

# Colton School District

Mid-Year Progress

2019-20

# Our District Vision, Purpose, & Beliefs

**Vision:** A partnership of parents, students, school and community dedicated to quality learning and the continual pursuit of excellence.

**Purpose:** All students K-12 are on-track and graduate college and career ready.

**District Core Beliefs:** Champion for Kids; Expect Excellence; Carry the Banner; and Merchant of Hope.

Everyone is part of our continual pursuit of excellence. We look forward to our ongoing work together. Every student, every day, whatever it takes!

# All Means All

## Focal Groups

- ▶ Students with Special Needs
- ▶ Students Experiencing Poverty / Socioeconomic Barriers
- ▶ Students with English Language Needs / Emerging Bilinguals
- ▶ Multiracial students

*A partnership of parents, students, school and community dedicated to quality learning and the continual pursuit of excellence.*

# Colton School District Goals

- ▶ Support Professional Growth & Instructional Effectiveness
- ▶ All students will demonstrate appropriate individual growth in Literacy as indicated by the Measures of Academic Progress (MAP).
- ▶ All students will demonstrate appropriate individual growth in Mathematics as indicated by Measures of Academic Progress (MAP).
- ▶ Colton School District Graduation Rate will be at least 100%.

# Colton School District Comprehensive Improvement Plan (CIP)

## Areas of Strength

- Graduation Rates up from 85% to 96%, 2nd Highest Grad Rate in Clackamas County
- 20% increase from 2016-17 to 2018-19 in 3rd grade reading proficiency for students with special needs
- Continuing to build teacher leadership capacity
- Everyone utilizing data to inform teaching, learning and leading more effectively
- PL for EAs & Educators

## Areas of Growth

- College & Career Readiness K-12
- Progress for focal kiddos
- All students at grade level in reading and math
- All students graduating CCR
- Increase family and community engagement in student learning
- K-12 MTSS for SEL & Academics with Mechanisms for Accountability / Responsibility

# CSD Graduation Rates Over Last Three Years

CSD Grad Rate %	2017	2018	2019
All	86	87	96
White	84	84	95
Underserved Race/Ethnicities	N/A	100	100
Special Education	57	82	89
Economically Disadvantaged	72	91	95
Combined Disadvantaged	70	89	92

# CSD Addressing Areas of Growth

- K-12 MTSS for SEL & Academics with Mechanisms for Accountability / Responsibility
- Midyear data to inform our CIP and to adjust MTSS accordingly
- Goal setting with students K-12
- Staff collaborating regularly on data to inform teaching, learning and leading
- I-Team Implementing MTSS Intervention Team Protocol Across District
- Monitoring individual student progress more closely
- Teacher Supports- Mentors, Coaches, Collaboration Time, EAs, HSS Educator, TOSAs.
- Tracking/monitoring all student to ensure they are on-track to graduate
- Liting Core by implementing CCR Framework components K-12 and building capacity for Relationships, Relevance, Rigor and Results (the 4Rs)
- Teacher-Directed, Student-Centered Professional Learning Opportunities
- Paraeducators attending Professional Learning Opportunities with educators
- Plan Do Study Act (PDSA) cycles among educators to lift core instruction
- Engaging multiple shareholders in meaningful decision making and serving our student (SAC, Community & School Leaders' Network, Listening & Learning Sessions etc.)

# Colton Elementary School Goals

1. By June of 2020, all students will demonstrate appropriate individual growth in Literacy as indicated by MAP and DIBELS.
2. By June of 2020, all students will demonstrate appropriate individual growth in Math as indicated by MAP.



# Colton Elementary School Comprehensive Achievement Plan (CAP)

## MAPS Fall

## MAPS Winter

## Areas of Strength

Reading	% Lo/LoAvg	%Avg/HiAvg/Hi	% Lo/LoAvg	% Avg/HiAvg/Hi
1st	69%	31%	68%	32%
2nd	43%	57%	62%	38%
3rd	37%	63%	32%	68%
4th	33%	67%	40%	60%
5th	36%	64%	35%	65%
Math	% Lo/LoAvg	%Avg/HiAvg/Hi	% Lo/LoAvg	%Avg/HiAvg/Hi
1st	63%	38%	64%	36%
2nd	36%	63%	35%	65%
3rd	50%	49%	56%	44%
4th	56%	44%	62%	38%
5th	53%	47%	54%	46%

- Grades 3-5 Reading
- Grade 2 Math

## Areas for Growth

- Early reading
- Math

# Colton Elementary School Comprehensive Achievement Plan (CAP)

## SBAC DATA (2018-19)

### Areas of Strength

- Cohort Data shows growth from 17/18 to 18/19
- 4th-5th ELA 43.8.6% to 51.1%
- 5th-6th Math 30.6% - 32.7%

### Areas of Growth

- ELA and Math across all grade levels.

# CES Addressing Areas of Growth

- Multi-Tiered Systems of Support
- Midyear data to inform our CIP and to adjust MTSS accordingly
- Goal setting with students
- CORE 90 minute literacy block with additional support from educational assistants.
- 30 minute Walk to Read program addressing tiers 1, 2 & 3.
- Additional tier 3 support.
- Regular progress monitoring to make adjustment to instruction, as needed.
- Regular math block plus 20 - 30 minutes dedicated to tier 2 & 3 intervention.
- Lifting the Core
- Ongoing professional development by FIT team
- Strand data analysis to inform lesson planning
- Instructional Agreements
- Behavioral Agreements
- Intervention Team
- Staff Data Collaboration to inform practice.
- Implementation of Trauma-Informed Practices and Restorative Justice
- Social/Emotional Curriculum and Circles

