. AVID supports healthy student transitions between buildings and grades. AVID Charter schools in LCSD are invited to attend LCSD offered AVID professional development.
21st Century	21st Century after-school program focuses on increasing reading skills through direct instruction and through STEM activities. Reading strategies and skills will be aligned with new adopted ELA curriculum

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

<i>District Goal this strategy supports</i>	Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.			
<i>What are we going to do?</i>	Strategy #1.1 Assessment	If we install an aligned K-10 comprehensive assessment system for reading Then educators will be able to have effective data team discussions around student achievement (disaggregated by groups) and the effectiveness of reading content and instruction And student achievement in reading will increase K-10.		
<i>How we will know the plan is working</i>	Measures of Evidence	Fall <ul style="list-style-type: none"> Fully implemented universal screener K-6 and data available for review PSAT 10 Teachers follow curriculum assessment plan Survey teachers on potential 	Winter <ul style="list-style-type: none"> Universal screener (K-6) and data available for review Reviewing a standard set of diagnostic assessments Reviewing feedback from teachers regarding 	Spring <ul style="list-style-type: none"> Universal screener (K-6) and data available for review PSAT 8/9 SBAC 3-8 SAT 11 Provide diagnostic menu with PD plan & materials for Fall 2020

		diagnostic measures for reading	curriculum embedded measures	<ul style="list-style-type: none"> Implemented progress monitoring K-6 Reviewing feedback from teachers regarding curriculum embedded measures
How we will get the work done	Person or Team Responsible	Action & Accountability Steps To be completed this year		Due Date
	Building Teams, High School Success Team	1. With 8/9 PSAT scores, determine students not on track in reading.		8/30/19
	Katie Barrett Title Team, Reading TOSA, Adoption Team Reps Majalise Tolan ELA Building Reps from Adoption Team	3. Share publisher curriculum assessment plan with reading teachers, including charter schools should they choose to adopt the same materials. State the expectation of the use of the curriculum-embedded plan.		8/30/19
	Katie Barrett	4. DIBELS training for designated staff, including interested charter schools, to administer and score for grades K-6.		9/6/19
	Katie Barrett Title I Team Majalise Tolan ELA Departments	5. All K-6 students will be screened three times a year using DIBELS (K-6). K-6 charter schools that opt to receive Title I funding will have access to DIBELS.		by 9/30/19 by 1/30/20 by 5/25/20
	ELA Building Reps from Adoption Team for both Secondary and Elementary adoptions	6. Create teacher feedback tool for curriculum-embedded assessment plan. Set due dates for feedback.		10/30/19 (Tool creation) 1/30/20 (Feedback) 5/30/20 (Feedback)

	ELA Building Reps from Adoption Team for both Secondary and Elementary adoptions	7. Make any necessary adjustments to the curriculum-embedded assessment plan based on the teacher feedback tool data and communicate changes to staff.	6/30/20 (adjustments) 8/30/20 (communication)
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: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.			
What are we going to do?	Strategy # 1.2 Curriculum & Instruction	If we adopt, implement and monitor a guaranteed, viable, and equitable K-10 reading curriculum Then educators will be able to refine their instruction And student achievement in reading will increase K-10.		
How we will know the plan is working	Measures of Evidence	Fall <ul style="list-style-type: none"> ● PD Survey provided to teachers ● All K-10 teachers have ELA curriculum materials for the year & attended PD ● Implementation of publisher provided curriculum maps and unit plans ● Assessment calendar for ELA curriculum created 	Winter <ul style="list-style-type: none"> ● Monthly PLC minutes using district template ● Walk-thru data shows teacher use of curriculum (WICOR/ECRI) ● Review PD survey info ● PD Survey for recent PD provided to teachers 	Spring <ul style="list-style-type: none"> ● Monthly PLC minutes using district template ● Walk-thru data shows teacher use of curriculum (WICOR/ECRI) ● PD calendar for 20/21 school year created based on data ● Review PD survey info

