



**YONCALLA SCHOOL DISTRICT
CONTINUOUS IMPROVEMENT PLAN**

School Year	2019-2020
District	Yoncalla School District #32

District Direction Section

Vision	<ol style="list-style-type: none">1. Each student will enjoy positive, engaging learning environments.2. Each child will possess the knowledge and skills necessary to be successful in post-secondary education and careers, and the self-reliance to be a productive citizen.3. A strong sense of community is recognized and nurtured among all stakeholders.4. Facilities and finances are managed effectively and efficiently for the benefit of each child.
Mission	<p>Yoncalla School District is dedicated to academic and personal growth for social responsibility and lifetime success.</p> <p>We believe:</p> <ul style="list-style-type: none">• In challenging each student by maintaining a solid academic core.• Integrity and responsibility are major components of personal growth.• In the importance of contributing to family and service to the community.• That a safe, stable, caring environment is vital.

Comprehensive Needs Assessment Summary

What data did our team examine? Data was reviewed from the following sources:

The team analyzed a variety of student data including: Graduation rates over the past 4 years, 9th grade on track over the past 3 years, attendance data, discipline data, Smarter Balanced achievement data, Smarter Balanced student growth percentiles, DIBELS to track reading achievement, Easy CBM for math, Iready math for progress monitoring for grades K-6 and Kindergarten assessment data related to 3rd grade ELA achievement. The team also looked at senior exit surveys over the past 5 years, IRRE survey data over the past 2 years, staff and parent surveys and SPR&I data. (TELL data)

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

Yoncalla is a small rural school district. Generally evaluating subgroup achievement is difficult due to small student populations in most of these groupings, however, after examining the data thoroughly, the team was able to identify that the subgroup economically disadvantaged, was a group that we could analyze given the size of the group. The information for subgroups was taken from the District Report Card. In most cases the team disaggregated the data to examine possible District, school, grade level, or student group trends. (Indian Ed data?)

Were inequities in student outcomes examined?

Yes

Vision	<ol style="list-style-type: none">1. Each student will enjoy positive, engaging learning environments.2. Each child will possess the knowledge and skills necessary to be successful in post-secondary education and careers, and the self-reliance to be a productive citizen.3. A strong sense of community is recognized and nurtured among all stakeholders.4. Facilities and finances are managed effectively and efficiently for the benefit of each child.
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What needs did our data review elevate?

Based on the data analysis, students categorized as economically disadvantaged had the greatest equity gap when compared to the overall state average indicating a need to improve math. Math scores across the district are lagging behind the state average, with the need at the high school level most prevalent. This same subgroup was also identified when looking at attendance data, graduation rates and reading at the elementary level.

- Math achievement as measured by passing rates on the Smarter Balanced Assessment, especially at the 11th grade. This was true for all subgroups.
- Individual student growth as measured by the SGP. Students who scored a 1 or 2 on the Math and ELA SBAC in 2017-18 & 2018-19 had lower SGPs than students who scored 3 or 4 those years. This was true for all subgroups.
- Kindergarten readiness and supports - Students who scored the lowest on the letter recognition component of the Statewide Kindergarten Assessment had a higher chance of earning 1 or 2 on the ELA SBAC in 3rd grade. This was true for all subgroups.
 - Attendance
 - In 2017-18 9% of all students missed 10% or more of the school days (chronically absent). This was district wide.
 - In 2018-19 25% of all students were chronically absent
 - Chronically absent subgroup data
 - Economically disadvantaged-10%
 - Latino-29%
 - Combined rate-13.3%

How were stakeholders involved in the needs assessment process?

- All staff were involved in a conversation in August of 2019 in regards to local district needs. The district team reviewed them and incorporated the main points into the district plan.
- The school board was involved in a conversation about local district needs. These were also taken into consideration when completing the district plan.
- Two community cafes were held. These cafes were used to gather community information. There was also a parent survey given to elementary parents in October. This information was incorporated in the district plan.
- Survey data, in many forms were used to gage perceived weaknesses and strengths. Parent engagement, staff PD, student safety and culture are a few examples of survey information used. Also, students were involved in an attempt to ensure that all stakeholders were given an opportunity to participate.

