

Coquille School District #8

Oregon District Continuous Improvement Plan

School Year	2019-2022
District	Coquille School District

District Direction Section

Vision	Coquille School District will be a district of excellence, which develops programs of rigor, relevance, and relationships that meet the needs of our students by providing a 21st century education.
Mission	Working with our community partners, providing an educational environment that promotes and builds individual success for all children.

Comprehensive Needs Assessment Summary

What data did our team examine?

- Attendance Data from 2017-2018 and 2018-2019 including attendance rates and chronically absent
- Individual School Report Card Data
- easyCBM Data- Math & Reading
- K Assessment Data- Letter sound recognition, math and approaches to learning
- PK Data – Letter & sound recognition, number recognition & counting and name writing.
- Behavioral data from teachers and EA's
- Community, Parent, and student Surveys
- Teacher input on behavior/social emotional needs
- Lack of nursing
- Data on family involvement- Open House, ELL Night, Title 1 Night, Conferences- Team noted lack of parking is an issue
- Homeless Data
- Ethnicity in each building
- School-wide data (EaseCBM) for reading and math grades (k-6)
- Individual school discipline data
- 2018-2019 SBAC grade level scores
- Mobility Date- Three-year study of students exiting/entering the district
- Advanced Course and Dual Credit Analysis
- High School Graduation Rates, 4-year, 5-year, and completer rates
- Oregon Healthy Teen Survey (2017)
- Rates of student participation in academic and social emotional supports currently

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

The Data Team examined multiple data sources which showed strengths and weaknesses. This was used to develop a plan to aid in instruction to promote growth starting with our PK program. The team also looked at different sub groups to determine if they were making the same growth across all grades.

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

Individual schools examined relevant school data. Stakeholders had an opportunity to share their finds as part of the data team process. Building goals were developed and created to meet the needs of students based on the inequities discovered in this process.

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What needs did our data review elevate?

ELL-When comparing ELL students to Non ELL students there was significantly less growth in our ELL population.

IEP/Speech-Students receiving speech services were lower in growth.

Gender- Boys tended to show less growth and noticed that females were excelling more often than males.

Chronically Absent- In first grade our students who were identified as chronically absent were showing less growth. In K we noticed that it was really close and that kids identified with absenteeism did show as much growth or more than those with regular attendance.

K students who had PK experience are out performing students who did not have any school experience. K students who had both pre-school and PK tended to perform better than those who just had PK.

Social emotional and behavior needs of students are having an impact on student success for our preschool/ PK-1st grade students.

Homeless students are struggling with attendance, grades, and social/emotion health.

Special Education numbers are growing rapidly and have increased from 10.4% to 15.4% across the district in three years.

Student health and safety concerns as our district continues to grow, 2013 (839) to present (1300)

How were stakeholders involved in the needs assessment process?

Stakeholders involved in this process were teachers (PK-12), educational assistants (PK-12), parents/community members, building administrators, a TOSA attendance representative, Special Programs Director, and Superintendent. Each member of the team gathered specific data for the team to evaluate. TOSA Rep. and Special Programs Director provided attendance data and school report card data. Teachers provided easyCBM data & PK assessment data. Teachers, administrators, educational assistants and the parent/community members all evaluated data that was provided. Schools also sent out a survey to families and community members through school district website, social media, emails, Title 1 night and a paper survey sent home and available at the schools. Info was also put on reader boards at the schools about the survey as well. The team looked at information from surveys and will continue to evaluate the results as it is received.

Which needs will become priority improvement areas?

As a district we must ensure all students are on grade level by the end of third grade. In order to do this, we must find ways to offer Pre-School and Pre-K to all students. Our data is clear and glaring that students who participate in Pre-School and Pre-K have the approaches to learning necessary to be successful in Kindergarten. We can no longer provide programs for some of our students, we need to offer early learning experiences for all Coquille children.

