

# Oregon District Continuous Improvement Plan Template

School Year	2020-2021
School	Colton High School

## Colton High School Direction Section

Core Beliefs	Champion for kids, Expect Excellence, Carry the Banner, Merchant of Hope
Mission	<i>Developing a community of learners who are dedicated to growth and prepared to succeed.</i>
Purpose	<i>All students K-12 are on-track and graduate college and career ready.</i>

### Comprehensive Needs Assessment Summary

What data did our team examine?

**District Assessment (Maps-Measure of Academic Progress), State Assessment (Smarter Balance Test), Work Samples for essential skills(Math, Writing and Reading), Alternative assessments for essential skills (Work Keys), Grades, Attendance, Discipline data.**

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

**We analyzed disaggregated data to determine the needs of our students. We are trying to graduate all students and help them to be college and career ready. By disaggregating the data to fully evaluate the disparities and opportunity gaps for our focal students (students of color, students with special needs / learning differences, students with emerging multilingual needs, students experiencing socioeconomic barriers, students within foster care, students experiencing homelessness), educators are able to identify and address the specific learning needs for each student.**

Were inequities in student outcomes examined?

**The disparities and opportunity gaps impacting our focal students need to be better addressed by supporting educators to lift core instruction through relationships, relevance (cultural/real life), rigor, and results. Most significant disparities and opportunity gaps are demonstrated within academic achievement data. Most of the students impacted by the disparities and opportunity gaps are students with IEP's, 504 and students experiencing socioeconomic barriers. This year our team is attempting to do a better job supporting all students. Our staff are committed to backwards planning through a UDL and equity framework. Teachers will also meet with students every 1 to 2 weeks to go over assessments. The goal is to make sure students are proficient in standards they will need to meet essential skills, as well as be prepared to graduate high school, college and career ready.**

What needs did our data review elevate? **On average, the academic needs of our students with special needs and/or experiencing socioeconomic barriers are not being met.**

How were stakeholders involved in the needs assessment process? **Our high school went through a full accreditation process this year with AdvancED. We utilized the student, staff, and parent surveys as part of our needs assessment to inform the CIP process. Teacher leaders facilitated the ORIS Needs Assessment which guided our plan. Our site council also provided feedback into the needs assessment process along with our students and families. Our school district is working to elevate student voice and engagement in the context of their own learning. We facilitated a large community connections event based on some of the feedback gathered from students and families. We will continue to provide opportunities for meaningful student and family engagement. We are developing surveys and focal group conversations to inform our work.**

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. **We want all students to be at grade level for reading, writing and math. We**

also want students to be able to meet essential skills so all seniors will graduate high school and be college and career ready.

**Long Term CHS Goals & Metrics**

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	By June of 2021, 100% of Colton School District Seniors will graduate College and Career ready <b>4.1 Student-Centered and Relational Principles for Learning</b> <b>5.2 Identifying and Removing Barriers to Success</b>		
Metrics	By (Nov. 20, 2020-< parent conferences>)	By (Jan. 28, 2021 ,< End of Sem.>)	By (June 17, 2021,<End of Sem. for Seniors>)
	90% will be on track	95% will be on track	100% will be on track
Goal 2	<p>1. By June 2021, Colton High School students will make progress towards increasing literacy skills. 9th -10th grade students will increase their scores by an average of 2 points on the Measures of Academic Progress (MAP) reading exam from their Fall 2019 exam results. 11th grade students will increase their scores on the MAP reading exam by an average of 1 point from their Fall 2020 exam results. Additionally, 11<sup>th</sup> graders will, as a class, show growth through scores at or above the state average on the Smarter Balanced Assessment (SBAC) in English Language Arts. 100% of grade 12 students will meet the Essential Skill in Reading and Writing as required for Graduation.</p> <ul style="list-style-type: none"> <li>● Implement Literacy Plan to fidelity</li> <li>● Provide a continuum of intervention and supports for Tier 2/Tier 3 students</li> <li>● Implement a 9<sup>th</sup> Grade Academy</li> <li>● Backwards plan using MAPS data</li> </ul> <p><b>4.4 Data-Informed Decision Making</b> <b>4.5 Provide Multi-Tiered Systems of Support</b></p>		
Metrics	By (Nov. 20, 2020-< parent conferences>)	By (Jan. 28, 2021 ,< End of Sem.>)	By (June 17, 2021,<End of Sem. for Seniors>)
	Baseline data for MAPS, 80% of seniors have met essential skills for reading and writing	Average Increase of 2 points for 9th-10th graders from Fall to winter MAPS, 1 point increase for Juniors from Fall to winter MAPS, and 90% of seniors have met essential skills for reading in writing	Increase of 2 points for 9th-10th graders from Fall to Springs MAPS, 1 point average increase for Juniors from Fall to Spring MAPS, and 100% of seniors have met essential skills for reading and writing
Goal 3	<p>By June 2021, Colton High School students will make progress towards increasing mathematical skills. 9th-10th grade students will increase their scores on the Measures of Academic Progress (MAP) mathematics exam by an average of 2 points from their Fall 2020 exam results. 11 grade students will increase their scores on the MAP mathematics exam by an average of 1 point from their 2020 exam results. Additionally, 11<sup>th</sup> graders will, as a class, will show growth through scores at or above the state average on the Smarter Balanced Assessment (SBAC) in Mathematics. 100% of grade 12 students will meet the Essential Skill in mathematics as required for Graduation.</p> <ul style="list-style-type: none"> <li>● Implement Math curriculum to fidelity</li> <li>● Provide a continuum of intervention and supports for Tier 2/Tier 3 students.</li> <li>● Implement a 9<sup>th</sup> grade Academy with STEAM activities built in</li> <li>● Backwards plan using MAPS data</li> </ul>		