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.

- Graduation Rates – at Yoncalla High School
- Math-ELA Achievement Scores – All district schools
- Attendance-All district schools

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	YSD will increase their graduation rate from 57% (2018) by 10% each year for the next three years.		
Metrics	By (2020)	By (2021)	By (2022)
	67% The District will budget money for a full time counselor in the district. Senior advisors will be trained in the school district graduation requirements.	77% The District will budget money for a full time counselor in the district.	87% The District will budget money for a full time counselor in the district.
Goal 2	YSD will increase attendance for all students K-12 by improving student engagement through a focus on authentic community engagement, consistently communicating clear expectations, and supporting best teaching practices throughout the K-12 grade system.		
Metrics	By (2019-20)	By (2020-21)	By (2021-22)
	Yoncalla Engaged Parents' committee and Site Council will begin the process of merging and will create and be ready to implement metrics for tracking K-12 consistency	The percent of students (total population and disaggregated subgroups) who are chronically absent will decrease by 3% (use 2018-19 as baseline)	The percent of students (total population and disaggregated subgroups) who are chronically absent will decrease an additional 3% (use 2018-19 as baseline)

	<p>in community engagement activities. Examples of items to be discussed: communicating clear expectations and supporting best teaching practices.</p> <p>Yoncalla Engaged Parents' committee and Site Council will be ready to implement training and programs related to community engagement, communicating clear expectations and best teaching practices</p>	<p>Monthly attendance meetings will be set at both schools with a staff person being assigned to make personal contact with students who are chronically absent.</p> <p>The District will budget money for a full time councilor in the district.</p>	<p>Monthly attendance meetings will be set at both schools with a staff person being assigned to make personal contact with students who are chronically absent.</p>
Vision	<ol style="list-style-type: none"> 1. Each student will enjoy positive, engaging learning environments. 2. Each child will possess the knowledge and skills necessary to be successful in post-secondary education and careers, and the self-reliance to be a productive citizen. 3. A strong sense of community is recognized and nurtured among all stakeholders. 4. Facilities and finances are managed effectively and efficiently for the benefit of each child. 		
Goal 3	<p>All students will make appropriate progress towards proficiency in English/Language Arts and Math as measured by the SBAC assessments.</p>		
Metrics	<p>By (2019-20)</p> <p>The Math Review committee will be prepared to make recommendations regarding the adoption of a Math K-12 scope & sequence, instructional materials and staff training.</p> <p>The Yoncalla School District will add an afterschool club to help students with academic needs.</p>	<p>By (2020-21)</p> <p>The percent of students (total population and disaggregated subgroups) who score at the proficient level on the ELA and Math SBAC will increase by 5% (use 2018-19 as a baseline)</p> <p>The Yoncalla Engaged Parents committee will make recommendations regarding staff training revolving around poverty.</p>	<p>By (2021-22)</p> <p>The percent of students (total population and disaggregated subgroups) who score at the proficient level on the ELA and Math SBAC will increase by an additional 5% (use 2018-19 as a baseline)</p> <p>The Yoncalla Engaged Parents committee will make recommendations regarding staff training revolving around poverty.</p>

<p>The Yoncalla School District will add an instructional assistant to work with small groups to assist with math needs.</p> <p>The Yoncalla Engaged Parents committee will make recommendations regarding staff training revolving around poverty.</p> <p>The Yoncalla Engaged Parents committee will make recommendations regarding staff training revolving around growth mindset.</p> <p>Yoncalla School District will be prepared to recommend the adoption of at least two methods to increase intervention supports for struggling students K-12 with a focus on economically disadvantaged.</p>	<p>The Yoncalla Budgeting Committee will allocate money for staff training in Math at all levels district wide.</p>	<p>The Yoncalla Budgeting Committee will allocate money for staff training in Math at all levels district wide.</p>
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Initiative Alignment to Support District Goals

