

## Oregon District Continuous Improvement Plan Template

School Year	2022-2023
District	Glendale # 77

### District Direction Section

Vision	To be determined by School Board reviewing in 2023
Mission	Our mission, in partnership with parents and the community, is to provide a safe environment for our students – where they can be educated, challenged and inspired to reach their full potential.

#### Comprehensive Needs Assessment Summary

**What data did our team examine?** School report cards, attendance data, grade, and behavior data, Iready data, parent, student, and staff survey data. The team conducted a Stakeholder Survey in February of 2022 including information from staff, students, and parent/community. ORIS needs assessment protocols.

**How did the team examine the different needs of all learner groups?** Data was reviewed by the administration, school board, and CIP (Continuous Improvement Planning) team in spring of 2022. The CIP Committee met throughout the 2021-22 school year to determine trends and needs within the district. The focus of the team was on the academic, social, and emotional needs of all students with special emphasis on post COVID-19 impacts on instruction.

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

School Board, District Teams and Schools look at individual student outcomes and needs at each data-based meeting. Glendale is 100% free and reduced which qualifies for Title 1A supports. Those supports are targeted at the Elementary intervention level. In 2022-23 Glendale did not have any students qualify under second language acquisition (two students enrolled in April of 2022- trend data was not available on their progress at the time of this evaluation. Glendale collaborates with Douglas County Tribe, for our Indigenous Native American students who need support and resources. Based on peer review all sub populations have been impacted by the pandemic. The population of students who have experiences adverse conditions have demonstrated the hardest time re-integrating into the school system

**What needs did our data review elevate?**

Our data review elevated the need for us to examine what is affecting our students and families in a post COVID—19 lens including traditionally underserved students and how we can adjust our system to help them be more successful.

The data made it clear that the district needs include

1. Reading – Implementation of standards-based instruction using a defined core
2. Math – Evaluation of current curriculum and implementation of best practices in math instruction
3. Graduation Rates – although have shown increase still need to be addressed
4. Mental and behavioral Health – student’s ability to self-regulate, feel safe, conflict resolution

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<p>The review of our data showed that gaps in achievement occur in our district for economically disadvantaged students and students on IEPs/ 504s. Given the impact of the pandemic there are significant gaps across all student groups that show a concerning trend in academic performance. This indicates to us that additional supports need to be identified, and strategies implemented to address these inequities in achievement.</p> <p>An additional element of the review of our data showed that attendance is a critical indicator of success. Students that attend school regularly are more likely to succeed, and students that finish their 9th grade year on track are much more likely to graduate. Although the district has made growth in both on track and attendance domains, they remain high needs areas to address in our comprehensive plan.</p> <p>Specific needs include</p> <ul style="list-style-type: none"> <li>• Review and implementation of academic curriculum</li> <li>• Research, implementation, and review of best practice intervention programs</li> <li>• Community and family engagement plan</li> <li>• Attendance protocols/ systems for improvement</li> <li>• Analyze behavioral management system and data to meet student needs</li> <li>• Implementation of consistent SEL (Social Emotional Learning) curriculum/ programs</li> </ul> <p><b>How were stakeholders involved in the needs assessment process?</b> Stakeholders were provided the opportunity to express their concerns and their optimism for our school district at monthly school board meetings, parent-teacher conferences, and individualized meetings. In addition, the community was provided with surveys for constructive feedback. We conducted two student and staff surveys to gain information from all parties. (CIP Survey and IRRE (Institute for Research and Reform in Education) (Institute for Research and Reform in Education))</p> <p><b>Which needs will become priority improvement areas?</b> <i>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.</i></p> <ul style="list-style-type: none"> <li>• Increase success for all students by closing the achievement gap exasperated by school closures and irregular instructional options.</li> <li>• Increase attendance Grades K- 12</li> <li>• Provide instruction that reflects best practices and standard based alignment both vertical and horizontal alignments</li> <li>• Provide staff with professional development that contributes to increased instructional effectiveness including intervention, differentiation, and social emotional systems.</li> <li>• Implement MTSS (Multi-Tiered Systems of Support)/ PBIS (Positive Behavior Interventions and Supports) at all levels</li> <li>• Increase the percentage of KG 8<sup>th</sup> grade students meeting academic proficiency in ELA</li> <li>• Increase the percentage of KG -8<sup>th</sup> grade students meeting academic proficiency in MATH</li> <li>• <b>Grade 9 on track to graduate</b></li> </ul>	