	Person or Team Responsible	Action & Accountability Steps To be completed this year	Due Date
How we will get the work done	Adoption Team, Business Office, LCSD School Board	1. Reading curriculum will be selected and purchased by spring 2019	May/June 2019
	Majalise Tolan, Katie Barrett and Publisher	2. Establish and distribute Year-long PD plan calendar for reading curriculum from publisher to schools including any charter school that may purchase curriculum materials	June 2019
	LST and Admin Team	3. Establish the PLC calendar for 2019/2020 school year	June 2019
	District and Building Admin	4. Choose an elementary and secondary PLC meeting template	July 2019
	Team work group	5. K-6 pacing guides, assessment calendar alignment with district calendar	July/August 2019
	Katie, Majalise and Publishers	6. Professional Development from publisher and district specific PD as related to curriculum to ELA teachers including any charter school that may purchase curriculum materials	Beginning August work week and continuing 2019/2020 school year
	Sudi Stodola, Media Assists and Directors	7. Distribution process, bar coding	August 2019
	District and Building Admin	8. Training on PLC process and template	Fall - District PD Day
	Building Admin	9. Collect and review monthly PLC minutes and Collaborative Reading Walkthrough data with grade level or department critical minimum	Monthly beginning Jan. 2020
	Collaborative work group licensed, admin and publisher	10. Review PLC data to create 2020/21 PD calendar for continued reading curriculum implementation	June 2020
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District Goal this strategy supports	Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.			
What are we going to do?	Strategy #1.3 Professional Development	<p>If we provide professional development to our administrators on providing quality feedback focused on effective instruction Then educators will utilize relevant strategies that support student learning And student achievement will increase.</p>		
How we will know the plan is working	Measures of Evidence	Fall <ul style="list-style-type: none"> ● PD on domain 3 & PD on effective instructional strategies provided for teachers and admins ● Collaboratively reviewed elementary/secondary walkthrough form is shared among staff 	Winter <ul style="list-style-type: none"> ● Data on domain 3 ● Elementary/Secondary walkthrough form reviewed ● Elementary begin AVID walkthrough form reviews 	Spring <ul style="list-style-type: none"> ● Comparing PD to Danielson evaluation data to determine the effectiveness of PD ● Review district global feedback data between Danielson 3
How we will get the work done	Person or Team Responsible	Action & Accountability Steps To be completed this year		Due Date
	Admin & AVID Team Reps	1. Create Elementary/Secondary walkthrough form with AVID Site Team Reps during Summer Institute		6/30/19
	Tiana Tucker	2. Determine admin calibration PD needs on Danielson and provide that PD to administrators.		8/15/19
	District Admin	3. Provide PD to administrators on effective quality feedback		Ongoing 8/20-6/22
	District Admin	4. Common agreements on walkthroughs and expectations with building administrators		8/30/19
	All Admin	5. Collect and review walkthrough data at all administrator meetings		Monthly 8/20-6/22
		6. Evaluate district walkthrough/Danielson data to determine future PD needs for 2020-21 in area of instruction		6/30/20

ORIS Domain Alignment	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

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

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

District Goal this strategy supports	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.		
What are we going to do?	Strategy # 2.1 - Team Structure	If we implement a school-based attendance team structure with standardized data and meeting protocols Then educators will be able to have effective data team discussions around student attendance And interventions and student attendance will increase.	
How we will know the plan is working?	Measures of Evidence	Fall <ul style="list-style-type: none"> Tiered Fidelity Inventory (TFI) measurement of Team Composition (1.1) and Operating Procedures (1.2) to provide baseline for each school 	Winter <ul style="list-style-type: none"> Team Meeting Evaluation
How we will get the work done?	Person or Team Responsible	Action & Accountability Steps To be completed this year	
	Vince Dye	1. Coordinate the training of attendance advisors to be certain to generate accurate monthly reports and to efficiently merge data. This will include charter schools.	
	Bldg. admins, Att. Advisors	2. Establish dates for structured meetings at school level (monthly or bi-monthly)	
	District & Bldg. Att. teams	3. Provide PD for building attendance teams, including use of LCSD's Early Indicator Intervention System (EIIS)	
	Bldg. Att. teams	4. Identify team members/roles (EIIS)	
	Bldg. Att. teams	5. Establish agendas/procedures for meetings (EIIS)	
	Bldg. Att. teams	6. Meet regularly to review data and assign interventions (EIIS)	
	Dist. Att. Team	7. Meet monthly to review district-wide data, analyze interventions, and update action plan	
	Due Date		
		6/22/19	
		9/15/19	
		8/25 - 9/15/19	
		9/30/19	
		9/30/19	
		Monthly/ongoing 9/15-6/22/20	
		Monthly/ongoing 9/15-6/22/20	

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

District Goal this strategy supports	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.		
What are we going to do?	Strategy # 2.2 - Professional Development	<p>If we provide district-wide professional development focused on the importance of attendance (including definitions) and strategies/interventions within the PBIS framework</p> <p>Then staff will accurately record student attendance and apply appropriate strategies/interventions</p> <p>And student attendance will increase.</p>	
How we will know the plan is working	Measures of Evidence	Fall <ul style="list-style-type: none"> Review of attendance codes in use TFI to include attendance related look/for & questions on walkthrough 	Winter <ul style="list-style-type: none"> Review of attendance codes in use TFI walkthrough
How we will get the work done	Person or Team Responsible	Action & Accountability Steps To be completed this year	
	Building admins & District Att. team (Kelly and Vince lead)	1. Create and provide PD for building staff (classified and certified) re: importance of good attendance, & their role in attendance w/in PBIS framework; including PD for new district communication tool which will be shared with the charter schools	
	District Att. team, Bldg. att. staff	2. Create a district attendance handbook and train school staff on proper attendance entry/tracking. Handbook will be shared with the charter schools	
	District Att. team & Building Att. teams	3. Provide training to building teams to review data and determine interventions and monitor their effectiveness (EIS). Resulting protocol will be shared with the charter schools	
	Building admins	4. Provide ongoing PD to staff related to Trauma-informed practices w/in PBIS that contribute to good attendance	
			Due Date
			9/30/19
			10/15/19
			12/15/19
			Ongoing (district admin team planning) 6/22/20