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

Initiative/Program	How this initiative/program supports the district to meet goals
The following programs support district-wide goals that are predicated on attendance.	
Absence Monitor	Our district has invested in a monitor for attendance issues. After looking at the data and the results from our community café, an attendance monitor was mentioned multiple times. This money comes from our High School Success grant.
Attendance Committee	Yoncalla School District is in the beginning stages of putting together an attendance committee. This committee meets at both schools.
After School Club	Another recommendation from students, Board members, staff and community is to have an after school club with a math focus.
Title 1 or other Title \$	All Title 1 funds for this school year at the Elementary are supporting reading interventions to ensure all 3 rd grade students are reading at grade

	level because of the predictability of students' academic success from 3 rd grade.
High School Success	Grant funds are used to support CTE programs to encourage participation and lower dropout rates. One of the recommendations from students, Board members, staff and community is to increase electives district wide.

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

<i>District Goal this strategy supports</i>	Goal: YSD will increase their graduation rate from 57% (2018) by 10% each year for the next three years.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence based practices	<p>If we implement a system of proactive support and interventions for all students to graduate,</p> <p>Then building leaders will establish teams to monitor, intervene, and adjust to data gathered in each of the areas identified as barriers to graduation,</p> <p>And our district graduation rate will increase.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall Then individual school principals will monitor implementation and progress on a monthly basis.	Winter Then individual school principals will monitor implementation and progress on a monthly basis.	Spring Then individual school principals will monitor implementation and progress on a monthly basis.
	Measures of Evidence for Students ("and" statement)	Fall Progress reports ODE graduation rate totals	Winter Progress reports ODE graduation rate totals	Spring Progress reports ODE graduation rate totals
<i>District Goal this strategy supports</i>	Goal: YSD will increase their graduation rate from 57% (2018) by 10% each year for the next three years.			
		Study Island scores/participation.	Study Island scores/participation.	Study Island scores/participation.
	Person or Team	Action Steps To be completed this year		Due Date

How we will get the work done	Responsible		
	Senior advisors and district leadership	Facilitate the regular SST meetings to identify students with a high probability of not graduating and develop intervention plans to meet their needs.	Fall 2019
	Senior advisors and district leadership	Connect individual students and their parents/guardians with individuals and community organizations that will support their success.	Winter 2020
	Career counselor	The career counselor will meet with all students in the high school to create a plan for graduation.	Winter 2019
	District Leadership	Data teams will meet to examine and analyze student progress as measured by progress reports and current transcripts.	Winter 2019
	Senior advisors and district leadership	Communication is key to our success. A communication plan will be developed to exchange information, data, and progress toward our district-wide goals.	Winter 2019
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: YSD will increase attendance for all students K-12 by improving student engagement through a focus on authentic community engagement, consistently communicating clear expectations, and supporting best teaching practices throughout the K-12 grade system.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">What are we going to do?</p>	<p>Strategy # 2.1</p> <p>Written as a Theory of Action and reflects evidence based practices</p>	<p>If we clearly communicate expectations through authentic community engagement which will increase students' relationships with their peers, themselves and their teachers, and encourage increase involvement in school community for students, staff, and parents through increasing communication with families, incorporating strategies for establishing community in the classroom, establishing a parent based site council, and creating opportunities for further team building for staff members</p> <p>Then students will demonstrate an increased love of learning, a desire to succeed and will genuinely be engaged with their school and education,</p> <p>And K-12 student attendance will increase.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How we will know the plan is working</p>	<p>Measures of Evidence for Adult Actions ("then" statements")</p>	<p>Fall</p> <p>Surveys have been conducted with staff, students, and parents/guardians related to classroom community building, communicating clear expectations, and supporting best teaching Practices. We also have already engaged in two community cafes to gather data from key stakeholders.</p>	<p>Winter</p> <p>A system for communicating K12 attendance issues in classroom community building, communicating clear expectations, and supporting best teaching practices has been developed</p> <p>Implementation of monthly attendance team meetings at both buildings.</p>	<p>Spring</p> <p>Training and programs related to community building, communicating clear expectations and best teaching practices will be developed for implementation in the 2020-21 school year.</p>
<p>Measures of Evidence for Students ("and" statement)</p>	<p>Fall</p> <p>Baseline data from the Synergy program.</p>	<p>Winter</p> <p>Percentage of regular attenders will increase by 2%.</p>	<p>Spring</p> <p>Percentage of regular attenders will increase by 3%.</p>	
	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>

