

Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Tillamook School District

District Direction Section

Vision	To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures.
Mission	The mission of the Tillamook School District is to prepare our students with academic, artistic and social skills necessary to become positive contributors to a changing world.

Comprehensive Needs Assessment Summary

What data did our team examine?

- Attendance data
 - District Wide Average 18-19 School Year: 79% of students had an attendance rate of 90% or more.

- Average discipline referrals as recorded on SWIS for:
 - Bullying - 18-19 Average 6%
 - Physical Aggression - 18-19 Average 9%
 - Suspensions - 18 - 19
 - 24% - Hispanic, 73% - White/other, 1% American Indian, 1% Black, 1% Pacific Islander
 - Economically disadvantaged - 58%
 - SPED - 31%
 - EL - 48%
 - An analysis of the behavior data indicates that students need continued support in understanding how to be productive and contributing members of the larger classroom and school community. The identified trends reveal significant ongoing issues of disrespect, contact, and defiance in grades K-6, with non-compliance, tardy, and truancy being the largest concerns in grades 7-12. After reviewing the SWIS data, there is currently not a disproportionate referral rate between groups.

- State assessment data, for the past three years
 - In 2018-19, students in TSD9 performed below the state average on the State Summative Assessment (OSAS) in both ELA and Math at every grade level, except for 6th grade and 8th-grade mathematics. 6th graders outperformed the state by 6% in ELA and 2% in Math. 8th-grade students outperformed the state by 2% in Math. The average performance gap across the remaining grade levels was 6% points lower in ELA and 7.6% points lower in Math, with the gaps being significantly larger in grades 3 and 7.
 - For our English Learner (EL) students, the performance gap for this group compared to that of their same-grade peers averages 48% lower than the grade level cohort in ELA and 35% lower than the grade level cohort in Math. In ELA, 2% of students scored proficient vs 7% across the state. Whereas in Math, 0% of TSD9 students scored proficient and the state reported <5% proficiency.
 - Our students who receive Special Education services have an average achievement of 25% lower in Math, and 10% lower in ELA. This is significantly lower than in previous years and points toward a closing of the achievement gap. In ELA, 17% of students scored proficient vs 19% across the state. Whereas in Math, 10% of TSD9 students scored proficient and the state reported 13% proficiency.
 - An analysis of grade-level common assessment data revealed similar learning gaps for all of the identified groups mentioned above.

- Standards based report card, measures proficiency for each standard domain
- Input survey, feedback from staff, parents, students, and community members
 - Common theme in additions to support mental health and wellness (school based wellness center,

- more counseling, more nursing, etc.)
- Focus on supporting teachers through mentoring and instructional coaching
- Hiring additional classroom teachers and specialists was a priority for many
- CTE classes (Ag, Business, Health Occupations, etc.) and STEM classes (Science, Technology, Engineering, & Math) were also prioritized over music, PE, and technology
- ORIS Scores, for all buildings and district
- An analysis of the student survey data reveals that there are students who do not feel connected or supported within our school system across every building, with the number of students increased as the students get older.

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

The team was built with intention to incorporate representatives from a variety of stakeholder groups, such as district employees, SPED parents, DHS representatives, students from historically underserved groups, Latinx parents, and other community members/partners. Allowing for representation, in all learner groups, the team met to review ORIS and survey results.

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

What needs did our data review elevate?

Our data review refocused our attention on well-rounded educational opportunities for all students, with a focus on mental health for both staff and students. Our data for regular attenders and achievement were disaggregated to determine trends based on poverty, race, and gender. As our number of students receiving support through our [EL](#) and SPED department rise, our structure will need to adjust accordingly.

How were stakeholders involved in the needs assessment process?

- Community Input Meetings (3)
 - September and October
- Presentation at Board Meetings-Board Member Input
- Survey (available online and in person)
- On site Parent Meeting with local ESD at Champion Apartments
- Community Input Meeting
- Town Hall at each building in the district
- District Office Input Session
- Local Latinx business panel meeting

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.