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<b>Long Term District Goals &amp; Metric</b>						
<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>						
Data Goal 1	<p><i>Due to pandemic – The Oregon State Assessment has not been given to all students in all grades. Current data does not provide a summative trend for goal purposed - it will be re-established in 2022</i></p> <p><i>I ready assessment was introduced as the Glendale School District wide summative test in 2021-22 –</i></p> <p><i>Reading indicated that 25% of district students meet/ exceed standards assessed, 34% are below and 42% are at high risk of not meeting standards</i></p> <p><i>Math indicated that 14% meet / exceed standards assessed while 34% are below and 52 are at high risk for not meeting standards</i></p>					
Goal 1 Academic Progress	<p>Goal: To develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.</p> <p>SMART Objective 1. By 2026 The district will see annual growth on the Oregon State Assessment increasing students meeting and exceeding in English Language Arts and Math of 5% in each area annually.</p> <p>SMART Objective 2: All students will meet or exceed expected / typical growth goals in reading and math as determined by district summative assessments (iready) increasing met/ exceed by 10% annually</p>					
Metrics	By (year)	By (year)	By (year)			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"> <p>June 2023 – SBA Scores meeting and exceeding will increase by 5% from 2022 – baseline</p> <p>95 % of students meet typical growth targets on iready Using all grades data 35% of all students in tested grades will meet or exceed in reading and 25% in math</p> </td> <td style="width: 25%; padding: 5px;"> <p>June 2024 SBA Scores meeting and exceeding will increase by 5% from 2023 baseline 95 % of students meet typical growth targets on iready</p> <p>Using all grades data 40% of all students in tested grades will meet or exceed in reading and 30% in math</p> </td> <td style="width: 25%; padding: 5px;"> <p>June 2025 SBA Scores meeting and exceeding will increase by 5% from 2024 baseline 95 % of students meet typical growth targets on iready Using all grades data 45% of all students in tested grades will meet or exceed in reading and 35% in math</p> </td> </tr> </table>				<p>June 2023 – SBA Scores meeting and exceeding will increase by 5% from 2022 – baseline</p> <p>95 % of students meet typical growth targets on iready Using all grades data 35% of all students in tested grades will meet or exceed in reading and 25% in math</p>	<p>June 2024 SBA Scores meeting and exceeding will increase by 5% from 2023 baseline 95 % of students meet typical growth targets on iready</p> <p>Using all grades data 40% of all students in tested grades will meet or exceed in reading and 30% in math</p>	<p>June 2025 SBA Scores meeting and exceeding will increase by 5% from 2024 baseline 95 % of students meet typical growth targets on iready Using all grades data 45% of all students in tested grades will meet or exceed in reading and 35% in math</p>
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Data Goal 2	<p>Glendale School District attendance report indicates an average daily attendance of 85% for the Elementary School and 82% for the 7-12 secondary program in the 2021-2022 school year as reported from September 1, 2021, to March 30, 2022 (report ATD610)</p> <p>Stakeholder survey conducted in Winter of 2022 indicated that students and teachers are developing relationships and feel supported in learning. However, the survey also indicated a strong area of concern in peer relationships, problem solving and conflict resolution. 67% of students reported missing one or more day of school due to feeling safe around peers. Additional data indicated that only 32% felt respect for each other and 68% felt students treat each other badly on purpose.</p>		
Goal 2 Student Wellbeing	<p>Goal: To provide a supportive learning environment to promote social emotional learning and growth for all stakeholders so all students feel safe and respected in the school which will allow teachers to increase engagement during instruction for all students.</p> <p>SMART Objective 1: The results of the school wide climate survey completed annually in February will demonstrate a 20% increase in positive responses from staff, students and families regarding respect and safety for all student groups.</p> <p>SMART Objective 2: Disciplinary Referrals for major behavioral events will decrease by 30% by 2025</p> <p>SMART Objective 3: By 2025 Average regular attendance will increase to 95% or better</p>		
Metrics	By (year)	By (year)	By (year)
	<p>By June 2023</p> <p>The district will select and implement a Social Emotional Learning (SEL) / Behavioral program to support problem solving in grades K-12</p> <p>Increase regular attender percentage to 87 % for K-2 and 9-12 by spring 2023</p>	<p>By June 2024 –</p> <p>All classrooms will apply SEL presentations teaching emotional regulation, healthy relationships, and self-motivation and advocacy</p> <p>Increase regular attender percentage to 90 % for K-2 and 9-12 by spring 2024</p>	<p>June 2025</p> <p>Fully developed spectrum of resources that serves GSD students physical, emotional, and mental health.</p> <p>Increase regular attender percentage to 95 % for K-2 and 9-12 by spring 2025</p>
Data Goal 3	<p>During the 2019-2022 school years Glendale School District has followed the state mandates that restricted people who were allowed on Campus. Teachers and staff used phones, email, media, and notes to remain connected to families during this time. In the past two years schools in Glendale have provided opportunities for conferences and one-to-one communication/ discussions. Parent engagement activities like parenting classes, graduation supports, or activity nights designed to support parents were limited.</p> <p>Based on a survey conducted in February of 2022 parents indicated a disconnect with what is happening in school, student progress and needs. 27% of those that responded were unaware of district and school goals/ expectations, 50% did not feel</p>		