	<b>4.4 Data-Informed Decision Making</b> <b>4.2 Materials and Practices to Inform Instruction</b> <b>3.3 Review and Incorporate Stakeholder Input</b>		
Metrics	By (Nov. 20, 2020-< parent conferences>)	By (Jan. 28, 2021 ,<End of Sem.>)	By (June 17, 2021,<End of Sem. for Seniors>)
	Baseline data for MAPS, 80% of seniors have met essential skills for Math	Average Increase of 2 points for 9th-10th graders from Fall to winter MAPS, 1 point increase for Juniors from Fall to winter MAPS, and 90% of seniors have met essential skills for Math	Increase of 2 points for 9th-10th graders from Fall to Springs MAPS, 1 point average increase for Juniors from Fall to Spring MAPS, and 100% of seniors have met essential skills for Math

**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>High School Success, Kaiser Chronic Absenteeism Cadre</b>	We used our high school success dollars towards meeting the district goal of graduating 100% of Colton seniors and having them be College and Career ready. We created a new position to support college and career readiness as well as creating a 9th grade academy and teaching some CTE classes. The district also hired a College and Career Readiness Coordinator to support our 9th grade Academy specialist. We also hired a part time teacher to provide additional classes that students can receive college credit. The district also has a teacher on Special assignment that is going to a county funded chronic absenteeism Cadre and then working with the principal and counselor around school attendance issues.

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

<b>CHS Goal this strategy supports</b>	Goal: By June of 2021, 100% of Colton School District Seniors will graduate College and Career ready			
<b>What are we going to do?</b>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we Implement Freshman focus classes Then We will have more Freshman feeling supported and placed in classes that support their future goals and Colton High School will have a higher chance of reaching 100% graduation rate as well as having all Colton Seniors College and career ready.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall- CHS staff will be able to determine by fall progress reports, how many students are on track to graduate by looking at grades and fall MAPS data  MTSS determined for students not on-track to graduate	Winter- CHS staff collaborate utilizing 1st semester grades, winter MAPs and Workkeys essential skills data to inform practice. MTSS determined for students that are not on-track	Spring- CHS staff will evaluate spring progress reports, Workkeys essential skills data and Springs MAPS data An example: CHS staff will collaborate utilizing spring assessment data (progress reports, Workkeys essential skills, and MAP)

				to inform practice and MTSS
	Measures of Evidence for Students (“and” statement)	Fall- Students will see fall grade progress reports and fall maps data to determine if they are meeting standards needed to graduate. An example: Students will review fall progress with educators to set goals, and if they are not on-track to graduate college and career ready co-determine MTSS	Winter- Students will look over their 1st semester grades, winter MAPS and Workkeys essential skills data An example: Students will review semester data with educator and progress on goals. Students will be on-track to graduate college and career ready	Spring- Students will review their spring progress reports, Workkeys essential skills data and Springs MAPS data An example: Students will review spring progress towards goals with educators and co-determine MTSS to ensure on-track to graduate college and career ready
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Freshman Focus Teacher/Data Tracker	1.Supporting Freshman, data tracking and using data to help students understand what they need to do to be on track		6/17/2021
	Counselor	2.Meeting with students monthly about grades and being on track		6/17/2021
	Teachers	3. Using data to support student learning. Making sure students are learning the standards they need to meet essential skills and have passing grades		6/17/2021
	Principal	4. Supporting staff and students with teaching and learning.		6/17/2021
		5.		
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input 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.)

