

## Oregon Continuous Improvement Plan Template

School Year	2019-20
District	Colton School District: Colton Middle School

### Colton Middle School Direction Section

Vision / Mission	BE BETTER THAN YOU WERE YESTERDAY
Purpose	All students K-12 are on-track and graduate college and career ready!
Core Beliefs	<i>Champion for Kids; Expect Excellence; Carry the Banner; Merchant of Hope</i>

#### Comprehensive Needs Assessment Summary

**What data did our team examine?**

The ORIS Needs Assessment, MAPS, SBAC, student contact forms, referrals, attendance data

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

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).

**Were inequities in student outcomes examined? How?**

Yes, the entire staff facilitated collaboration over disaggregated student data. The team participates in ongoing professional learning on how to use data to inform teaching, learning and leading and how to identify the inequities within our systems. Our focal student data drives our conversations and meaningful decision making at the classroom, grade level band, and school level.

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

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.

**How were stakeholders involved in the needs assessment process?**

Colton Middle School teachers participated in the 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

Vision / Mission	BE BETTER THAN YOU WERE YESTERDAY
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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.

Improve student outcomes in Literacy and Math to ensure our purpose, *all students K-12 are on-track and graduate college and career ready.*

**Long Term School Goals & Metrics**

<b>Goal 1</b>	Increase the number of students testing into the Average, High Average, and High percentiles in Language Arts and Math as measured by MAPS.		
<b>Metrics</b>	<b>By (2020)</b>	<b>By (2021)</b>	<b>By (2022)</b>
	75%	85%	100%
<b>Goal 2</b>	Decrease the number of student contact forms (behavior reports)		
<b>Metrics</b>	<b>By (2020)</b>	<b>By (2021)</b>	<b>By (2022)</b>
	<250	<150	<50

## Annual Evidence Based Strategies, Measures and Actions

<i>School Goal this strategy supports</i>	<b>Goal:</b> 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 MAPS.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	<b>If</b> we schedule a daily thirty minute study hall where educators provide one-on-one and small group instructional supports to students <b>Then</b> students will have more access to their teachers and peers, and more time for their assignments and learning, <b>And</b> academic outcomes will improve while teachers’ instructional practices becomes more individualized		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	<b>Fall</b>  Study hall is scheduled. Collect data on study halls taking place.	<b>Winter</b>  Feedback collected.	<b>Spring</b>  Changes in plan reflect student feedback.
	Measures of Evidence for Students (“and” statement)	<b>Fall</b>  Students attend study halls.	<b>Winter</b>  Students attend study halls. Feedback solicited.	<b>Spring</b>  Students attend study halls. Feedback solicited.
<i>How we will get the work done</i>	<b>Person or Team Responsible</b>	<b>Middle School Team</b>		<b>Due Date</b>
	MS Educators Principal, TOSAs	1. This year’s schedule will be reviewed by educators		Fall
	MS Educators, Principal, TOSAs	2. Student feedback will be reviewed		Fall-Winter
	MS Educators, Principal, TOSAs	3. The new schedule will be created		Winter
	MS Educators, TOSAs, Principal	4. The new schedule will be implemented		Winter-Spring

<b>School Goal this strategy supports</b>	<b>Goal:</b> 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 MAPS.		
	MS Students	5. Student Council will collect new feedback, repeat cycle	Spring
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input 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 checked="" type="checkbox"/> Inclusive Policy and Practice	

<b>District Goal this strategy supports</b>	<b>Goal:</b> 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 MAPS.			
<b>What are we going to do?</b>	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	<b>If we schedule regular meetings for teachers to review student data and plan interventions and provide instructional coaching (Academic TOSA),  Then teachers can collaborate on lifting the core content with focused, data-driven instruction  And academic outcomes will improve.</b>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	<b>Fall</b> Meetings will be scheduled to take place at least every other week. Protocols will be reviewed. Collect data on meetings taking place.	<b>Winter</b> Teachers will continue attending meetings, which we will log. Process will be reviewed and adjusted based on teacher feedback.	<b>Spring</b> Teachers will continue attending meetings, which we will log. Process will be reviewed and adjusted based on teacher feedback.
	Measures of Evidence for Students (“and” statement)	<b>Fall</b> Students will take MAPS and receive data-driven interventions.	<b>Winter</b> Students will take MAPS and receive data-driven interventions.	<b>Spring</b> Students will take MAPS and receive data-driven interventions.
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps</b> To be completed this year		<b>Due Date</b>

