



North Douglas School District #22 Continuous Improvement Plan



School Year	2019-2020
District	North Douglas SD #22

District Direction Section

Vision	Transforming the student experience so that they are equipped to learn, live, work, and contribute in their communities. (New Vision for the Board to Adopt – 2020)
Mission	North Douglas Schools: Dedicated to Educational Excellence; Preparing Students for the Challenges of Today and Inspiring a Vision for Tomorrow (Once new Vision is adopted an updated Mission will follow.)

Comprehensive Needs Assessment Summary

What data did our team examine?

- ORIS Needs Assessment
- 17-18 and 18-19 School Report Cards
- Three-Year SBAC Trend Data (ELA and Math)
- IRRE (Institute for Research and Reform in Education) Data and Surveys
- Student Transfer Data
- Student Investment Account Sessions
 - Staff Input Sessions – Three (two all staff, one focus classified)
 - Community Town Halls – Two
 - Community Engagement Input Sessions – Five (two morning sessions, three evening sessions)
 - Student Input Sessions Grades 6-12 (met with each grade level during class)
 - Online Surveys – Twelve

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

Analyzed Smarter Balanced Assessment data looking at the academic disparities by grade level and student populations. The second largest student population size are students who identify as “Economically Disadvantaged” who during the 2018-19 state tests earned a proficiency rate of 46.7% and 34.4% in English Language Arts and Mathematics respectively. On the same assessment our students who experience a disability earned a proficiency rate of 17.6% and 11.1% in English Language Arts and Mathematics respectively.

Reviewing our District and building “At-A-Glance” report card we identified some of the following:

Our K-8 Regular Attenders rate dropped over the last three years from 85% to 80%. Regular Attenders rate for our 9-12 grade students also changed over the last three years from 93% in 2016-17, dropping to 83% in 2017-18 and rebounding in 2018-19 to 85%.

Our Graduation rate has moved each of the last three years from 88% in 2016-17, dropping to 85% in 2017-18 and increasing in 2018-19 to 95%. Our Ninth Grade On-Track rate was 72% in 2016-17, dropping to 35% in 2017-18 and increasing in 2018-19 to 85%.

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

As we disaggregated our data it highlighted inequities or disparities with the following student populations: Economically Disadvantaged, Students Who Experience a Disability, Hispanic/Latino, Homeless and Multi-Racial.

What needs did our data review elevate?

Vision	Transforming the student experience so that they are equipped to learn, live, work, and contribute in their communities. (New Vision for the Board to Adopt – 2020)		
Through the review of our data it raised a need for the district to create/develop/formalize the need to build upon our identified well-rounded education a system of support MTSS/RTI (Multi-tiered System of Supports / Response to Intervention) for all students for chronic absenteeism, English Language Arts (Reading) and Mathematics.			
We need to enhance our culture of Collective Efficacy ensuring alignment (vertical and horizontal), continuous growth and achievement.			
The final point our data review elevated is the fact that with people wearing many hats at the building level we need Visionary Leadership to ensure all students (especially those who suffer the inequities) and staff are empowered to achieve their full potential.			
How were stakeholders involved in the needs assessment process?			
We engaged our school community (staff, students, parents/guardians and community members) in a variety of ways to gain their much-needed insight. We hosted two Community Town Halls, several listening/input sessions, online survey opportunities, meeting with grade-level students and reviewing two years’ worth of surveys student and staff conducted by IRRE (Institute for Research and Reform in Education).			
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.			
Our priorities:			
<div>1. Increase student proficiency in ELA and Math at all grade levels through a laser-like focus on student learning.</div> <div>2. Build a formal system of support MTSS/RTI (Multi-tiered System of Supports / Response to Intervention) for all students for chronic absenteeism, English Language Arts (Reading) and Mathematics.</div> <div>3. Develop and foster Visionary Leadership to ensure all student (especially those who suffer the inequities) and staff are empowered to achieve their full potential.</div>			
Long Term District Goals & Metrics			
Student Focused, aspirational, aligned with needs, written for all students			
Example: <i>All students will meet their annual growth targets in math.</i>			
Metrics are outlined for the year(s) to come.			
Goal 1	Increase student proficiency in ELA and Math at all grade levels through a laser-like focus on student learning.		
Metrics	By 2020	By 2021	By 2022
	By the end of year one we will have explored improving student learning through a variety of strategies, including but not limited to a better system for use of professional development time, implementing a districtwide assessment tool and establishing clear Professional Learning Communities.	By the end of year two students in traditionally underrepresented populations will demonstrate a greater than a 20% of growth on the state assessments. All other students will demonstrate greater than 10% of growth on the state assessments.	By the end of year 75% of all students, including those who are traditionally underrepresented, will demonstrate proficiency on state assessments.
Goal 2	Build a formal system of support MTSS/RTI (Multi-tiered System of Supports / Response to Intervention) for all students for chronic absenteeism, English Language Arts (Reading) and Mathematics.		