# Colton Middle School Goals

- **Goal 1: By June of 2020 CMS will instill a sense of personal growth and academic responsibility as measured by an increase in the number of students testing into the Average, High Average, and High percentiles in Language Arts and Math as measured by MAP**
- **Goal 2: By June 2020 CMS will cultivate student-centered and relational principles for learning as measured by a decrease in the number of student contact forms (behavior reports) and increase in student engagement and achievement.**

# Colton Middle School Comprehensive Achievement Plan (CAP)

## CMS MAP Fall Baseline Data

Reading	% Lo/LoAvg	% Avg/HiAvg/ Hi	% Lo/LoAvg	% Avg/HiAvg/ Hi
6th	37%	63%	37%	63%
7th	45%	56%	50%	50%
8th	38%	61%	47%	53%
Math	% Lo/LoAvg	% Avg/HiAvg/ Hi	% Lo/LoAvg	%Avg/HiAvg/ Hi
6th	46%	55%	42%	58%
7th	45%	55%	59%	42%
8th	39%	62%	50%	50%

## Areas of Strength

- 6th Grade Reading and Math
- 7th Grade Reading and Math
- 8th Grade Reading and Math

## Areas of Growth

- Continued work across all grades in Reading and Math - we have not arrived yet

# Colton Middle School Comprehensive Achievement Plan (CAP) SBAC Data (2018-19)

## Areas of Strength

- Percentage passing went up from 17/18 to 18/19 in ELA  
8th: 47.1% to 58.7%

## Areas of Growth

- Cohort Data in both ELA and Math - we want our students to show growth from grade to grade.
- Performance for our struggling students

# CMS Addressing Areas of Growth

- Midyear data to inform our CIP and to adjust MTSS accordingly
- Goal setting with students
- Math Intervention class
- Behavior agreements for school
- Instructional agreements for school
- Lifting the core
- Viking Period for all students
- Before school tutoring with teachers on Tuesday and Thursdays
- Language Arts and Literature classes to focus instruction on reading/writing
- Intervention Team
- Staff Collaboration teams
- Staff using data for all students
- Strand data analysis
- Implementation of Trauma-Informed Practices and Restorative Justice
- Social/Emotional Curriculum and Circles
- Ongoing professional development by FIT team

# Colton High School Goals

- By June 2020, Colton School District will graduate and place 100% of our 12<sup>th</sup> grade students.
- By June 2020, Colton High School students will make progress towards increasing literacy skills. 9<sup>th</sup> -10<sup>th</sup> grade students will increase their scores by an average of 2 points on the Measures of Academic Progress (MAP) reading exam from their Fall 2018 exam results. 11<sup>th</sup> grade students will increase their scores on the MAP reading exam by a 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.
- By June 2020, Colton High School students will make progress towards increasing mathematical skills. 9<sup>th</sup>-10<sup>th</sup> grade students will increase their scores on the Measures of Academic Progress (MAP) mathematics exam by a average of two points from their Fall 2018 exam results. 11 grade students will increase their scores on the MAP mathematics exam by a 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.



# Colton High School Comprehensive Achievement Plan (CAP)

## CHS MAP Fall Baseline Data / Winter Data

Reading	% Lo/LoAvg	% Avg/HiAvg/Hi	% Lo/LoAvg	%Avg/HiAvg/Hi
9th Grade	28%	72%	34%	66%
10th Grade	22%	78%	30%	70%
11th Grade	28%	72%	39%	61%
Mathematics	% Lo/LoAvg	% Avg/HiAvg/Hi	% Lo/LoAvg	%Avg/HiAvg/Hi
9th Grade	38%	62%	38%	62%
10th Grade	34%	67%	37%	63%
11th Grade	36%	64%	30%	70%

## Areas of Growth

- Growth in our struggling students
- 11th Grade Math

## Areas of Strength

10th Grade Reading - 70% at Avg/HiAve/Hi  
 11th Grade mathematics- 70% at Avg/HiAve/Hi

# Colton High School 2019/2020 Fall/Winter RIT score and percentile

Fall Average RIT Score  
Percentile

Winter Average RIT Score  
and Percentile

Reading	RIT Score	Percentile	RIT Score	Percentile
9th Grade	221.4	57	221.7	52
10th Grade	221.2	54	222.6	58
11th Grade	226.8	71	224.9	61
Mathematics				
9th Grade	229.4	47	230.9	44
10th Grade	230.4	52	231.3	49
11th Grade	236.1	61	235.7	55

# Colton High School Comprehensive Achievement Plan (CAP)

## SBAC Data (2018-19)

### Areas of Strength

- Social Science had 76% of CHS 11 graders get a 3 or hire.
- English Language Arts had 79% of CHS 11 graders get a 3 or hire.
- CHS 11th graders that took the SBAC in math had a hire average then the state of Oregon

SBAC ELA	3 or higher 79%
SBAC Math	3 or higher 39%
SBAC Social Sci.	3 or higher 76%

### Areas of Growth

- Support struggling students
- CHS needs to continue to help students meet essential skills in math. 39% at a 3 or better is an improvement from the year before.

# CHS Addressing Areas of Growth

- Midyear data to inform our CIP and to adjust MTSS accordingly
- Goal setting with students
- Math Intervention class
- Study Hall (Look over Maps Data with students and support)
- English Lab (Read 180 and Language!)
- Math Essentials
- Continued implementation of Trauma-Informed Practices
- Career and College Readiness Specialist and Framework
- Naviance
- Attendance Committee
- Staff-wide Instructional Agreements and Behavioral Agreements
- Lifting Core Instruction
- Career and College Readiness will be linked to instruction
- Circles around social emotional
- Monthly progress monitoring
- Freshman Focus Class
- High School Success Grant - HSS Educator, Academic TOSA & College Credit Options
- Data teams, PBIS, Technology
- Intervention Team

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