

GPSD7 District Continuous Improvement Plan

School Year	2019 – 2020
District	Grants Pass School District

District Direction Section

Mission	We will provide an education that encourages all students to reach their potential and to become responsible, productive citizens.
Vision	Fostering Hope and Engagement for our Students and Community

Comprehensive Needs Assessment Summary

What data did our team examine? Data includes: Attendance data, SBAC scores for ELA, Math, and Science including extended assessments, ELPA21 data, Reading measures at elementary (Acadience) and middle school (Reading Inventory), Math measures at elementary (iReady) and middle school (Lexile scores), School climate surveys (Youth Truth, Tell Survey, etc), Oregon Wellness Survey, High School measures such as PSAT and SAT scores, dual credit data, freshman on-track, graduation rate, completion rate

How did the team examine the different needs of all learner groups? For all the above mentioned data, subpopulation data is reviewed including data for race/ethnicity, SPED, TAG, EL, homelessness, and broken down by individual grade levels as well.

How were inequities in student outcomes examined and brought forward in planning? As our data suggests subpopulations at a disadvantage currently are identified as our males, students with disabilities, homeless, and multiracial groups. Plans are developed to target these specific subgroups.

What needs did our data review elevate? Our comprehensive needs assessment has raised our level of concern on math outcomes for all subgroups as well at overall graduation rate for our male population.

How were stakeholders involved in the needs assessment process? District and administrative leadership, School Board, Parent Advisory Council, and school based Site Teams are included in the needs assessment process. Staff review data annually as ensure alignment with their school’s improvement plan.

Which needs will become priority improvement areas?

- Graduation rate
- Increase percent of 9th grade students On Track
- Increase rate of student attendance K – 12
- Math outcomes and academic growth
- Social emotional and behavioral supports for students and staff

Long Term District Goals & Metrics

Goal 1	Annually, we will increase the number of students graduating within 4 and/or 5 years with a high school diploma (regular, modified, extended) and increase our overall completion rate for both the 4 and 5 year cohorts. In addition, we will expand opportunities for students seeking a regular diploma beyond the 5th year in an effort to help more students complete.		
Metrics	By June 2020	By June 2021	By June 2022
	9 th Grade On Track Data to increase from 81.4% to 83%	9 th Grade On Track Data to increase an additional 3% to 86%	9 th Grade On Track Data to increase an additional 3% to 89%

	Percent of regular attenders to increase from 83.9% to 85% Drop out rate to decrease below state average.	Percent of regular attenders to increase an additional 2.5 % to 87.5% Drop out rate to stay below state average.	Percent of regular attenders to increase an additional 2.5 % to 90% Drop out rate to stay below state average
Goal 2	5th and 8th grade math benchmark outcomes on SBAC will increase by 5% or more each year from baseline of 41.9% at 5th grade and 39.4% at 8th grade.		
Metrics	By June 2020	By June 2021	By June 2022
	iReady EOY Math results to increase K – 5 th grade by at least 2% from previous year. Imagine Math EOY math results to increase 6 th – 8 th grade by at least 2% from previous year. SBA Math Assessments to increase by 5% or more each year.	iReady EOY Math results to increase K – 5 th grade by at least 2% from previous year. Imagine Math EOY math results to increase 6 th – 8 th grade by at least 2% from previous year. SBA Math Assessments to increase by 5% or more each year.	iReady EOY Math results to increase K – 5 th grade by at least 2% from previous year. Imagine Math EOY math results to increase 6 th – 8 th grade by at least 2% from previous year. SBA Math Assessments to increase by 5% or more each year.
Goal 3	Reduce overall student behavior referrals annually; identified at-risk behavior groups will receive targeted, evidence-based interventions.		
Metrics	By June 2020	By June 2021	By June 2022
	Percent of regular attenders to increase from 83.9% to 85% Behavior referrals decreased at each location as well as the # of referrals earned by individual students Risk Assessments decreased district wide	Percent of regular attenders to increase an additional 2.5 % to 87.5% Behavior referrals decreased at each location as well as the # of referrals earned by individual students Risk Assessments decreased district wide	Percent of regular attenders to increase an additional 2.5 % to 90% Behavior referrals decreased at each location as well as the # of referrals earned by individual students Risk Assessments decreased district wide