The following were identified as priority areas:

1. Increasing academic achievement
 - ORIS Indicators
 - 1.1 Guiding School Vision and Mission
 - 1.2 Using Data to Prioritize and Plan
 - 5.2 Identifying and Removing Barriers to Success
2. Developing and supporting strong connections among schools, families, and community to broaden opportunities for student learning, development, and growth.
 - ORIS Indicators
 - 4.1 Student Centered and Relational Principles for Learning
 - 4.5 Provide Multi-Tiered Systems of Support

Long Term District Goals & Metrics			
Goal 1	All tested grade levels, and groups (Economically Disadvantaged, English Learners, and SWD), will meet or exceed the state average as measured on state summative assessments, including the reduction of opportunity gaps so all students achieve excellence.		
Metrics	Year 1	Year 2	Year 3
	3 out of 7 grades will meet or exceed the state average on both ELA and Math state summative tests. All groups (listed above) will decrease the achievement gap, compared to the state average to less than 10 percentage points.	5 out of 7 grades will meet or exceed the state average on both ELA and Math state summative tests. All groups (listed above) will decrease the achievement gap, compared to the state average to less than 5 percentage points.	All tested grade levels, will meet or exceed the state average as measured on state summative assessments. All groups (listed above) will decrease the achievement gap, compared to the state average to less than 2 percentage points.
Goal 2	District wide average, as indicated on District Student Behavior Management System (SWIS) and student surveys, will show reduction in physical aggression, bullying, substance abuse, sexual harassment, and identify at least one school-based adult who supports and encourages their academic and personal growth as measured by a student survey.		
Metrics	Year 1	Year 2	Year 3
	Student surveys and SWIS data, will show a 10% reduction in bullying, violence, sexual harassment, and substance use from the prior year	Student surveys and SWIS data, will show a 30% reduction in bullying, violence, sexual harassment, and substance use from the prior year	Student surveys and SWIS data, will show a 50% reduction in bullying, violence, sexual harassment, and substance use from the prior year
Goal 3	All graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience (internships, formal job shadowing, etc.) as reported in Senior Seminar Class.		
Metrics	Year 1	Year 2	Year 3
	50% of graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience	80% of graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience	All graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience

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
High School Success	<p>The current structure of our Freshman on Track Team is providing additional support in increasing student achievement in all content areas, along with monitoring attendance and student progress.</p> <p>Mission Statement: Our mission is to maintain a student-centered environment where clear expectations, supported by a reflective, data-based approach to prevention, intervention, and recovery, motivates all students successfully to graduate in four years.</p> <p>Goal: By June 2020, Tillamook High School will increase the total number of students on track at the end of 9th grade year by 5% over 2019. In order to do this, all 9th grade</p>

	students at Tillamook High School, particularly students who have been historically marginalized, will see improved culturally sustaining, deeper learning, and engaging experiences. As an indication of this by June 2020, there will be an 8% increase of Black, Latinx, Native American, and Pacific Islander students, and those experiencing/resisting poverty who will be “on track” to graduate after their 9th grade year.
Dual Language Program	The district is committed to a long range plan of implementation of grades K-6.
CCO Family Resource Coordinator Grant	The district has received a grant to funds half of the salary of the full time Family Resource Coordinator that serves students and families K-12. This will “half-funding” will continue into the 2020-2021 school year.
Campus Connections	As a district, we employ a full time campus connections coach that provides effective proactive interventions with students who have excessive absences or marginal attendance. The coach works with building administrators, parents, staff, and students to develop solutions to attendance problems to ensure student attendance.
Crisis Counselor	As a district, we employ a full time crisis counselor to support the social-emotional needs of TSD9 students in crisis.
School Resource Officer	As a district, we employ a full time school resource officer that works with staff and students to ensure and promote safety across the district.
CTE Courses	The district provides a variety of CTE courses through a partnership with the local ESD.

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

District Goal this strategy supports	Goal 1: All tested grade levels, and sub groups (Economically Disadvantaged, English Learners, and SWD), will meet or exceed the state average as measured on state summative assessments, including the reduction of opportunity gaps so all students achieve excellence.			
What are we going to do?	Strategy # 1.1	IF we provide culturally specific resources, effective professional learning supports aligned to standards based Math and ELA instruction, and increase learning time THEN teachers will implement effective Math and ELA instruction using a variety of aligned resources and provide appropriate interventions to support struggling students AND students will meet their Math and ELA growth targets.		
How we will know the plan is working	Measures of Evidence for Adult Actions	Fall Composite walk-through data exhibit 65% proficient rating of implementation	Winter Composite walk-through data exhibit 75% proficient rating of implementation	Spring Composite walk-through data exhibit 85% proficient rating of implementation
	Measures of Evidence for Students	Fall ___% of students on track as based on interim assessments (ICA).	Winter Increase percentage of students on track by 15 percentage points.	Spring Increase percentage of students on track by 15 percentage points.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Curriculum and Instruction Director	1. Create common walk through document that will be used to identify proficient implementation 2. Schedule appropriate professional development on walk through forms and implementation of interim assessment 3. Create consistent assessment calendar for administration		Jan 1, 2020