Vision	Transforming the student experience so that they are equipped to learn, live, work, and contribute in their communities. (New Vision for the Board to Adopt – 2020)		
Metrics	By 2020	By 2021	By 2022
	By the end of year one we will have identified a universal screener assessment and begun to collect data, as well as identified a districtwide intervention plan.	Increase Regular Attenders to a minimum of 90%. <i>Increase 25% of benchmarked students from red to yellow and yellow to green for math and ELA based on universal screeners.</i>	Increase Regular Attenders to a minimum of 95%. <i>Continue to increase 15% of benchmarked students from red to yellow and yellow to green for math and ELA based on universal screeners</i>
Goal 3	Develop and foster Visionary Leadership to ensure all student (especially those who suffer the inequities) and staff are empowered to achieve their full potential.		
Metrics	By 2020	By 2021	By 2022
	By the end of year one: We will have an established District Leadership Team with staff (classified and certificated) members from both buildings. We will have a list of required and necessary Professional Development needs. We will have an established weekly Professional Development calendar.	By the end of year two: We will have established a student focused Vision and Mission for the District through enhancing our culture of Collective Efficacy. District Leadership Team will review data to inform decisions, including the use of IRRE data. District Leadership Team will lead Professional Development calendar.	By the end of year three: District Leadership Team will lead the ORIS Needs Assessment. We will use our data review to implement evidence-based practices to improve student learning through instruction, curriculum and districtwide MTSS/RTI. District Leadership Team will have established and awarded to staff “Student Learning Innovation” Grants.

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
ESSA	Improve student learning through evidence-based instructional strategies, curriculum and professional development.
High School Success / CTE Grant	9 th Grade On-Track – Graduation Coach. Increase CTE programs offered will help meet the needs of ALL students, including traditionally underrepresented populations, and motivate students to be equipped to learn, live, work and contribute in their communities.
Student Investment Account	Provide resources for required and necessary professional development, support districtwide MTSS/RTI, universal screening resources, reduce academic disparities, increase student learning opportunities, and provide for the behavioral / mental health needs of all students. Through these funds and High School Success we will improve our chronic absenteeism rate.
Title I	Support Reading interventions at the elementary school to achieve the goal of all students reading at grade level prior to entering the 4 th grade.

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

<i>District Goal this strategy supports</i>	Goal 1: Increase student proficiency in ELA and Math at all grade levels through a laser-like focus on student learning.			
<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 provide resources and effective professional development learning supports aligned to improve student learning,</p> <p>Then teachers will implement a variety of effective evidence-based practices, improving student learning,</p> <p>And student outcomes for ALL, especially those historically underrepresented students, will demonstrate continued academic growth.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements)	Fall Teachers will begin to identify professional development needs that will increase student learning through evidence-based engagement strategies and curriculum needs.	Winter Teachers will review the use of NWEA MAP assessment tool. Initial professional development needs will be brought to the district for Friday Professional Development time.	Spring Teachers will begin to use learned strategies and assessment tool, as well as identify required and necessary professional development to the summer and follow school year.
	Measures of Evidence for Students (“and” statement)	Fall The District Office will acquire input from students in grades 6 th -12 th to identify necessary needs to improvement outcomes and engagement.	Winter Students will be assessed using the NWEA MAP assessment tool.	Spring Students will see an increase in their state assessment scores in ELA and Math.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	1. Gather data from all members of the District’s School Community		Complete by November 30 th , but have this ongoing throughout each school year.
	Staff	2. Staff will identify initial Professional Development needs.		Complete by November 30 th , but have this ongoing throughout each school year.
	Superintendent	3. Provide an initial opportunity to review the use of NWEA MAP assessments, as well as training to implement a pilot program.		By the end of April, 2020
	K-5 Teachers	4. Teachers will pilot the use of NWEA MAP assessments as a pilot program with their students.		By the end of May, 2020

<i>District Goal this strategy supports</i>	Goal 1: Increase student proficiency in ELA and Math at all grade levels through a laser-like focus on student learning.		
	Superintendent	5. Provide professional development opportunities, and the development of required and necessary list.	Ongoing throughout the school year
<i>ORIS Domain Alignment</i>	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.)

