



Oregon District Continuous Improvement – Molalla River School District

School Year	2019 - 2022
District	Molalla River School District

District Direction Section

Vision	To prepare each student for a vibrant and compelling future
Mission	The Molalla River School District provides excellence when serving all students’ academic, social and emotional needs resulting in developed human beings that will make positive contributions to our world and it’s future.

Comprehensive Needs Assessment Summary

What data did our team examine?

The Molalla River School District’s K-12 District Improvement Team examined both quantitative and qualitative data. When considering quantitative data we looked at student achievement in ELA and Math. We also examined indicators of our students’ voice in regards to topics related to social and emotional wellbeing. Our sources of data consisted of the following: At A Glance Reports, Synergy/ attendance, DIBELS and Oregon Healthy Teen Surveys.

Qualitative data was a result of our stakeholder engagement events as well as “Thought Exchange” online surveys. Stakeholder groups included: Certified and Classified Staff, Special Education Parent Advisory, Migrant Parent Advisory, and Parent/ Teacher groups representing each school. Input around the five priorities identified by the Student Success Act was examined.

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

Both qualitative and quantitative data results were presented to our K-12 District Improvement Teams. When looking at qualitative data, participants identified common themes that repetitively occurred in perspective data collections. Concepts were then vetted through a process that correlated stakeholder input with identified student needs resulting from the quantitative data.

When looking at quantitative data, teams were asked to create data statements that represented both celebrations and urgencies for our students. Careful attention was given to disaggregated data that represented our various populations of students. Student groups were identified as a priority depending on discrepancies in achievement.

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

District Improvement Teams examined inequities by looking at the systems that produced the current outcomes. Teams began with comparing the various populations of students’ and identifying gaps in achievement. Teams then identified the most significant outcomes that lacked progress and examined this by identifying what they hypothesized to be the contributing problem of practice. A protocol was used to identify why the problem of practice existed. Multiple challenges were identified, both within and outside the control of our district.

What needs did our data review elevate?

In looking at our six individual schools’ “Continuous Improvement Plans”, the most frequently identified populations of students with a significant disparity were students with disabilities, students of poverty, Ever English Learners and male students. These needs became evident when examining data related to 9th grade on track to graduate , on time

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<p>graduation and ELA/ Math performance reflected in OSAS.</p> <p>At the district level the most significant disparities when compared to highest performing sub group population are as follows;</p> <ul style="list-style-type: none"> -3rd Grade ELA performance on OSAS - Hispanic/ Latino (23% disparity), Ever English Learner (34% disparity) Students with disabilities (39% disparity) and migrant students (30%) -8th Grade Math performance on OSAS – Ever English Learner (17% disparity), Students with disabilities (20.9% disparity), Migrant students (5% disparity), Free/Reduced (5% disparity) -On time Graduation - Hispanic/ Latino (25% disparity) and students with disabilities (28% disparity) -9th Grade on track - students with disabilities (24% disparity) and migrant students (24% disparity) <p>How were stakeholders involved in the needs assessment process?</p> <ul style="list-style-type: none"> -School level CIP: All schools including elementary, middle and high schools submitted “Continuous Improvement Plans”. Plans were considered as part of the district’s need assessment as a whole. -Sixteen Engagement Events held involving participants representing school and community populations -“Thought Exchange” survey was sent out to the local community -High School student interviews -Consulted Migrant Parent Advisory -Hosted meeting at St. James Catholic Church requesting input from Hispanic/ Latino families -Consulted SPED Parent Advisory -District Improvement Team consisting of 35 lead teachers and administrators gave input <p>Which needs will become priority improvement areas?]</p> <ul style="list-style-type: none"> -Build sustainability for 9th-12 graders on track to graduate -Closing the achievement gap in ELA and Math performance for students with disabilities, economically disadvantaged students, Ever English Learners and male student. 			
Long Term District Goals & Metrics			
Goal 1	Primary Reading Growth and Achievement: All K-5 students will demonstrate typical or higher growth and achievement in reading reflected in the Acadience Assessment and 3rd grade OSAS scores.		
Metrics	By 2020	By 2021	By 2022
	2% increase in students performing at Acadience benchmark goals from spring 2019 to spring 2020 (65%)	2% increase in students performing at Acadience benchmark goals from spring 2020 to spring 2021 (67%)	2% increase in students performing at Acadience benchmark goals from spring 2021 to spring 2022 (69%)
	3 rd grade ELA OSAS growth in achievement by 2%	3 rd grade ELA OSAS growth in achievement by 2%	3 rd grade ELA OSAS growth in achievement by 2%
Goal 2	K-8 Math Growth and Achievement: Increase the percentage of all K-8 students receiving a meeting or exceeding score for math reflected in OSAS		
Metrics	By 2020	By 2021	By 2022
	3 rd grade – 8 th grade OSAS growth in achievement by 3%	3 rd grade – 8 th grade OSAS growth in achievement by 3%	3 rd grade – 8 th grade OSAS growth in achievement by 3%
Goal 3	Increase the impact of a positive school climate district wide measured by the “Youth Truth Survey” aiming towards 80% of students agreeing or strongly agreeing on the established collection of questions relating to school climate		
Metrics	By 2020	By 2021	By 2022
	Youth Truth Survey Baseline Key Rating Climate Data yet to be determined	Growth TBA	Growth resulting in 80% agreement under Key Rating of Culture/ Climate