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success	Approach to coordinating support for at risk freshman that puts teachers in collaborative teams to use data to identify students
Regular Attenders & 9 th Grade Success Network	Collaboration and calibration across districts in Southern Oregon, generate ideas to support freshman on-track data and interventions
Biliteracy Seal	Inclusive practice that recognizes traditionally underserved population, culturally responsive
Cultural Agility/TIDE	Training and team collaboration designed to address equity and diversity issues in Grants Pass School District
English Language Learners	Interventions and support for students whose first language is not English, early literacy skill development, family engagement that supports the whole student, translation and interpretation so items are accessible for all

Initiative/Program	How this initiative/program supports the district to meet goals
Response to Instruction and Interventions K – 8 th grade	Development of core curriculum, standardized practices across the district, district wide system of data analysis through coordinated teacher team meetings to identify at risk students and develop and monitor intervention implementation
Juvenile Justice Outreach Officer	Preventive partnership with county officials who provide support and positive connections for students and families, intervention for behavior and attendance concerns with solution based ideas
School Resource Officers, School Marshalls, and increased Security Staff	Promoting a safe environment for students at school will contribute to the positive relations with families and students
Positive Behavior Instructional Supports and Restorative Justice	Recognize, reteach, and reinforce core values at all schools, while focusing on restorative practices for students
Ready for K	Implementation of a parent education program for incoming kindergarten student families
AVID	Implementation of AVID elective and AVID instructional strategies to support academic success for all students and targeted at risk students
Trauma Informed Practices	Conduct ongoing training related to trauma informed practice including the neuro-sequential model, adverse childhood experiences, and form a district committee on Building Resilient Committees (BRC)
Instructional Framework	Develop district framework outlining best practices for instruction that drives professional development as well as a priority driven budget process

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

Goal 1: Annually, we will increase the number of students graduating within 4 and/or 5 years with a high school diploma (regular, modified, extended) and increase our overall completion rate for both the 4 and 5 year cohorts. In addition, we will expand opportunities for students seeking a regular diploma beyond the 5th year in an effort to help more students complete.			
Strategy 1.1	If we institute 9 th Grade Success Teams then staff will respond to student deficit skills with targeted interventions and more 9 th grade students will be considered “on track” at the end of the school year.		
Measures of Evidence for Adult Actions (“then” statements)	Fall Review incoming 8 th grade student data to identify most at risk students. Scheduled 9 th grade Success Team meeting and training for team collaboration 9 th grade Summer Success Camp	Winter 1 st semester “Boot Camp” for students to recover credit Scheduled 9 th grade Success Team meeting and training for team collaboration	Spring Scheduled 9 th grade Success Team meeting and training for team collaboration 2 nd semester “Boot Camp” for students to recover credit
Measures of Evidence for Students (“and” statement)	Fall Monitoring student grades, attendance, and behavior using Schoolzilla tool	Winter Monitoring student grades, attendance, and behavior using Schoolzilla tool # of credits earned in 1 st semester	Spring Monitoring student grades, attendance, and behavior using Schoolzilla tool # of credits earned in 2 nd semester
Person or Team Responsible	Action Steps To be completed this year		Due Date
Building Admin	Schedule meetings, schedule trainings, follow through with 9 th grade Success Team members on data/results		Monthly
Counselors	Follow through with interventions as determined by 9 th grade teams, document		Monthly

Curriculum Director	Track 9 th grade outcomes and results			Monthly
Strategy 1.2	If we implement our district instructional framework by utilizing AVID strategies and other best practices in education in the classroom, then students will learn strong study skills and habits designed to increase content area understanding.			
Measures of Evidence for Adult Actions (“then” statements”)	Fall AVID fall PD sessions led by teacher leaders AVID Showcase visits AVID professional development opportunities regionally	Winter AVID site coordinators at 6 th – 12 th grade to deliver PD on site AVID Showcase visits AVID professional development opportunities regionally	Spring Identification of AVID teachers to be trained Identification of AVID elective students	
Measures of Evidence for Students (“and” statement)	Fall # of staff trained in AVID strategies	Winter	Spring AVID spring data submission (student outcomes) and AVID CCI submission	
Person or Team Responsible	Action Steps To be completed this year			Due Date
Curriculum Director	Planning of AVID professional development, collection of AVID site team plans, support for AVID site teams			ongoing
AVID site coordinators	Plan and develop student opportunities as well as staff development, support teachers in the classroom with strategy implementation			ongoing
Strategy 1.3	If students attend school regularly, then more opportunities to stay on track for learning will be achieved.			
Measures of Evidence for Adult Actions (“then” statements”)	Fall Identify students most in need of support based on previous year data Positive messaging	Winter Planned parent and student conferences for chronically absent students Positive messaging	Spring Planned parents and student conferences for chronically absent students Positive messaging	
Measures of Evidence for Students (“and” statement)	Fall Student attendance data	Winter Student attendance data	Spring Student attendance data	
Person or Team Responsible	Action Steps To be completed this year			Due Date
Attendance Support Supervisor	Coordinate attendance system for Grants Pass High School, identify truant students and provide coordinated support with Student Success Mentors			ongoing
Director of Secondary Education	Development of district plan for attendance, development of district attendance team (to meet quarterly)			ongoing
Building Admin	Monitor student attendance data			ongoing

