Medford School District Continuous Improvement Plan

Oregon Department of Education Template

School Year	2019-2021
District	Medford School District

District Direction Section

Vision	We are a premier school district that inspires remarkable achievement, and empowers students to succeed and contribute in a changing world.
Mission	To foster the talents and interests of a community of life-long learners through a meaningful education that challenges students to reach their unlimited potential.

Comprehensive Needs Assessment Summary

What data did our team examine?

- District Report Card Data including student performance, on-track to graduate, on-time graduation, and demographic data
- ORIS School Needs Assessment
- ORIS District Needs Assessment
- iReady Data for Reading and Math K-8
- Professional Development Surveys
- Title 1 A School Improvement Focus Indicator Data
- Parent Involvement Survey Data
- Migrant Parent Academic Outreach Survey Data
- SWIS Behavior Data
- Youth Truth Survey Data
- Chronic Absenteeism Data
- Healthy Teen Survey Data
- Suspension and Expulsion Data
- ELPA21
- Family Survey Data

How did the team examine the different needs of all learner groups?
- District held 19 focus groups with diverse staff, students, families, and community members
- Stakeholder work groups analyzed trend data
- All data was disaggregated and analyzed through the use of a structured data protocol
- School and district report cards were used with a projection graph and presented to the School Board
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How were inequities in student outcomes examined and brought forward in planning?

- Looking at report card data, trend lines were created to review the current level for all student groups.
- Central High School is identified as a comprehensive school and Jackson Elementary School is now identified as a targeted school.

- Many of our students have been identified for needing more targeted instruction in core time as well as intervention. Specifically, students that are dually identified as English Language Learners and students who experience disabilities.
- Graduation and SBA data revealed that American Indian/Alaska Native, Black/African American, and economically disadvantaged students were identified as needing more support.
- Disproportionality in discipline data was analyzed.

How were stakeholders involved in the needs assessment process?

The needs assessment process coincided with the entry plan of Medford's new superintendent, Dr. Bret Champion. During the fall the district surveyed diverse stakeholder groups, convened focus groups from students, staff, school communities, the Latino Parent Advisory Committee, Black and African American Parent Committee, as well as the faith-based community. A team of stakeholders met for three half days to draft this plan.

What needs did our data review elevate?

The data made it clear to the team that our district has needs in:

1. Reading
2. Math
3. Graduation Rates
4. Mental and Behavioral Health

There are opportunity gaps in reading, math, and graduation rates. Student self-regulation is also a significant concern, especially in grades K-2. We are committed to reviewing systems and structures to help improve student outcomes for all students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, including:

- Review current reading and math intervention programs
- A comprehensive assessment system K-12
- Continued support for multi-tiered systems of support with a concentration on what is happening during Core instruction
- Aligned coursework between schools at the secondary level
- Community and family engagement strategies
- Attendance protocols/systems for improvement

- Analyze behavioral management systems and data to meet student needs
- Professional development to improve instruction for all students
- Reviewing library systems and services to support student achievement using Strong Library Rubric
- Counseling professional development for comprehensive guidance and counseling

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.

- Increase the percentage of students meeting and exceeding standards in math and English Language Arts
- Improve attendance K-12
- Increase the graduation rate
- Eliminate the opportunity and achievement gap
- Reduce referrals
- Enhance mental health

	Long Term District Goals & Metrics *Student Focused, aspirational, aligned with needs, written for all students to help improve student outcomes for all students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes.*		
Goal 1	**Academic Growth and Achievement** All students will meet or exceed state standards in English Language Arts and math on Smarter Balanced Assessments (SBA) (70% ELA & 55% Math by 2025)		
Metrics	By 2020	By 2021	By 2022
	SBA scores 3% above the state average in grades 3-8 & 11 Using All Grades SBA data, 60% of students in all tested grades will meet or exceed in ELA & 42% in Math 65% of students meet typical growth targets on iReady Reading and Math grades 1-8	SBA scores 5% above state average in grades 3-8 & 11 Using All Grades SBA data, 62% of students in all tested grades will meet or exceed in ELA & 44% in Math 70% of students meet typical growth targets on iReady Reading and Math grades 1-8	SBA scores 10% above state average in grades 3-8 & 11 Using All Grades SBA data, 67% of all students in all tested grades will meet or exceed in ELA & 50% in Math 75% of students meet typical growth targets on iReady Reading and Math grades 1-8

