

Oregon District Continuous Improvement Plan Template

School Year	2023-2025
District	Culver School District 4

District Direction Section

Vision	<p><u>Culver School District #4 Vision Statement</u></p> <p><i>Establishing the blueprint for exemplary youth and serving as the nucleus of our rural community.</i></p>
Mission	<p><u>Culver School District #4 Mission Statement</u></p> <p><i>Team up to invest in every kid, every day!</i></p>

Comprehensive Needs Assessment Summary

What data did our team examine?

1. The District Improvement team held three opportunities for parents to give input for our district in November & December 2022. The district staff participating in input meetings in January 2023. And last, all of the students 6th through 12th grades were surveyed to give input as well. The planning team used this information, combined with all of the other data from the administrators to inform their development of each component of the plan.
2. All buildings survey parents annually. The survey includes climate questions related to a safe and welcoming educational environment, academic program questions, suggestions for improvement questions, and a space for other comments.
3. State Assessment results are analyzed at each building level both the previous year as well as over time results.
4. Each building has a PBIS committee that monthly analyzed behavior data.
5. Every building has regular Response to Intervention/CARE Team meetings.
6. We also looked at our English Language Proficiency Assessment data.
7. Building level additional achievement data- i.e. EasyCBM data, local level assessments, etc.

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

1. We spent a lot of time looking at all of the data from the reports and surveys mentioned above.
2. Especially looking hard at the State Assessment disaggregated data, identifying elementary Language Arts growth and Middle School mathematics as our two lowest areas of achievement. We then looked deeper at each group.
3. We also looked at the needs of our special education students on Individualized Education Plans.
4. Analyzed the English Language Proficiency Assessment data for our EL Students.

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

The community and the parents clearly wanted innovative opportunities for their students, whether they were sped., English Learners, poverty, TAG, Hispanic, white, boys, or girls. Loud and clear, they want real world, meaningful educational experiences for their kids. This was interesting as educators always look at math and language arts. The

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planning committee, which had all the various stakeholders represented, also determined being better than the state average for achievement is also a priority.

What needs did our data review elevate?
See previous question.

How were stakeholders involved in the needs assessment process?

1. All parents were questioned on climate, achievement, safety, parent education, and had opportunities to offer anything else.
2. We surveyed all the staff.
3. We surveyed students 6th – 12th grades

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.

1. Increase K – 12 achievement levels on the State Assessments to be at or above the state average by 2025.
2. Increase academic opportunities and choices at every school, both during and outside the instructional day.
3. Promote positive climate through increased individualized communication, professional development, and teamwork.

<p>Long Term District Goals & Metrics</p> <p>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.</p>			
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Goal 1	<p>Increase K – 12 achievement levels on the State Assessments to be at or above the state average by 2025.</p>		
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Metrics	By (year)	By (year)	By (year)
	<p><u>ENGLISH/LANGUAGE ARTS:</u></p> <p>(K-5) increase to 50% meeting grade level expectations for 2019-2020 assessments.</p>	<p><u>ENGLISH/LANGUAGE ARTS:</u></p> <p>(K-5) increase to 60% meeting grade level expectations for 2020-2021 assessments</p>	<p><u>ENGLISH/LANGUAGE ARTS:</u></p> <p>(K-5) increase to 70% meeting grade level expectations for 2021-2022 assessments.</p>