<b>District Goal this strategy supports</b>	<b>Goal:</b> 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 MAPS.		
	MS Educators, Principal, TOSAs	1. Create new schedule for meetings, PDSAs, and instructional coaching.	Now
	MS Educators, Principal, TOSAs	2. Review and select a meeting protocol for process of inquiry and continuous improvement.	Fall
	MS Educators, Principal, TOSAs	3. Implement meeting schedule and protocols, along with instructional coaching (Academic TOSA) and PDSAs.	Fall
	Principal, Educators, TOSAs	4. Interview teachers to review process for meetings, PDSAs, and coaching	Winter
	MS Educators. Principal, TOSAs	5. Adjust as necessary and proceed	Winter-Spring
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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>	<b>Goal:</b> 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 MAPS.			
<b>What are we going to do?</b>	Strategy # 1.3 Written as a Theory of Action and reflects evidence-based practices	<b>If we</b> direct educator resources toward students struggling to meet grade-level standards and to lift core instruction, <b>Then</b> students in need will have more immediate intervention through targeted small group work with a higher educator-to-student ratio and differentiate instruction, <b>And</b> instruction improves along with academic outcomes.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	<b>Fall</b>  Conduct MAPS testing and analyze learning continuum reports for students missing priority standards. Schedule EAs around concentrations of need, provide targeted materials and coaching to lift core instruction.	<b>Winter</b>  Conduct MAPS testing and analyze learning continuum reports for students missing priority standards. Reschedule EAs around concentrations of need, provide targeted materials and coaching to lift core instruction.	<b>Spring</b>  Conduct MAPS testing and analyze learning continuum reports for students missing priority standards. Reschedule EAs around concentrations of need, provide targeted materials and coaching to lift core instruction.
	Measures of Evidence for Students (“and” statement)	<b>Fall</b>  Students will take MAPS and receive data-driven interventions.	<b>Winter</b>  Students will take MAPS and receive data-driven interventions.	<b>Spring</b>  Students will take MAPS and receive data-driven interventions.
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps  To be completed this year		Due Date
	MS Educators, TOSAs, Principal, EAs	1. Analyze MAPS data for baseline data gaps in priority standards		Fall
	Educators, Specialists, TOSAs, Principal	2. Schedule EAs and Instructional Coach (Academic TOSA) around areas of greatest need.		Fall
	Principal, TOSAs, Educators, Specialists	3. Design targeted intervention materials and instruction for small groups along with individualized coaching to lift core instruction.		Fall
	<b>Educators, Specialists,</b>	4. Perform interventions and coaching		Fall-Winter

<i>District Goal this strategy supports</i>	<b>Goal:</b> 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 MAPS.		
	TOSAs, Principals, EAs		
	ALL	5. Repeat steps 1-4	Winter-Spring
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Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

<i>District Goal this strategy supports</i>	Goal: Cultivate student-centered and relational principals for learning as measured by a decrease in the number of student contact forms (behavior reports) and increase in student engagement and achievement.			
<i>What are we going to do?</i>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	<b>If we</b> teach weekly circles using the Second Step S.E.L. curriculum <b>Then</b> all educators are teaching/addressing social and emotional learning <b>and</b> students' interpersonal skills will improve <b>And</b> student contact reports will decrease and student engagement will increase along with improved student outcomes.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	<b>Fall</b>  Teachers will collaborate on best practices for implementing circles and Second Step	<b>Winter</b>  Teachers will review feedback and make adjustments if necessary to circles and Second Step and will implement collaborative MAP review conferences with each Viking Period student	<b>Spring</b>  Teachers will review feedback and make adjustments if necessary to circles and Second Step.

<b>District Goal this strategy supports</b>	Goal: Cultivate student-centered and relational principals for learning as measured by a decrease in the number of student contact forms (behavior reports) and increase in student engagement and achievement.			
	Measures of Evidence for Students (“and” statement)	<b>Fall</b>  Students will participate in circles and Second Step.	<b>Winter</b>  Students will provide feedback and continue to participate in circles and Second Step.	<b>Spring</b>  Students will provide feedback and continue to participate in circles and Second Step.
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps  To be completed this year		Due Date
	MS Educators, TOSAs, Principal	1. Teachers will review the previous year’s circles and Second Step pilot work and determine best practices for implementation		Fall
	MS Educators, TOSAs, Principal	2. Teachers will implement their plan		Fall-Winter
	MS Students, Educators, TOSAs	3. Students will provide and analyze feedback		Winter
	MS Educators, TOSAs, Principal	4. Teachers will revise if necessary and continue to implement their plan, repeat cycle		Winter-Spring
		5.		
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<b>District Goal this strategy supports</b>	<b>Goal:</b> Cultivate student-centered and relational principals for learning as measured by a decrease in the number of student contact forms (behavior reports) and increase in student engagement and achievement.			
<b>What are we going to do?</b>	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	<b>If we practice Culturally Responsive Teaching practices and Universal Design for Learning concepts Then students will be more engaged and increase their social awareness, self-efficacy, and growth-mindset And student contact forms will decrease</b>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	<b>Fall</b> Teachers will participate in professional learning specific to MS implementation of CRT and UDL	<b>Winter</b> Ongoing professional learning teams will enable the transference of knowing to doing.	<b>Spring</b> The year’s professional learning structure will be reviewed and modified as necessary.
	Measures of Evidence for Students (“and” statement)	<b>Fall</b> Students will receive Universally Designed and Culturally Responsive instruction, yielding a decrease in behavior incidents	<b>Winter</b> Students will receive Universally Designed and Culturally Responsive instruction, yielding a decrease in behavior incidents	<b>Spring</b> Students will receive Universally Designed and Culturally Responsive instruction, yielding a decrease in behavior incidents
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal, TOSAs, Educators	1. A program of professional learning to include CRT and UDL will be planned in response to educator feedback		Now-Fall
	MS Educators TOSAs	2. Teachers will participate in CRT and UDL training		Fall
	MS Educators TOSAs	3. Teachers will participate in ongoing professional learning teams facilitated by TOSAs.		Fall-Spring
	Leadership, Educators, & TOSAs	4. Implementation of CRT and UDL strategies in the classroom will be observed and evaluated for fidelity and quality.		Winter
	MS Educators, Principal, TOSAs	5. Adjustments will be made to the plan if necessary, repeat cycle.		Winter-Spring