How we will get the work done	District Leadership	Establish monthly attendance meetings at both buildings.	September 2019
	District Leadership	Conduct training around analyzing data.	September 2019
District Goal this strategy supports	Goal: YSD will increase attendance for all students K-12 by improving student engagement through a focus on authentic community engagement, consistently communicating clear expectations, and supporting best teaching practices throughout the K-12 grade system.		
	Attendance Team District Leadership	Establish a common protocol for identifying attendance issues and standardized language to engage parents in the process.	Fall 2019
	District Leadership	Conduct training for staff centered around the use of Synergy and taking attendance.	September 2019
	District Leadership	Communication is key to our success. A communication plan will be developed to set up parent engagement opportunities centered around attendance issues.	Winter 2019
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 2.1, 2.2, 2.3 etc.)

<p>District Goal this strategy supports</p>	<p>Goal: All students will make appropriate progress towards proficiency in English/Language Arts and Math as measured by the SBAC assessments.</p>			
<p>What are we going to do?</p>	<p>Strategy # 3.1</p> <p>Written as a Theory of Action and reflects evidence based practices</p>	<p>If we provide training and workshop opportunities for staff in the area of best practices in ELA and math and working with students of poverty,</p> <p>Then this knowledge will be used in curriculum, lessons, and instruction to identify potential areas for growth leading to an increase in students’ belonging, safety, and empathy,</p> <p>And K-12 student outcomes for academic growth will improve.</p>		
<p>How we will know the plan is working</p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall 2019</p> <p>K-12 Math Team will be formed and begin analyzing district math data, with particular focus on improvement for economically disadvantaged students/student groups.</p> <p>Meeting agendas; meeting minute</p> <p>High School will be given training in AVID strategies to help improve classroom instruction. (Summer Conference of 2020)</p>	<p>Winter 2020</p> <p>The K-12 Math Team will develop a K-12 math scope and sequence and research strategies to improve math instruction, with particular focus on improvement for economically disadvantaged students/student groups.</p> <p>Meeting agendas; meeting minutes; completed scope and sequence</p> <p>Staff will be trained in Growth Mindset and working with students in poverty. These trainings will be on-going throughout the school year.</p>	<p>Spring 2021</p> <p>The K-12 Math Team will develop recommendations for district administrators to improve math performance, with particular focus on improvement for economically disadvantaged students/student groups.</p> <p>Meeting agendas; meeting minutes; written recommendations to improve math performance district-wide</p>

	Measures of Evidence for Students ("and" statement)	Winter 2019 Provide ½ day professional development on math and ELA instructional strategies and curriculum	Winter 2020 Monitor implementation of math instructional strategies and curriculum through observations and walkthrough	Spring 2021 Begin to develop K-12 common formative assessments for math
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	District, School Leadership, Title Teacher	Identify high-yield instructional strategies.		September 2019 (ongoing)
	District, School Leadership, Title Teacher, Math and Lit Teachers	Share and implement strategies with school level staff. School leaders will observe, discuss, and provide feedback on implementation. Leaders will share progress on implementation and results of strategies. District teams will meet to review and adjust strategies as needed.		June 2020 (ongoing)
	District, School Leadership	School teams meet to analyze, share, and celebrate results of implementation. A plan for next steps is developed.		June 2020 (ongoing)
<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		

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

District Plan
Self-Monitoring Routines

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

In order to implement, monitor, and adjust our goals building each principal will implement monthly leadership meetings that focus on specific school data and related subgroup information. This data will be used to continuously revise our CIP to meet the on-going needs of our students while meeting our district goals. These meetings will also include a variety of people including parents, students and local business owners. We will also meet quarterly with representatives from Children’s Institute and Portland State University to look at information outside of the traditional classroom data.

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?

	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?
Performance Updates						

SAMPLE District Self-Monitoring Routine Template