Goal 2: 5th and 8th grade math benchmark outcomes on SBAC will increase by 5% or more each year from baseline of 41.9% at 5th grade and 39.4% at 8th grade..

Strategy 2.1	If we implement and support the K-5 elementary math program (Ready Classroom) then staff will have resources better aligned with state standards and student math scores will increase as measured by iReady and SBAC.
---------------------	--

Measures of Evidence for Adult Actions (“then” statements”)	Fall Ready Classroom consultants meeting with every classroom teacher in October Principal observations and feedback to teachers specific to math strategies being used	Winter Staff will look at iReady universal screening data and identifying at risk students in need of targeted intervention Principal observations and feedback to teachers specific to math strategies being used	Spring Ready Classroom consultants meeting with every classroom teacher in April Principal observations and feedback to teachers specific to math strategies being used
Measures of Evidence for Students (“and” statement)	Fall Baseline data for iReady	Winter Benchmark growth for iReady	Spring Benchmark growth for iReady and SBAC
Person or Team Responsible	Action Steps To be completed this year		Due Date
Elementary Curriculum Director	Schedule trainings, ensure follow up		September 2019
Title One Teachers	Implement screening and data collection		Ongoing
Elementary Staff	Participate in the training, implementing instructional practices, analyze data, develop intervention strategies		Ongoing
Strategy 2.2	If we implement and support the 6 th – 8 th grade newly adopted core math program (EdGems) then staff will have resources better aligned with state standards and student math scores will increase as measured by Imagine Math and SBAC.		
Measures of Evidence for Adult Actions (“then” statements”)	Fall Baseline data for Imagine Math Principal observations and feedback to teachers specific to math strategies being used	Winter Benchmark growth for Imagine Math Principal observations and feedback to teachers specific to math strategies being used SLOP training for content areas teachers supporting EL Learners during instruction.	Spring Benchmark growth for Imagine Math and SBAC scores Principal observations and feedback to teachers specific to math strategies being used SLOP training for content areas teachers supporting EL Learners during instruction.
Measures of Evidence for Students (“and” statement)	Fall Baseline data for Imagine Math	Winter Benchmark growth for Imagine Math	Spring Benchmark growth for Imagine Math and SBAC
Person or Team Responsible	Action Steps To be completed this year		Due Date
Curriculum Director	Schedule trainings		September 2019
Classroom Teachers	Implement agreed upon standards and expectations for all students, implement instructional practices with fidelity		ongoing
Strategy 2.3	If we increase staff understanding of state standards and mathematical practice standards by working with knowledgeable consultants then teachers will be better equipped to improve instructional practices and student outcomes will improve as measured by SBAC, iReady, and classroom assessments.		

Measures of Evidence for Adult Actions (“then” statements”)	Fall Training with Shannon McCaw Group for both elementary and middle school staff Principal observations and feedback to teachers specific to math strategies being used	Winter Training with Shannon McCaw Group for both elementary and middle school staff Staff collaboration time to further unit development as well as common assessments Principal observations and feedback to teachers specific to math strategies being used	Spring Training with Shannon McCaw Group for both elementary and middle school staff Principal observations and feedback to teachers specific to math strategies being used Parent training (Juntas) on expectations related to school systems focused on EL population
Measures of Evidence for Students (“and” statement)	Fall Baseline data for iReady, in program assessments, teacher created common assessments	Winter Benchmark data for iReady, in program assessments, teacher created common assessments	Spring Benchmark data for iReady, in program assessments, teacher created common assessments, and SBAC outcomes
Person or Team Responsible	Action Steps To be completed this year		Due Date
Curriculum Directors	Schedule Shannon McCaw Group, schedule collaborative time for teachers to meet		September 2019
Classroom teachers	Implement agreed upon standards and expectations for all students, implement instructional practices with fidelity		ongoing
Intervention Teachers	Implement screening and data collection		Ongoing
Principals	Conducting routine classroom visits specifically during math time to provide teachers with feedback on math practices, schedule parent training		Ongoing