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	that they had a voice in the school program and 46% did not feel the district had established strong 2-way communication systems.		
Goal 3 Parent Engagement	<p>GOAL: Promote, facilitate, and enhance parent, student, and community involvement in the district educational programs.</p> <p>To increase family engagement and effective two-way communication systems by August of 2026, individual school-level family engagement plans, based on staff, student, and parent input, will be developed, and maintained as part of each schools School Improvement Plan.</p>		
Metrics	By (year)	By (year)	By (year)
	<p>June 2023</p> <p>Each school will establish a family engagement team including parents, teachers, and staff.</p> <p>By June of 2023 Glendale Schools will conduct at least four engagement events to increase participation and knowledge of academic expectations, ways to support learning at home and how parents can become more involved in the academic setting including a participation survey for each event</p>	<p>June 2024</p> <p>By 2024, baselined data will be used to determine family needs for increasing engagement and develop a family engagement plan for each school</p> <p>By June of 2024 Glendale Schools will increase family engagement activities by 2 events</p>	<p>June 2025</p> <p>By 2025 Glendale Schools will fully implement school and district family engagement plans</p>

**Initiative Alignment to Support District Goals**

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

Initiative/Program	How this initiative/program supports the district to meet goals
<b>Student Success Grant</b>	<b>Mental Health and Well-being</b>
	<b>Early Intervention to support students on track to graduation</b>
ESSER Grant	Supporting lost instruction for students
Title 1 Grant	Supporting instruction for academic growth

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

<p><i>District Goal this strategy supports</i></p>	<p>Goal 1: By 2026 The district will see annual growth on Oregon State Assessment meeting and exceeding in English Language Arts and Math of 10% in each area.</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 increased opportunities for our students to access high quality instruction, updated curriculum, and technology, while training our teachers to deliver that instruction Then teachers will provide more rigorous and relevant curriculum and instruction And students will achieve higher levels, and graduate at increasingly higher rates each successive school year</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 Use Rigorous and relevant curriculum, baseline assessments and determine supports/interventions</p>	<p>Winter Review Student progress monitoring and benchmark testing.</p>	<p>Spring Increased student engagement is evident in walk throughs</p>	
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall Baseline assessments to determine needs and supports are used</p>	<p>Winter Students demonstrate growth on Academic assessments</p>	<p>Spring students demonstrated growth on OSAT</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 / ESD supported</p>	<p>1. Provide professional development for teachers, classified and administrators on the implementation of the curriculum, classroom management and instructional pacing using state standards</p>		<p>June 2025</p>	<p>Completed Reading and math 2023</p>
	<p>Admin</p>	<p>2. Use data from walk-throughs and lesson plans to determine alignment to curriculum and implementation at grade/ subject levels and cross curricular.</p>		<p>Annually through 2025</p>	<p>Implemented</p>
	<p>Schools</p>	<p>3. Utilize common assessment data to identify students that require</p>		<p>Starting Sept 2023- district</p>	<p>Implemented</p>

<b>District Goal this strategy supports</b>	<p align="center"><b>Goal 1:</b> By 2026 The district will see annual growth on Oregon State Assessment meeting and exceeding in English Language Arts and Math of 10% in each area.</p>		
		additional instruction- with district assessment.	wide implementation
		4. Utilize formative assessment data to monitor student progress and adjust instruction.	June 2024 In progress 2023
	Admin	5. Provide professional development on differentiated instruction, engaged learning, and rigorous lessons/assignments to all staff.	June 2025 In process – 2023
	ESD	6. Provide professional training in classroom management systems for all staff.	2023 school year Completed 2023
<b>ORIS Domain Alignment</b>	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	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<b>District Goal this strategy supports</b>	<p align="center"><b>Goal 2:</b> SMART Objective 1: The results of the school wide climate surveyed completed annually in February will demonstrate a 20% increase in positive responses from staff, students and families regarding respect and safety for all student groups. SMART objective 2: Disciplinary Referrals for major behavioral events will decrease by 30% by 2025 SMART objective 3: By 2025 Average regular attendance will increase to 95% or better</p>		
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we provide a supported learning environment, best practice social emotional instruction, and consistent behavioral interventions Then students will attend more, feel safe, valued, and respected in our school as they learn And more engagement will occur</p>	