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	<p>(6-8) increase to 60% meeting grade level expectations for 2019-2020 assessments.</p> <p>(11) increase to 50% meeting grade level expectations for 2019-2020 assessments.</p> <p><u>MATHEMATICS:</u></p> <p>(K-5) increase to 50% meeting grade level expectations for 2019-2020 assessments.</p> <p>(6-8) increase to 40% meeting grade level expectations for 2019-2020 assessments.</p> <p>(11) increase to 25% meeting grade level expectations for 2019-2020 assessments.</p>	<p>(6-8) increase to 65% meeting grade level expectations for 2020-2021 assessments.</p> <p>(11) increase to 60% meeting grade level expectations for 2020-2021 assessments.</p> <p><u>MATHEMATICS:</u></p> <p>(K-5) increase to 55% meeting grade level expectations for 2019-2020 assessments.</p> <p>(6-8) increase to 45% meeting grade level expectations for 2019-2020 assessments.</p> <p>(11) increase to 30% meeting grade level expectations for 2019-2020 assessments.</p>	<p>(6-8) increase to 70% meeting grade level expectations for 2021-2022 assessments.</p> <p>(11) increase to 70% meeting grade level expectations for 2021-2022 assessments.</p> <p><u>MATHEMATICS:</u></p> <p>(K-5) increase to 60% meeting grade level expectations for 2019-2020 assessments.</p> <p>(6-8) increase to 50% meeting grade level expectations for 2019-2020 assessments.</p> <p>(11) increase to 35% meeting grade level expectations for 2019-2020 assessments.</p>
Goal 2	<p>Increase academic opportunities and choices at every school, both during and outside the instructional day.</p>		
Metrics	<p style="text-align: center;">By (year)</p> <ol style="list-style-type: none"> 1. April 2023- Survey all stakeholders and list needed academic opportunities and choices. Survey all staff for skill set alignment. 2. September 2023- Create and deliver academic course plan to school board for endorsement. 3. Deliver academic course plan to students. 	<p style="text-align: center;">By (year)</p> <p>Continued & new activities TBD by plan developed based on survey results annually, budget, staffing, and development of community partners.</p>	<p style="text-align: center;">By (year)</p> <p>Continued & new activities TBD by plan developed based on survey results annually, budget, staffing, and development of community partners.</p>

Vision	<u>Culver School District #4 Vision Statement</u> <i>Establishing the blueprint for exemplary youth and serving as the nucleus of our rural community.</i>		
Goal 3	Promote positive climate through increased individualized communication, professional development, and teamwork.		
Metrics	By (year)	By (year)	By (year)
	1. Fall 2023- Implement ParentSquare communication system.	Fully implemented.	Fully implemented.
	2. Oct. 2023-Oct. 2025- Every new staff member will have 100% placement with a mentor.	Continued-	Continued-
	3. March annually– Each school and department will identify professional development needs.	Continued-	Continued-
	4. 2023- 2025 -Monthly- Each building will establish school wide positive climate building activities.	Continued-	Continued-
	5. Every 2 months from Oct. 2023-Sept. 2025 supervisors will formally check in with all of their staff.	Continued-	Continued-

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	A success coach is funded through the high school success grant. This position monitors student academic performance and their attendance.
HB 3499	Extra supports have been established for the EL staff, students, and parents.
Measure 98	Funds extra options for curricular choices for our high school.
Mathematics Adoption	New math curriculum implemented in every classroom beginning Fall 2023.
Title IIA	Funds were set aside for buildings and departments to access for professional development.

Initiative/Program	How this initiative/program supports the district to meet goals
CTE Initiative	Begin in fall of 2023, establish community partnerships with agencies and businesses to grow our students' CTE/STEM opportunities, K – 12.
School To Career Program	Ensures that all students have their plan mapped out after graduation. This program includes college visits, FAFSA nights, internships, JobCore visits, armed forces recruiters, etc.
Technology 1:1 program	All students have a device K – 12 which allows for online opportunities.
Edgenuity	Online courses that allow students to free up periods for other courses with limited options for time slots. Also allows for acceleration in content courses.