Goal 3: All students will have support in the development of social-emotional skills and as a result, there will be a reduction in the number of referrals per student.			
Strategy 3.1	If we develop targeted, evidence-based intervention behavior programs at elementary and middle school, then students will have supported instruction for developing their self-regulation skills.		
Measures of Evidence for Adult Actions (“then” statements”)	Fall Positive Behavior Training, Discovery Program Training, etc. Implementation of Stepping Stones (elementary) and Discovery Program (middle)	Winter Positive Behavior Training, Discovery Program Training, etc. Implementation of Stepping Stones (elementary) and Discovery Program (middle)	Spring Positive Behavior Training, Discovery Program Training, etc. Implementation of Stepping Stones (elementary) and Discovery Program (middle)
Measures of Evidence for Students (“and” statement)	Fall PBIS student data, tracking # of referrals per kid	Winter PBIS student data, tracking # of referrals per kid	Spring PBIS student data, tracking # of referrals per kid
Person or Team Responsible	Action Steps To be completed this year		Due Date
Curriculum Directors	Hiring, curriculum development, coordination of student placement, monitor student progress		Fall 2019
Classroom teachers	Develop program, implementation of program		Fall 2019

Building administration	Observation, support, student discipline as needed			Fall 2019
Strategy 3.2	If we provide professional development in evidence based behavior practices (Collaborative Problem Solving, Positive Discipline, functional behavioral assessments), then staff will have tools and common vocabulary to support all students in self-regulation.			
Measures of Evidence for Adult Actions (“then” statements”)	Fall # of staff attending trainings Observation by building administration on practices in classrooms Create school based behavior teams monitoring adult skills and student outcomes	Winter # of staff attending trainings Observation by building administration on practices in classrooms Create school based behavior teams monitoring adult skills and student outcomes	Spring # of staff attending trainings Observation by building administration on practices in classrooms Create school based behavior teams monitoring adult skills and student outcomes	
Measures of Evidence for Students (“and” statement)	Fall PBIS student data, tracking # of referrals per kid	Winter PBIS student data, tracking # of referrals per kid	Spring PBIS student data, tracking # of referrals per kid	
Person or Team Responsible	Action Steps To be completed this year			Due Date
Director of School Improvement	Development and delivery of professional development, scheduling of outside consultants			ongoing
Classroom Teachers	Implementation of strategies learned			ongoing
Building administration	Observation and feedback to classroom teachers and all staff on utilization of strategies learned			ongoing
Strategy 3.3	If we revitalize our Positive Behavior Intervention System for all schools K -12, then we will create consistent routines and expectations. School culture will be enhanced and students will feel safe, engaged and supported by competent, caring adults.			
Measures of Evidence for Adult Actions (“then” statements”)	Fall Staff training in neuro-sequential model, Adverse Childhood Experiences, trauma informed practices, and PBIS PBIS implementation survey (pre)	Winter Staff training in neuro-sequential model, Adverse Childhood Experiences, trauma informed practices, and PBIS	Spring Staff training in neuro-sequential model, Adverse Childhood Experiences, trauma informed practices, and PBIS PBIS implementation survey (post)	
Measures of Evidence for Students (“and” statement)	Fall PBIS student data, tracking # of referrals per kid Student attendance rate by school, grade level	Winter PBIS student data, tracking # of referrals per kid Student attendance rate by school, grade level	Spring PBIS student data, tracking # of referrals per kid Student attendance rate by school, grade level	
Person or Team Responsible	Action Steps To be completed this year			Due Date
Director of School Improvement	Identification of needed systems support for rebooting PBIS system			Spring 2020
Building administration	Implement and promote PBIS schoolwide systems			ongoing

School based PBIS teams	Student data review, identification of top tier students needing additional supports, recommendations for adjusting school plan	ongoing
-------------------------	---	---------

District Plan Self-Monitoring Routines

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

The Grants Pass School District Leadership Team is responsible to monitor the continuous improvement process. This team includes the Superintendent and the District Office Directors. The team will report out to the School Board and Parent Advisory Council at least annually. All administrators will review the district plan annually and review their specific school improvement plan as well. Schools will have goals/activities aligned to the district improvement plan work. School administration will report out their school Site Council as well as other key stakeholders like staff, students, and community partners.