The Coquille School District has experience tremendous growth over the past six years, but what we have discovered is our students need more social/emotional support than ever before. We have added one counselor and one mental

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<p><i>health professional to now try to meet the needs of 1300 students. It is not enough, we must do more to support students. If we can meet their social/emotional needs their capacity to learn will increase.</i></p> <p><i>Each student we serve as a district has their own unique way of learning. It is our duty to all students to provide a well-round educational experience that prepares them for future success. Our students need to be offered a variety of educational pathways to allow them to explore their own passions and give them opportunities to be educated in a format that works best for them.</i></p>			
Long Term District Goals & Metrics			
Goal 1	<i>All students will work to meet growth goals in Reading & Math by third grade.</i>		
Metrics	By (19-20)	By (20-21)	By (21-22)
	<p><i>*In the previous school year 18/19, we were serving 44 students in two half day sessions. This year, 19/20 we expanded to 58 students to serve a previously underserved population. We added 1 half-day session, .5 FTE PK Teacher and a 4 hour EA position to support the classroom.</i></p> <p><i>*Research Universal Reading and Math screener</i></p>	<p><i>*Grow the PK program by adding another 1.5 FTE Teaching positions and add 2 6.5 hours EA positons to support teachers. We will be able to serve our growing PK population.</i></p> <p><i>*Adopt and train staff in implementation of Universal Screener</i></p> <p><i>*Use diagnostic data to plan instruction and increase student performance.</i></p>	<p><i>*Grow PK program into an extended/full day program.</i></p> <p><i>*Train any new staff in implementation of Universal Screener</i></p> <p><i>*Use diagnostic data to plan instruction and increase student performance.</i></p>
Goal 2	<i>All students need to have their individual social/emotion needs met every day.</i>		
Metrics	By (19-20)	By (20-21)	By (21-22)
	<p><i>*Review student participation in social/emotional services currently.</i></p> <p><i>*Plan and schedule staff training for 2020-2021 in Trama Informed Practices</i></p>	<p><i>*Hire additional social/emotional support staff</i></p> <p><i>*Train all staff in Trama Informed Practices</i></p>	<p><i>*Hire additional social/emotional support staff as needed</i></p> <p><i>*Train any new staff in Trama Informed Practices.</i></p>
Goal 3	<i>All students need an academic program that meets their individual learning needs.</i>		
Metrics	By (19-20)	By (20-21)	By (21-22)
	<p><i>*Tech Team provides high quality professional</i></p>	<p><i>*Tech Team provides high quality professional</i></p>	<p><i>*Tech Team provides high quality professional</i></p>

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	<p>development in educational technology</p> <p>*Social Studies Team reviews content standards in new Social Studies Curriculum purchase 2019 in grades 6-12</p> <p>*Science Team investigates current curriculum scope and sequence in the district</p>	<p>development in education technology for any new hires to the district.</p> <p>*Social Studies Team implements aligned content standards in grades 6-12</p> <p>*Science Team works to align current curriculum to Nation Science Standards and researches additional curriculum needs.</p>	<p>development in educational technology for any new hires to the district.</p> <p>*Social Studies Team teaches aligned content standards in grades 6-12.</p> <p>*Science Team teaches aligned curriculum to Nation Science Standards.</p>

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
<p>Pre-School</p> <p>PK</p>	<p>Beginning at 30 months Lincoln School of Early Learning has a daycare/pre-school to support a healthy learning environment for all students.</p> <p>At 4 years old, students are introduced to academics in ELA, Math and Approaches to learning to prepare them for a full-day Kindergarten program.</p>
High School Success (98)	Support CTE programs, career exploration, and equal access for all students.
<p>Reading Intervention-Title 1/RTI</p> <p>PLUS Program</p> <p>PBIS</p>	<p>Supports to students in Reading in the bottom 20% & Title 1 Family Nights to promote literacy. Data teams regular monitor student progress to ensure no one slips through the cracks.</p> <p>Science labs/extension activities, social opportunities, homework help, incentive to attend school.</p> <p>Incentives, successful student behavior, consistent expectations, common language.</p>
Chronic Absenteeism	Provides incentives and supports for students who are chronically absent to increase attendance.
ELL	Through our Title III program, we provide a teacher trained in ELL in every school in order to support our students with English as a second language.
Special Education/Speech	A Special Education Teacher in every school & a district-wide Speech Pathologist are available to service our students with special needs.