<b>District Goal this strategy supports</b>	<p style="text-align: center;"><b>Goal 2:</b></p> <p>SMART Objective 1: The results of the school wide climate surveyed completed annually in February will demonstrate a 20% increase in positive responses from staff, students and families regarding respect and safety for all student groups.</p> <p>SMART objective 2: Disciplinary Referrals for major behavioral events will decrease by 30% by 2025</p> <p>SMART objective 3: By 2025 Average regular attendance will increase to 95% or better</p>				
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall The PBIS expectations are taught	Winter Recognition – 80% Club -	Spring Survey	
	Measures of Evidence for Students (“and” statement)	Fall Lesson plans	Winter More students will be actively engaged in school activities	Spring Increase in the Student Survey on Safety, value and respect.	
Person or Team Responsible	Action Steps To be completed this year	Due Date		Person or Team Responsible	
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date	
	Schools	1. Review and Select Social emotional curriculum		2023	Purchased 2022
	ADMIN	2. Complete annual survey on the Health of the School		February annually	Implemented
	School level teams	3. Develop Comprehensive School Wide Discipline Models		2025	In progress
	PBIS	4. Implement PBIS systems - Handbook			In progress
		5. Use data systems to track Behavioral trends  Continue to develop behavioral support systems for students in crisis – Provide comprehensive training to staff		2023	Implemented



<b>District Goal this strategy supports</b>	<p style="text-align: center;"><b>Goal 2:</b></p> <p>SMART Objective 1: The results of the school wide climate surveyed completed annually in February will demonstrate a 20% increase in positive responses from staff, students and families regarding respect and safety for all student groups.</p> <p>SMART objective 2: Disciplinary Referrals for major behavioral events will decrease by 30% by 2025</p> <p>SMART objective 3: By 2025 Average regular attendance will increase to 95% or better</p>			
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership	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.)

<b>District Goal this strategy supports</b>	<p style="text-align: center;"><b>GOAL 3</b></p> <p>To increase family engagement and effective two-way communication systems by August of 2026, individual school-level family engagement plans, based on staff, student, and parent input, will be developed, and maintained as part of each schools School Improvement Plan.</p>				
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we increase family engagement and effective two-way communication systems by developing individual school level engagement plans that include participation Then families will be able to enhance, support and partner in our district educational programs And families will partner with the school so that students attend more regularly and demonstrate higher achievement			
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Schools develop a month to month parent activity plan	Winter Activity survey from parents	Spring Survey of parents engagement	
	Measures of Evidence for Students (“and” statement)	Fall Schools will have designated engagement plan	Winter Parent provided feedback to drive engagement	Spring Increase in parent participation – based on data	

<b>District Goal this strategy supports</b>	<b>GOAL 3</b> To increase family engagement and effective two-way communication systems by August of 2026, individual school-level family engagement plans, based on staff, student, and parent input, will be developed, and maintained as part of each schools School Improvement Plan.			
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year	Due Date	
	School offices	1. Provide information about the district’s events and news through the use of multimedia approach -	June 2025	
		Annual Survey of progress – February	Each year of the plan	
		3.Increase 2-way communication <ul style="list-style-type: none"> <li>• Enhance the website by providing a uniform look to individual school web pages and district website home page.</li> <li>• Regular newsletters / monthly calendar</li> <li>• Updated Reader board.</li> </ul>	2024          Monthly	Website 2022  Reader board 2022
	ADMIN	<ul style="list-style-type: none"> <li>• Create Parent Advisory Committee / opportunities for feedback and engagement</li> </ul>	2023	Not complete
		1. Parent Activity options <ul style="list-style-type: none"> <li>• Parent fairs/ family nights</li> <li>• Parenting classes/ Trauma Informed training</li> <li>• Career &amp; College night</li> <li>• Parent meetings for assisting parents in using teaching methods and strategies to support their children’s education at home.</li> </ul>	2025	On Going implementation

<b>District Goal this strategy supports</b>	<b>GOAL 3</b> To increase family engagement and effective two-way communication systems by August of 2026, individual school-level family engagement plans, based on staff, student, and parent input, will be developed, and maintained as part of each schools School Improvement Plan.		
<b>ORIS Domain Alignment</b>	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):

**Review CIP three times per year. October/February/June – Quarterly Report to Board on progress of Academic/ Behavioral Goals. Monthly notification to parents regarding engagement opportunities District Assessment Schedule - Data review quarterly Implement monitoring system – surveys, assessment**

#### 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 is more needed?
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