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
Math Improvement Plan	Working with K-8 teachers to strengthen core instructional practices including standards based lesson design and developing teaching skills related to the “Eight Mathematical Practices” (Related to goal 2)
Kaiser Regular Attendance Grant	Elementary, middle and high schools all have plans that target chronically absent students (Related to goal 3)
K-5 Three Tiered System of support (RTI) for literacy	The leadership literacy team drives this initiative for all elementary schools. Each building has developed an implementation timeline of district literacy expectations around strengthening core instruction. These expectations support the RTI three tiered system. (Related to goal 1)
Building a cohesive K-12 System (DIT = District Improvement Teams)	The “District Improvement Team” is made up of smaller teams representing each school. Participants include building principals, lead teachers and counselors. The main task of the team is to drive improvement initiatives. Improvement initiatives are decided through the use of a needs assessment. At this time, our current priority initiative focuses on building an district equity lens that will serve the purpose of improving academics as well as social emotional needs. (Related to goals 1-3)
PBIS Renewal of System	Positive Behavior Intervention Systems currently exists in an inconsistent manner throughout the Molalla River School District. This initiative will create a plan to renew our commitment to the PBIS process as well as re-establish the associated systems and processes. (Related to goal 3)

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

<i>District Goal this strategy supports</i>	Goal 1: Primary Reading Growth and Achievement: All K-5 students will demonstrate typical or higher growth and achievement in reading reflected in the Acadience Assessment and 3rd grade OSAS scores.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we _build teachers’ capacity for identifying students’ missing grade level skill sets in reading and for knowing what specific high impact teaching strategies to apply in order to address the missing skill set, then_core literacy instruction will be strengthened, less students will require intensive literacy interventions and K-5 student outcomes for growth and achievement will improve.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Teacher Survey (measuring degree of implemented core instruction agreements) Principal “Drop Ins” measuring observable evidence during literacy instruction	Winter Teacher Survey (measuring degree of implemented core instruction agreements) Principal “Drop Ins” measuring observable evidence during literacy instruction	Spring Teacher Survey (measuring degree of implemented core instruction agreements) Principal “Drop Ins” measuring observable evidence during literacy instruction

District Goal this strategy supports	Goal 1: Primary Reading Growth and Achievement: All K-5 students will demonstrate typical or higher growth and achievement in reading reflected in the Acadience Assessment and 3rd grade OSAS scores.			
	Measures of Evidence for Students (“and” statement)	Fall Progress monitoring for all K-5 Students using the Acadience Assessment	Winter Progress monitoring for all K-5 Students using the Acadience Assessment	Spring Progress monitoring for all K-5 Students using the Acadience Assessment
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Literacy TOSA and Building Literacy Specialists	1.PD for all 3-5 teachers on teaching foundational reading skills		Round 1 – August 21 Round 2 – October 16th
	Director of T & L and Lit TOSA	2.PD for all K-5 teachers on the selection of effective teaching strategies and application		December 20 th (Ongoing check ins with principals)
	Director of T & L, Lit TOSA, building principals	3.PD for utilizing the Independent Reading Level Assessment Framework to identify missing skill sets when assessing students’ literacy skills (Tool Kits)		MES – Fall Clarks – Winter Rural Dell – Winter Mulino - Spring
	Literacy TOSA	4.Coaching for teacher while implementing A Literacy Workshop Model		Scheduled throughout the year
	Director of T&L and Lit TOSA	5.Planning and implementation of steps that strengthen district’s RTI program		Monthly Literacy Meetings
ORIS Domain Alignment	ORIS Domain(s) this strategy supports <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input 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.)