Annual Evidence Based Strategies, Measures and Actions

District Goal this strategy supports	Goal 1 <i>All students will work to meet growth goals in Reading & Math by third grade.</i>			
What are we going to do?	<p>Strategy # 1.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we offer a variety of educational programs taught to fidelity by highly qualified confident teachers Pre-School through Third Grade then our data teams will be able to identify individual students from all sub-groups who need additional supports and all student will be on grade level as measured by SBAC scores at the end of third grade in math and reading.</p>		
How we will know the plan is working	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall:</p> <ul style="list-style-type: none"> *Hire .5 FTE PK Teacher *Hire 4 hour EA *Grade level teams will identify NGSS in reading curriculum and produces a scope and sequence map 	<p>Winter:</p> <ul style="list-style-type: none"> *Research curriculum & training to support instruction in the classroom. *Grade level teams will plan cross-curricular activities. *Progress check-ins will occur every 6 weeks. 	<p>Spring:</p> <ul style="list-style-type: none"> *Purchase curriculum and plan training for PK staff. *Grade Level Teams will plan cross-curricular activities. *Progress check-ins will occur every 6 weeks
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall:</p> <ul style="list-style-type: none"> *Brigance assessment is Administered to gather baseline data in social emotional skills PK. *Kindergarten Readiness assessment is given K students to measure approaches to learning. *1st grade easyCBM benchmark testing is given to determine a baseline. *2nd-6th informal student assessments including finished products, observation journals, 	<p>Winter:</p> <ul style="list-style-type: none"> *Data will be collected by using Brigance Assessment in PK to progress monitor approaches to learning skills. *K & 1st grade data will be collected using easyCBM benchmark testing to monitor growth. *2nd-6th informal student assessments including finished products, observation journals, Moby Max, curriculum assessments. 	<p>Spring:</p> <ul style="list-style-type: none"> *Data will be collected by using Brigance Assessment in PK to progress monitor approaches to learning skills. *K data will be collected using easyCBM benchmark testing to monitor growth. *1st grade will look at Spring easyCBM Benchmark tests to assess if end of 1st grade goal of being low risk was met.

District Goal this strategy supports	Goal 1 All students will work to meet growth goals in Reading & Math by third grade.			
		Moby Max, curriculum assessments.	*2 nd -6 th informal student assessments including finished products, observation journals, Moby Max, curriculum assessments.	
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Amy Flora	1.Purchase furniture for additional classrooms 2. Purchase technology for additional classrooms 3. Purchase materials/creative play materials for new classrooms 4. Purchase PK Reading and Math curriculum 5. Purchase Training for staff on how to use new curriculum		June 2020
	Geoff Wetherell	Adopt a comprehensive and current universal screener and train staff in is implementation		Sept. 2021
	Tim Sweeney/Marci Gallagher	Remodel classrooms to accommodate new PK classrooms		Sept. 2020
	Geoff Wetherell	Identify NGSS in reading curriculum		November 2020
	Geoff Wetherell	Teacher will plan cross-curricular science activities for 15 or 30 units in the Journeys Reading Curriculum		June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports <input 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 type="checkbox"/> Inclusive Policy and Practice			