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<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input 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 checked="" type="checkbox"/> Inclusive Policy and Practice

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<b>What are we going to do?</b>	Strategy # 2.3 Written as a Theory of Action and reflects evidence-based practices	<b>If we</b> build a positive-behavior intervention and support system with student consultation <b>Then</b> students will feel a greater sense of ownership over their education and school environment <b>And</b> educators will provide adequate supports/interventions for students, student engagement will increase, and student contact reports will decrease		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	<b>Fall</b>  Schedule regular meetings between student council members and MS educators. Create and implement PBIS plan. Behavior & Academic TOSAs facilitate meetings and continuous improvement cycles.	<b>Winter</b>  Review feedback and adjust as necessary. Behavior & Academic TOSAs facilitate the continuous improvement cycles.	<b>Spring</b>  Review feedback and adjust as necessary. Behavior & Academic TOSAs facilitate the continuous improvement cycles.
	Measures of Evidence for Students ("and" statement)	<b>Fall</b>  Attend meetings with MS educators. Support educators in implementing PBIS plan.	<b>Winter</b>  Interview peers and generate recommendations for adjustments.	<b>Spring</b>  Interview peers and generate recommendations for adjustments.

<b>District Goal this strategy supports</b>	<b>Goal:</b> Cultivate student-centered and relational principals for learning as measured by a decrease in the number of student contact forms (behavior reports) and increase in student engagement and achievement.		
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps  To be completed this year	Due Date
	MS Students w/advisor support	1. Student Council created and conducted school climate survey, analyzed results, and compiled recommendations.	Now-Fall
	MS Educators w/ TOSA Leadership	2. Create new PBIS plan	Fall
	MS Educators w/ TOSA Leadership	3. Implement plan	Fall
	MS Students w/TOSA Leadership and educators	4. Monitor student perception feedback	Fall-Winter
	TOSA Leadership, Educators	5. Make adjustments as necessary, repeat cycle	Winter-Spring
<b>ORIS Domain Alignment</b>	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		

## Middle School Plan Self-Monitoring Routine Preview

Please describe the district plans to install quarterly plan-review/monitoring routines (see example below):

Colton School District regularly monitors continuous improvement at the district, school, grade level, department, and classroom levels. District level has a Superintendent Advisory Council (SAC) that meets three times a year at interim assessment dates to synthesize data through process of inquiry, data protocols, PLC questions. SAC facilitates the development of the continuous improvement across district. District Leadership teams meet monthly to monitor progress on CIPs, District Goals, purpose, and MTSS. Leadership presents progress to board and community fall, winter, and spring. School Level teams have Site Councils that meet quarterly to plan-review and monitor routines. School teams also meet weekly at grade level & department level teams for data collaboration cycles (PDSAs, Process of Inquiry, data protocols etc.). School teams also meet monthly as intervention teams (I-teams) to monitor MTSS and individual student progress. Across district, I-teams utilizes a data protocol to gather and analyze data and plan action steps, then debrief (RIPT/ICEL Matrix/Protocols). The superintendent meets monthly in one-on-one data cycles with principals. At these data conferences, the superintendent coaches principals on using data to inform teaching, learning and leading as well as monitoring progress towards district purpose and CIPs. At all levels, we review multiple indicators for student success (on-track, college and career readiness, attendance, behavior, D/F lists, grade level data, IEP goals, CFAs, interim assessment data etc.) During monthly in-service/professional learning, school and grade / department level teams collaborate through process of inquiry cycles established by instructional priorities and individual teacher and student needs. Data is collected from all district and school level teams' collaboration times to inform our larger professional learning framework for all staff and our continuous improvement cycle/plans.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

Performance Update Dates	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?