		4. Create structure to review data 3x each year	
	Building Administrators	Attend professional development on walk through form	June 15, 2020
	Teachers & Specialists	Increase familiarity with assessment structures and implementation tools	June 5, 2020
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 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	Goal 2: District wide average, as indicated on District Student Behavior Management System (SWIS) and student surveys, will show reduction in physical aggression, bullying, substance abuse, sexual harassment, and identify at least one school-based adult who supports and encourages their academic and personal growth as measured by a student survey.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	<p>IF we provide and support educators with evidence based, trauma informed, classroom management and cultural specific tools that focus on students' physical, social, emotional, and mental health needs and provide interventions when needed through TSD9 and/or community partnerships.</p> <p>Then staff will intentionally implement trauma informed classroom management tools and District Student Behavior Management System (SWIS) will show a decrease in referrals for bullying, harassment, and physical aggression</p> <p>And students will report less sexual harassment and substance use, and identify at least one school-based adult who supports and encourages their academic and personal growth.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Each school will provide the district with an implementation outline of trauma informed classroom management tools (Discovery, Conscious Discipline, etc).	Winter Each school will review their implementation of trauma informed classroom management tools. District Student Behavior Management System (SWIS) will show a decrease in referrals for bullying, harassment, and physical aggression	Spring Grades 2-12 will survey students and collaboratively review the results. At the K-1 grade level, discussion data will be collected through the counseling programs. Students will identify at least one school-based adult who supports and encourages their academic and personal growth.
	Measures of Evidence for Students ("and" statement)	Bullying - 18-19 Average 6% Physical Aggression - 18-19 Average 9%	Winter __% of student discipline referrals will decrease by 2 percentage points.	Spring __% of student discipline referrals will decrease by 5 percentage points.

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Leadership Team	1. Identify evidence based curriculums that focus on students' physical, social, emotional, and mental health needs. 2. Determine additional supports classrooms and buildings need to implement curriculum		Jan 1, 2020
	District Level Team	Identify survey tool to be used to gather data		June 15, 2020
	Building Principals	Identify common behavior data that will be collected and train staff as appropriate		June 5, 2020
	Classroom Teachers	Administer student surveys		Spring 2020
	Counselors	Collect discussion data at the K-1 level		June 5, 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input 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.)

District Goal this strategy supports	Goal 3: All graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors, which may include a work-based experience (internships, formal job shadowing, CTE, etc.) as reported in Senior Seminar Class or Senior Projects.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we build partnerships with local, state, and national business organizations, and governments to support a variety of learning experiences Then teachers will embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction And students will participate in meaningful partnership/volunteer opportunities.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Curriculum maps submitted to the District Office will reflect the embedded global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction	Winter Teachers will participate in collaborative meetings with partners to monitor performance, and measure quality.	Spring Teachers will participate in collaborative meetings with partners to monitor performance, and measure quality. District Office will collect data on senior project completion and required hours

	Measures of Evidence for Students (“and” statement)	Fall Students will have an opportunity to request/sign up for a variety of partnership/volunteer opportunities/	Winter 30% of students will have participated in one partnership/volunteer opportunity	Spring 50% of students will have participated in one partnership/volunteer opportunity
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	High School Leadership	Create a guiding coalition that leverages current structures and plans for intentional meetings in the following year		June 5, 2020
	Communication Director	Identify possible partnerships within the community		Jan 1, 2020
	District Leadership Team	Determine a sign up process that ensures demographic distribution		June 5, 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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		

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):

Our district will utilize the following structures to review/monitor routines and progress,

- District Leadership Team Meetings (4x a year)
 - Time will be allocated for an in depth review and planning
- School Board Meetings (4x a year)
 - Board reports focused on review/monitoring data
- Community Input Nights (2x a year)
 - Led by Superintendent
- Town Hall (2x for each building)
- Staff Input Survey (1x a year)
- Student Input Survey
- Parent Survey

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?