<i>District Goal this strategy supports</i>	Goal 2: Develop a formal system of support MTSS/RtI (Multi-tiered System of Supports / Response to Intervention) for all students for chronic absenteeism, English Language Arts (Reading) and Mathematics.			
<i>What are we going to do?</i>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we establish a MTSS/RTI system districtwide, Then teachers will able to provide interventions and supports based on data, And students will be equipped to successfully meet their academic, social, and emotional needs.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall Review the current intervention / Title 1 system/plan. Review attendance data and possible symptoms of/for chronic absenteeism. Establish Graduation Coach position.	Winter Begin to deconstruct the current system/plan, identify a universal screening tool, and explore the implementation of a Districtwide AVID (Advancement Via Individual Determination). We will identify Red, Yellow and Green bands. Graduation coach starts working with High School students. Interview our support	Spring Pilot the use of a universal screening tool, attend an AVID model school(s)/district K-12 or at least K-5. We will identify students with each band, current and necessary interventions. Outline professional development opportunities. Explore possibility of expanding the Graduation into the Middle School. Identify the positive impact of coordinated supports.

<i>District Goal this strategy supports</i>	Goal 2: Develop a formal system of support MTSS/RtI (Multi-tiered System of Supports / Response to Intervention) for all students for chronic absenteeism, English Language Arts (Reading) and Mathematics.			
			personnel to coordinate our supports.	
	Measures of Evidence for Students ("and" statement)	Fall Collect data from students grade 6 th – 12 th	Winter Targeted 9 th grade students meet with Graduation Coach. Pull together a student "Focus Group" of non-regular attenders for a listening session. Students participate in the use of universal screening tool pilot.	Spring Pilot Graduation Coach working with Middle School students. Students will report a greater positive experience, increase academic success, and less stress.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	1. Gather data from all members of the District's School Community		Complete by November 30 th , but have this ongoing throughout each school year.
	Superintendent/HS Principal, Staff Member	2. Establish the Graduation Coach position and duties. Start working with students.		Complete by October 30 th . November 1 st .
	Superintendent/District Leadership Team	3. Review and deconstruct current system, explore universal tool, identify the three bands, review AVID.		Complete by March 20 th
	Administration and K-5 (K-12) Teachers	4. AVID site visit		Complete by April 30 th .
	Superintendent	5. Provide professional development opportunities, and the development of required and necessary list.		Ongoing throughout the school year
<i>ORIS Domain Alignment</i>	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 2.1, 2.2, 2.3 etc.)

<i>District Goal this strategy supports</i>	Goal 3: Develop and foster Visionary Leadership to ensure all student (especially those who suffer the inequities) and staff are empowered to achieve their full potential.			
<i>What are we going to do?</i>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we establish Visionary Leadership willing to enter the arena,</p> <p>Then teachers will be empowered to deconstruct and rebuild our system, to be vulnerable and take their armor to take risks and be innovative to improve outcomes for ALL students (especially for those for whom our current system doesn't work) and staff,</p> <p>And students experience will be transformed so that they are equipped to learn, live, work and contribute in their communities.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall Recruit staff (classified and certificated) to participate as members of a District Leadership Team. District Leadership Team will conduct ORIS Needs Assessment at the HS, MS and K-5 levels. Provide "Daring Classrooms" workshop for teachers.	Winter Establish a set meeting schedule for the District Leadership Team. Empower District Leadership Team to set Professional Development calendar. Provide opportunities for All Staff to explore and unwrap our data. Explore the possibility of "Dare to Lead" book study group.	Spring Set meeting and Professional Development calendar for the following school year, including the topics. Discuss "Student Learning Innovation" grant. Completion and approval of Student Investment Account plan.
	Measures of Evidence for Students ("and" statement)	Fall Students provide information through student input sessions. Have student leadership present updates to the School Board.	Winter Explore a Districtwide Student Leadership Team, with students from 3 rd – 12 th grade.	Spring Conduct student "Empathy" interviews for Middle School students. Hold Student Leadership Team meeting.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	1. Recruit staff to participate on the District Leadership Team.		September 30 th
	District Leadership Team	2. District Leadership Team will conduct ORIS Needs Assessment at each level.		October 31 st , will conduct every other year through the initial implementation
	Superintendent, K-12 Teachers	3. Daring Classrooms workshop, and Dare to Lead book study		Ongoing,
	Superintendent, District Leadership Team	4. Explore the possibility of "Student Leadership Innovation" grant. Would be written into SIA plan.		February 28 th
	Superintendent, District Leadership Team	5. Provide training to unwrap data within the IRRE system.		May 30 th

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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):

The District Leadership Team will establish a quarterly plan to review and monitor progress. We will establish our self-monitoring routines as part of our Continuous Improvement, as well as part of our continued evaluation of our Student Investment Account – Student Success Plan. After our plans are approved we will complete our Performance Update table. Part of our monitoring plan will be to include review from the School Board, our parents/guardians and the community.

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