<b>CHS Goal this strategy supports</b>	Goal: By June 2020, Colton High School students will make progress towards increasing literacy skills. 9th -10th grade students will increase their scores by an average of 2 points on the Measures of Academic Progress (MAP) reading exam from their Fall 2019 exam results. 11th grade students will increase their scores on the MAP reading exam by an average of 1 point from their Fall 2019 exam results. Additionally, 11 <sup>th</sup> graders will, as a class, show growth through scores at or above the state average on the Smarter Balanced Assessment (SBAC) in English Language Arts. 100% of grade 12 students will meet the Essential Skill in Reading and Writing as required for Graduation.
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<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we backwards plan through a UDL and equity framework, then teachers can address areas where students may struggle to demonstrate proficiency of the standards, and all students have access to a viable standards based curriculum and pass core classes, show progress on literacy skills and meet essential skills to graduate high school		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall- Teachers can identify which standards students will be learning and assess those standards (State standards and MAPS)- They can support students in the class with standards they are struggling with	Winter- Teacher will be able continue teaching state standards and evaluating with curriculum. They also will be able to use winter Maps, and Workkeys as an additional tool to assess student ability for standards	Spring- Teachers will continue to teach standards and continue to evaluate student level. They also will use spring maps date, Workkeys and SBAC as indicators to see student knowledge base on standards
	Measures of Evidence for Students (“and” statement)	Fall- Students will understand what standardards they will learn. Teachers will then use MAPS and curriculum assessment to determine knowledge of standards An example: Students will demonstrate growth towards proficiency of literacy standards as measured by MAP	Winter- Students will have taken assessment in class, Workkeys and Maps to determine where they are. Students will have had multiple opportunities to learn standards and receive support on standards that they are struggling with	Spring- Students will be taking Maps, assessments in class, Workkeys and 11th graders will take Smarter balance. These assessments will indicate to the student about where they are at. All seniors should have met their essential skills requirements by this time
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Staff	1. Identifying state standards to students, Meeting with students about what level they are at with state standards, then reteaching standards that students struggle with.		6/17/2021
	Counselor	2. Meeting with students about progress in classes monthly		6/17/2021
	Principal	3. Supporting staff in the classroom so they can be successful with keeping students on track.		6/17/2021
		4.		
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	___x___ Leadership		
		___x___ Talent Development		
		___x___ Stakeholder Engagement and Partnership		
		___ Well-Rounded, Coordinated Learning		
		___ Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)



<b>CHS Goal this strategy supports</b>	Goal: By June 2021, Colton High School students will make progress towards increasing mathematical skills. 9th-10th grade students will increase their scores on the Measures of Academic Progress (MAP) mathematics exam by an average of 2 points from their Fall 2019 exam results. 11 grade students will increase their scores on the MAP mathematics exam by an average of 1 point from their 2019 exam results. Additionally, 11 <sup>th</sup> graders will, as a class, will show growth through scores at or above the state average on the Smarter Balanced Assessment (SBAC) in Mathematics. 100% of grade 12 students will meet the Essential Skill in mathematics as required for Graduation.			
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we develop a continuum of MTSS focusing in on Tier 2/Tier 3, then all students' learning differences will be better addressed and all students will make progress in the area of math and meet their essential skills to graduate high school.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall- Evaluate fall MAPS, and curriculum assessments to determine struggling students that could benefit from academic interventions. Start supports for struggling students. Curriculum assessments will determine if academic supports are supporting academic growth	Winter- Teacher will be able continue teaching state standards and evaluating with curriculum. They also will be able to use winter Maps, and Workkeys as an additional tool to assess student ability for standards. Data will determine to staff if interventions are working	Spring- Teachers will continue to teach standards and continue to evaluate student level. They also will use spring Maps date, Workkeys and SBAC as indicators to see student knowledge base on standards and if students made progress
	Measures of Evidence for Students ("and" statement)	Fall-Students will be apart of the conversation about supporting their academic support. Students will go over class curriculum assessments to determine growth on standards. <b>An example:</b> Students will know their areas of growth in Math, set goals and co-determine MTSS with educator	Winter- Students will have taken assessment in class, Workkeys and Maps to determine where they are. Students will have had multiple opportunities to learn standards and receive support on standards that they are struggling with	Spring- Students will be taking Maps, assessments in class, Workkeys and 11th graders will take Smarter balance. These assessments will indicate to the student about where they are at. All seniors should have met their essential skills requirements by this time
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Staff	1. Staff will be implementing academic support as well as data tracking. Staff will also be monitoring to see if interventions are working based on increase on MAPS, meeting essential skills and Smarter Balance scores.		6/17/2021
	Counselor	2. Counselor will be checking in with students on a regular basis to see how they are doing		6/17/2021
	Principal	3. Support all staff to help staff and students be success		6/17/2021
		4.		
		5.		

<p><b>ORIS Domain Alignment</b></p>	<p>ORIS Domain(s) this strategy supports</p>	<p><input checked="" type="checkbox"/> Leadership  <input checked="" type="checkbox"/> Talent Development  <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership  <input type="checkbox"/> Well-Rounded, Coordinated Learning  <input type="checkbox"/> Inclusive Policy and Practice</p>
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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 Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart 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?