District Goal this strategy supports	Goal 2: K-8 Math Growth and Achievement: Increase the percentage of all K-8 students receiving a meeting or exceeding score for math reflected in OSAS			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we support teachers through professional development opportunities on effectively designing and implementing standards based math lessons, then teachers will gain a stronger understanding of the grade level math concepts to be taught and as a result provide students with lessons designed to teach grade level standards and develop skills and as a result, K-8 student math performance outcomes will continually improve reflecting expected skill sets set by state standards.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Principal “Walk Throughs” guidelines that explicitly -Clearly posted standard -Lesson components that reflect standards -Teacher collected evidence of student’s level of understanding to be shared out during PLC work	Winter Principal “Walk Throughs” guidelines that explicitly -Clearly posted standard -Lesson components that reflect standards -Teacher collected evidence of student’s level of understanding to be shared out during PLC work	Spring Principal “Walk Throughs” guidelines that explicitly -Clearly posted standard -Lesson components that reflect standards -Teacher collected evidence of student’s level of understanding to be shared out during PLC work
	Measures of Evidence for Students (“and” statement)	Fall Student performance on formative assessment (edulastic online formative assessment)	Winter Student performance on formative assessment (edulastic online formative assessment)	Spring Student performance on formative assessment (edulastic online formative assessment)
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Math TOSA, Director of T&L	Teacher Leader Teams - Training focuses on lesson design aligned to math standards as well as building curriculum (instructional strategies, standards mapping & aligned resources including adopted materials)		Established math calendar with scheduled dates throughout year
	K-5 Teachers, Math Leaders & principals	K-5 Professional Development focused on lesson design aligned to math standards and strategies that support the “Eight Mathematical Practices”		Scheduled Once a Month Late start Fridays
	K-5 Teachers, Math leaders and principals	Pacing maps developed by grade level collaborative teams district wide (goal to continue to build K-5 teachers knowledge of standards)		November 12 th Inservice Day

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	Director of T & L and principals	Principal “Walk Throughs” with Look for templates & debrief with teachers	Fall, Winter, Spring Schedule Rubrics brought to monthly elementary admin meetings
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Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

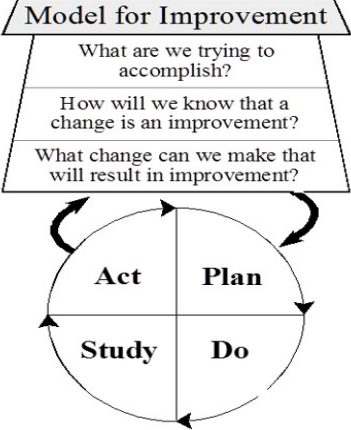
<p><i>District Goal this strategy supports</i></p>	<p>Goal 3 Increase the impact of a positive school climate district wide measured by the “Youth Truth Survey” aiming towards 80% of students agreeing or strongly agreeing on the established collection of questions relating to school climate</p>			
<p><i>What are we going to do?</i></p>	<p>Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we as a district support each school in building positive relationships between students and staff alike by providing professional development on equitable practices consisting of building relations, creating a shared vision, nurturing role models from within and designing systematic practices that lend themselves to praise and celebration of the individuals that make up our schools, then a strong sense of belonging will grow and students and staff alike will engage in an environment of learning and achievement.</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 PBIS Inventory Check List, followed up with debrief at monthly admin meeting</p>	<p>Winter PBIS Inventory Check List, followed up with debrief at monthly admin meeting</p>	<p>Spring Youth Truth online Survey for Staff</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall (Brief) Student Survey</p>	<p>Winter (Brief) Student Survey</p>	<p>Spring Youth Truth online survey for students</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>High School Principal, MS Principal</p>	<p>1.Trauma Informed PD at the secondary level</p>		<p>Fall 2019</p>
	<p>Director of T & L / MS Principal</p>	<p>2. K-8 PBIS Implementation Team Planning Sessions</p>		<p>January 9th - February 26th -28th - March 19th</p>
	<p>Director of T&L, District Improvement Team</p>	<p>3.Designing of District Equity Lens</p>		<p>All year long at monthly DIT sessions – Calendar Established</p>
	<p>Each building principal</p>	<p>4. Attendance/ Every Day Matters Campaign (built in relation building)</p>		<p>Check ins on progress during monthly admin meetings</p>
	<p>HS & MS principal</p>	<p>5.Adult Connections (MS – Check & Connect) (HS Student Success Coach)</p>		<p>Currently installed</p>

District Goal this strategy supports	Goal 3 Increase the impact of a positive school climate district wide measured by the “Youth Truth Survey” aiming towards 80% of students agreeing or strongly agreeing on the established collection of questions relating to school climate	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input 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 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):



The diagram consists of two parts. The top part is a trapezoidal shape titled "Model for Improvement" with three horizontal sections containing the questions: "What are we trying to accomplish?", "How will we know that a change is an improvement?", and "What change can we make that will result in improvement?". Below this is a circular diagram divided into four quadrants labeled "Act", "Plan", "Study", and "Do". Arrows connect the quadrants in a clockwise cycle: Act to Plan, Plan to Do, Do to Study, and Study back to Act.

Working through our District Improvement Team our district plan will be monitored and reviewed on an ongoing basis. The team will apply the PDSA cycle (see graphic) to look at our applied practices of improvement and understand the effects these practices are having on student outcomes. The District Improvement Team currently meets once a month. Reviewing our district plan will be established as an agenda item on a quarterly basis.