<p style="text-align: center;"><i>District Goal this strategy supports</i></p>	<p style="text-align: center;">Goal 2: <i>All students need to have their individual social/emotion needs met every day.</i></p>			
<p style="text-align: center;"><i>What are we going to do?</i></p>	<p>Strategy # 2.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>If staff are able to identify students who need additional social/emotional support then they will be able to refer students to additional supports offered in the Coquille School District and/or support the students social/emotional needs in the classroom and students will feel safe and supported in their learning environment.</p>		
<p style="text-align: center;"><i>How we will know the plan is working</i></p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall:</p> <ul style="list-style-type: none"> *A list of all current social/emotional supports will be made available to all staff in the CSD. *Review current student participation in social/emotional support programs will be monitored *Equity Team meets to review current practices and identify Micro-Messaging in the CSD. 	<p>Winter:</p> <ul style="list-style-type: none"> *Schedule Trama Informed Training for 2020-2021 school year *Equity Team meets to review current practices and identify Micro-Messaging in the CSD. 	<p>Spring:</p> <ul style="list-style-type: none"> *Hire additional social/emotional support staff as needed to meet student need. (Ie. Counselors, Mental Health, Nursing) *Equity Team meets to review current practices and identify Micro-Messaging in the CSD.
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall:</p> <ul style="list-style-type: none"> *Survey students on social/emotional needs *Track student participation in social/emotional supports *Track student attendance and interview chronically absent students 	<p>Winter:</p> <ul style="list-style-type: none"> *Oregon Healthy Teen Survey *Track student participation in social/emotional supports *Track student attendance and interview chronically absent students 	<p>Spring:</p> <ul style="list-style-type: none"> *Track student participation in social/emotional supports *Track student attendance and interview chronically absent students
<p style="text-align: center;"><i>How we will get the work done</i></p>	<p>Person or Team Responsible</p>	<p style="text-align: center;">Action Steps To be completed this year</p>		<p style="text-align: center;">Due Date</p>
	<p>Jennifer Sweeney</p>	<p>Schedule Trama Informed Practices training for all CSD staff for fall of 2020-2021</p>		<p style="text-align: center;">March 2020</p>

District Goal this strategy supports	Goal 2: <i>All students need to have their individual social/emotion needs met every day.</i>		
	Tim Sweeney	Authorize hiring of new social/emotional staff	April 2020
	Principals	Hire additional social/emotional staff	July 2020
	Tim Sweeney	Partner with SCESD and TSPC to create a "Grow your Own Social/Emotional Staff" Program on South Coast	March 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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 Goal this strategy supports	Goal 3: All students need an academic program that meets their individual learning needs.			
What are we going to do?	Strategy # Written as a Theory of Action and reflects evidence-based practices	If we provide all students with a high quality well-rounded educational program, then teachers will be able to differentiate to meet the individual learning needs of every student and all students will be able to graduate with the diploma option that is right for them.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall: *Tech Team provides high quality professional development in G-Suite *Social Studies Team reviews content standards in grades 6-12 *Science Team investigates current curriculum scope and sequence in the district	Winter: *Tech team meets regularly to discuss additional professional development needs. *Social Studies Team meets regularly to review content standards in grades 6-12 *Science Team investigates current curriculum scope and sequence in the district *Research additional CTE opportunities in the CSD	Spring: *Tech team plans professional development for the 2020-2021 school year. *Social Studies Team creates a aligned curriculum scope and sequence grades 6-12 *Science Team creates a plan to implement a aligned curriculum scope and sequence. *Additional CTE staff is hired as needed
	Measures of Evidence for Students (“and” statement)	Fall: *Principals will observe classroom using TNTP rubric for engagement *Survey secondary students for CTE interest areas	Winter: *Principals will observe classroom using TNTP rubric for engagement	Spring: *Students will take the SBAC summative assessments *Graduation Data will be reviewed
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Tony Jones	Survey secondary students for CTE interest areas		December 2019
	Tony Jones	Create new CTE program of study		June 2020
	Jeff Philley	Hire new CTE staff		July 2020

District Goal this strategy supports	Goal 3: All students need an academic program that meets their individual learning needs.		
	Jennifer Sweeney	Schedule the Tech Team, Social Studies Team, and Science Teams to meet on a regular basis Schedule mentoring of first and second year teachers	September 2019
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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 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):

*District Team will meet for a mid-year review to monitor progress toward goals. (February 2020)

*District Team will meet again at the end of the school year to see which goals have been met. Then we will monitor and adjust for the next school year. (June 2020)