Goal 2	**Graduation Rates** All students will graduate from high school in four years. (90% by 2025)		
Metrics	By 2020	By 2021	By 2022
	85% of students will graduate from high school in four years. 88% of ninth graders will be on track to graduate by the end of ninth grade.	87% of students will graduate from high school in four years. 90% of ninth graders will be on track to graduate by the end of ninth grade.	89% of students will graduate from high school in four years. 92% of ninth graders will be on track to graduate by the end of ninth grade.
Goal 3	**Whole Child** All students will develop social and emotional competencies. (80th percentile of districts nationally by 2025)		
Metrics	By 2020	By 2021	By 2022
	Decrease major referrals K-2 by 10%. Reduce exclusionary discipline (suspension/expulsion) by 5% Reach 50th percentile of districts nationally with an increasing number of students grades 7-12 agreeing and strongly agreeing with the Youth Truth Survey statement, "When I'm feeling	Decrease major referrals K-2 by 15% Reduce exclusionary discipline (suspension/expulsion) by 10% Reach 60th percentile of districts nationally with an increasing number of students grades 7-12 agreeing and strongly agreeing with the Youth Truth Survey statement, "When I'm feeling	Decrease major referrals K-2 by 20% Reduce exclusionary discipline, (suspension/expulsion) by 20% Reach 70th percentile of districts nationally with an increasing number of students grades 7-12 agreeing and strongly agreeing with the Youth Truth Survey statement, "When I'm feeling

	upset, stressed or having problems, there is an adult in school who I can talk to about it."	upset, stressed or having problems, there is an adult in school who I can talk to about it."	upset, stressed or having problems, there is an adult in school who I can talk to about it."

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success **(Measure 98)**	Investments in dropout prevention, college and career readiness, and career technical education increase the personalization and relevance of a high school education and provide differentiated support for students to graduate on time with a clear direction for the future. It also supports our whole child goals with additional mental health support. This grant funds: CTE/Pathways programs, Medford Online, additional counseling staff, mental health specialists, and Latino Family Outreach.
ESSA School Improvement Funds	These funds have been used to pay for instructional specialists to implement professional development related to our goals in math and reading; ECRI training, iReady training, RTI training, all focused on strengthening our core instruction and interventions in Math and English Language Arts.
Title II-A	Title II-A funds have been dedicated to strengthening instruction in our core. Instructional specialists provide training to ensure all staff have professional development using the math and reading curriculum and enhancing literacy development across the curriculum by differentiated instruction to include all groups of learners.
Black and African American Student Success Grant	This collaborative grant with Ashland School District provides a full time Equity Specialist in the Medford School District. He provides professional development, student advocacy, family outreach, and co-facilitates the District Equity Workgroup. The Equity Specialist sits on the statewide Equity Board. This grant supports all district goals for our Black and African American students.

Annual Evidence Based Strategies, Measures and Actions

District Goal this strategy supports	Goal 1:Academic Growth and Achievement: All students will meet or exceed state standards in English Language Arts and Math on Smarter Balanced Assessments (SBA) (70% ELA & 55% Math by 2025)			
What are we going to do? **Adult Actions**	Strategy # 1.1 *Written as a Theory of Action and reflects evidence-based practices*	**If we** provide resources and effective professional learning aligned to standards based instruction and culturally responsive practices, **then** teachers will implement a variety of evidence-based practices, providing differentiation, and improving instruction **and** outcomes for all students will improve.		
How we will know the plan is working? **Adult Actions**	**Measures of Evidence for Adult Actions ("then" statements")**	**Fall** Instructional specialists use agreed upon SEI Observation Tool to conduct walk-throughs, collecting observational data that exhibits 65% "strong" markers of implementation for the three key strategies	**Winter** Instructional specialists use agreed upon SEI Observation Tool to conduct walk-throughs, collecting data that exhibits 75% "strong" markers of implementation for the three key strategies	**Spring** Instructional specialists and administrators use agreed upon SEI Observation Tool to conduct walk-throughs, collecting data that exhibits 85% "strong" markers of implementation for three key strategies

	Measures of Evidence for Students ("and" statement)	Fall	Winter	Spring
		iReady Reading	Ready Reading	Ready Reading
		iReady Math	iReady Math	iReady Math
		Course performance	Course performance	Course performance
				Smarter Balanced Assessment Data

How we will get the work done?	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Instructional Specialists	1. Support teachers in Lesson Design Workshop to improve student learning.		June 2020
	All K-12 Instructors	2. All instructors will establish and use the three key strategies: ● Post Learning Targets/Objectives ● Checks for understanding ● Engagement		June 2020
	K-8 Staff	3. Continuous professional learning in iReady and iReady math to effectively diagnose and deliver appropriate instruction		June 2020