	District admins, Kelly leads VP cohort	5. Implementation of PD needed to support Tier 1 PBIS framework district-wide, including: a) progress monitoring through TFI and continuous action plan cycle), b) tier 1 SEL practices w/universal screener, and c) behavioral expertise such as FBA training modules	Ongoing - PD calendar to be drafted in spring 2019 6/22/20
	Kelly, Susan, VP cohort	6. Attend NW PBIS conference in Tacoma, WA (dependent upon funding) to support action planning for Tier 2 implementation	3/1/20
	Kelly, VP cohort	7. Ongoing VP cohort work related to implementation of PBIS framework, PLC study of Restorative Practices	Monthly starting 8/19/19
	Kelly, counselor cohort	8. Ongoing counselor PD and cohort meetings, including ASCA training (3 sessions) and goal/action planning to increase regular attenders rate and implement PBIS w/in 3-tiers of counseling program	Monthly starting 8/19/19
	Kelly coordinate w/program leads	9. PBIS for Bus, Sodexo, secretaries, HELP, etc. - provide direction & resources to each group in mini-PD sessions, to support PBIS framework	Monthly starting 8/26/
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Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District Goal this strategy supports	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.			
What are we going to do?	Strategy # 2.3 - MTSS	If we align district-wide attendance actions and interventions with the 3-tiered PBIS system Then educators will be able to apply a core set of effective practices at each tier And student attendance will increase.		
How we will know the plan is working	Measures of Evidence	Fall <ul style="list-style-type: none"> Tier 1 survey of practices 	Winter <ul style="list-style-type: none"> Tier 1 & 2 survey of practices 	Spring <ul style="list-style-type: none"> Tier 1-2-3 survey of practices TFI Tiers 1-2-3 SAS Universal SEL data for each K-6 school

	Person or Team Responsible	Action & Accountability Steps To be completed this year	Due Date
How we will get the work done	District admins, Kelly leads	1. Implementation of Tier 1 PBIS framework district-wide, including: a) progress monitoring through TFI and continuous action plan cycle), b) tier 1 SEL practices w/universal screener, and c) trauma-informed practices	Ongoing (3 action planning cycles throughout year) 6/22/20
	District Comm. Team	2. Analyze and select district-wide digital tool for Parent Communication re: the importance of good attendance	9/30/19
	Campaign Team, Building staff	3. Plan and carry out district-wide 'September is Attendance Awareness Month' campaign	6/30/19(Planning) 9/30/19 (September campaign kick-off)
	Campaign Team, Building staff	4. Plan and implement ongoing campaign details to sustain attendance messaging throughout school year, including illness-related messaging/reminders as needed	6/30/19 (Planning) (Implementation ongoing throughout the year) 6/22/20
	District Att. Team	5. Map out current attendance-specific district-wide strategies/interventions for Tier 1. Map will be shared with charter schools	10/31/19
	District Att. Team	6. Map out current attendance-specific district-wide strategies/interventions for Tier 2. Map will be shared with charter schools	1/31/20
	District Att. Team	7. Map out current attendance-specific district-wide strategies/interventions for Tier 3. Map will be shared with charter schools	4/30/20
	Select buildings	8. Pilot Tier 2 systems/interventions that support improved attendance	6/22/20
	District Team & admins	9. Draft and review core set of attendance-specific district-wide strategies/interventions for Tiers 1-2-3. Strategies will be shared with charter schools	6/22/20
	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

District Plan Self-Monitoring Routines

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

Our district implementation team spent two meetings working on a plan to structure and run efficient routine monitoring sessions. We discussed the need for the right people to be at the table during these monitoring meetings. We structured a plan to provide discussion and guidance to our building principals to assure their understanding as they create their SIP's and plan for their monitoring routine meetings. Routine monitoring meetings will be conducted at the district level by the District Implementation Team and at the school building level by the school's leadership team. Our DIT determined that a calendar must be created to align the needed data deliverables between the district and schools. In addition, a discussion occurred around how both the DIT and Leadership teams will run the routine meetings and that there will be flexibility of membership focused on what the data reveals as the greatest need. This again assures the right people are always at the table.

This chart does not need to be completed prior to installation of district self-monitoring routines. This chart 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?

SAMPLE District Self-Monitoring Routine Template

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?