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

<p><i>District Goal this strategy supports</i></p>	<p>Goal 1: Increase K – 12 achievement levels on the State Assessments to be at or above the state average by 2025.</p>			
<p><i>What are we going to do?</i></p>	<p>Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we provide resources and effective professional learning supports aligned to standards-based instruction. Then teachers will implement a variety of effective research-based practices, improving instruction And students will meet their Reading and Math goals district-wide.</p>		
<p><i>How we will know the plan is working</i></p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall- Staff members are provided ongoing appropriate curricular materials and professional development opportunities to ensure student progress.</p>	<p>Winter- Staff members are provided ongoing appropriate curricular materials and professional development opportunities to ensure student progress.</p>	<p>Spring- Staff members will evaluate provided appropriate curricular materials and professional development opportunities and alter them to ensure student progress.</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall- Easy CBM K – 8, embedded curriculum measures for Reading & Math, Progress Monitoring assessments, Walk2 Read Charts and student movement</p>	<p>Winter- Easy CBM K – 8, embedded curriculum measures for Reading & Math, Progress Monitoring assessments, Walk2 Read Charts and student movement</p>	<p>Spring- Easy CBM K – 8, embedded curriculum measures for Reading & Math, Progress Monitoring assessments, Walk2 Read Charts and student movement</p>
<p><i>How we will get the work done</i></p>	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>
	<p>Admin.</p>	<p>1. Plan regular staff meetings to analyze materials and programs to make sure teachers have what they need.</p>		<p>Quarterly</p>
		<p>2. Design implement professional development opportunities to analyze data and how to address those not making adequate progress.</p>		<p>Monthly</p>
	<p>Teachers</p>	<p>3. Monitor achievement data and track student progress</p>		<p>Weekly with formal reports every 9 weeks</p>

<i>District Goal this strategy supports</i>	Goal 1: Increase K – 12 achievement levels on the State Assessments to be at or above the state average by 2025.	
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input 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

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: Increase academic opportunities and choices at every school, both during and outside the instructional day.			
<i>What are we going to do?</i>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	<p><u>If</u> we survey all stakeholders to identify the list of needed academic opportunities and choices</p> <p><u>Then</u> we can build a plan and offer a robust academic program for all students</p> <p><u>And</u> align resources and professional development so we reach our full potential of offerings.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements)	Fall Survey all stakeholders	Winter -Form a committee and prioritize needs. -Survey staff for skill set alignment with needs & identify staff development.	Spring -Create and deliver final plan. -Align budget process to include changes from the plan.
	Measures of Evidence for Students (“and” statement)	Fall Surveys completed	Winter Committee formed and surveys completed	Spring Spring forecasting for fall terms will include new course offerings

<i>District Goal this strategy supports</i>	Goal 2: Increase academic opportunities and choices at every school, both during and outside the instructional day.		
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Stefanie Garber	1. Survey all stakeholders	March 1, 2023
	Jodi Henry	2. Form a committee to prioritize identified needs.	May 1, 2023
	Stefanie Garber	3. Survey staff for skill set alignment with prioritized needs to identify Professional Development.	May 1, 2023
	Brad Kudlac	4. Create and deliver plan to the school board for endorsement.	September 2023
<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 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: Promote positive climate through increased individualized communication, professional development, and teamwork.			
<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 increase individualized communication, professional development, and teamwork,</p> <p>Then staff growth and needs will be identified and addressed,</p> <p>And a positive climate will be promoted.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall -Identify best communications methods. -Identify relevant professional development	Winter -Report of professional development opportunities desired -Two month check ins	Spring -Completed opportunities for professional development and list for 2020-2021 begun.

<i>District Goal this strategy supports</i>	Goal 3: Promote positive climate through increased individualized communication, professional development, and teamwork.			
		opportunities for all job classifications. -Two month check ins -Mentor list complete		-Two month check ins
	Measures of Evidence for Students (“and” statement)	Fall None	Winter None	Spring None
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Stefanie Garber	1. Survey all staff, students, parents on communication methods		March 1, 2023
	Admin Team	2. Identify relevant professional development opportunities for all job classifications		April annually
	Admin Team	3. Complete quarterly check-ins for all staff with their supervisors		4x per year annually
	Jodi Henry	4. Place new staff with a mentor.		First day of school
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	X Leadership X Talent Development X Stakeholder Engagement and Partnership X Well-Rounded, Coordinated Learning X 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):

1. Monthly the Administrative Team will review progress.
2. Building level Response to Intervention/CARE team meetings monthly.
3. Quarterly the Strategic Planning Committee will meet and review progress.
4. Annually, 4th quarter review of State Assessment Results.

At these reviews we will ask:

1. Timeline- are we on track.
2. What is working?
3. What is challenging?
4. What needs to be modified?
5. Are plans supported adequately/need more/less/???

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?

<i>Performance Updates</i>	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?

SAMPLE District Self-Monitoring Routine Template