	Technology Integration Specialists	4. Provide professional learning with technology and innovative strategies for personalization and the four C's: Communication, Collaboration, Critical Thinking, Creativity	June 2020
	Counselors, Administrators, Teachers	5. Implement systematic attendance protocols to support regular attendance.	June 2020
	Philip Smith, Instructional Specialists	6. Train SLT's in use of disaggregated data.	June 2020
	Marsha Moyer/HR	7. Determine administrative calibration on quality instruction. Assess PD needs and provide PD to administrators on effective quality feedback.	Ongoing until June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__x_ Leadership __x_ Talent Development _____ Stakeholder Engagement and Partnership __x_ Well-Rounded, Coordinated Learning __x_ 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: **Graduation** All students will graduate from high school in four years. (90% by 2025)			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we implement interventions, tech integration, Pathways, Comprehensive Guidance and Counseling and online learning, **then** educators in grades K-12 will identify at-risk students early, increase personalization, relevance, and engagement **and** more students will graduate from high school in four years.		
How we will know the plan is working?	Measures of Evidence for Adult Actions ("then" statements")	Fall School Level Teams review Q1 on track data that shows 75% of students on track to graduate based on credit accrual.	Winter School Level Teams review Q2 on track data that shows 80% of students on track to graduate based on credit accrual.	Spring School Level Teams review Q3 on track data that shows 85% of students on track to graduate based on credit accrual.

	Measures of Evidence for Students ("and" statement)	Fall Grade Level Credit Accrual Q1 75% on track Grade Level Attendance	Winter Grade Level Credit Accrual Q2 80% on track Grade Level Attendance	Spring Grade Level Credit Accrual Q4 85% on track Grade Level Attendance
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Hal Jones & Building Admin.	1. Continue implementing Pathways and CTE courses K-12 including multiple Pathway aligned to Rogue Workforce Sector Strategies.		August 2019-June 2020
	Jenni Jones & Building Admin.	2. Implement Year Two Medford Online Programs.		August 2019-June 2020
	Michelle, Admins & Counselors	3. Contract with ASCA to begin multi-year Comprehensive Guidance and Counseling planning and implementation.		June 2020
	Building SLT Teams	4. Review disaggregated data on behavior, attendance, and credit accrual to target interventions for students.		Quarterly September 2019 - June 2020

	Education Services & ITS	5. Implement 1:1 Chromebooks for 9th graders and provide technology integration support.	August 2019-June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	X Leadership _____ Talent Development X Stakeholder Engagement and Partnership X Well-Rounded, Coordinated Learning _x_ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

District Goal this strategy supports	Goal 3: **Whole Child** All students will develop social and emotional competencies. (80th percentile of districts nationally by 2025)		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	**If we** embed social emotional learning and restorative practices across the curriculum, **then** educators, school counselors, and mental health professionals will provide social, mental, and behavioral support in a variety of formats, **and** students will report feeling safe, cared for, and show evidence of social, emotional, and academic competency.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall School Level Teams review Q1 major referral data that shows 5% reduction from last year.	Winter School Level Teams review Q2 major referral data that shows 7% reduction from last year.	Spring School Level Teams review Q4 major referral data that shows 10% reduction from last year.

	Measures of Evidence for Students ("and" statement)	Fall Fewer discipline referrals Fewer risk assessments Reduce exclusionary discipline, (suspension/expulsion)	Winter Fewer discipline referrals Fewer risk assessments Reduced exclusionary discipline, (suspension/expulsion)	Spring Fewer discipline referrals Fewer risk assessments Reduced exclusionary discipline, (suspension/expulsion) Reach 50th percentile of districts with an increasing number of students grades 7-12 agreeing and strongly agreeing with the Youth Truth Survey question, "When I'm feeling upset, stressed or having problems, there is an adult in school who I can talk to about it."
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers & Admins K-5	1. Implement Great Body Shop and Second Steps Curriculum for comprehensive health education.		Ongoing June 2020
	Building SLT Teams	2. Review disaggregated data for attendance and behavioral referrals quarterly.		Quarterly until June 2020

	Student Services	3. Implement SSS/SSA behavior supports and Family Solutions counselors for mental health support.	June 2020
	Secondary Leadership Teams	4. Review Youth Truth Survey Data and Healthy Teen Survey for results, patterns, and trends.	June 2020
	Administrators & PBIS Teams	5. Attend positive discipline training and develop plans to implement at their school.	February & April 2020
	Teacher Librarians	6. Consider creating a district wide vision for library media services to support the whole child, graduation, literacy, and digital citizenship.	June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership _x__ Well-Rounded, Coordinated Learning _x__ Inclusive Policy and Practice	

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

Medford School District Plan

Self-Monitoring Routines

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

Instructional Cabinet meets monthly. It includes teachers on special assignment, support staff, and administrators from Education Services, Federal Programs, and Special Ed/Student Services. Using the routine template below, this team will conduct quarterly Continuous District Improvement Plan (CDIP) review and monitoring in January, March, and June 2020.

In conjunction with the Student Success Act and Student Investment Account strategic planning processes, the superintendent and diverse stakeholders will recommend revisions and updates to the CDIP by June 2020.

Routine Example:

The chart below does not need to be completed prior to installation of district self-monitoring routines. It 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?

Medford School District
CDIP Monitoring January, March, June 2020

Performance Updates	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?