

Myrtle Point School District Continuous Improvement Plan
(Revised November 2019)

School Year	2019 – 2020
District	Myrtle Point School District

District Direction Section

Vision	Myrtle Point School District meets and exceeds the needs of our students by providing rigorous academics and activities as well as a variety of electives, trade or vocational programs, which prepare our children for college and the work world.
Mission	Myrtle Point School District support the whole student by providing: *Highly qualified, dedicated staff *An open, honest, and caring environment *A stimulating curriculum *A commitment to excellence *Fiscally responsible decision-making and *Shared school/community involvement

Comprehensive Needs Assessment Summary

What data did our team examine?

Our team examined the different data elements on the state report card, TELL survey from 2016 and 2018, teacher evaluation data, student formative and summative assessment data, and professional development survey information. In addition to data from a survey given to parents in grades K (administered by the SCREL Hub) and in the age range of 8-13 (administered by the Regional Achievement Collaborative). We also looked at individual student attendance, behavior and academic data.

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

At Myrtle Crest Elementary, we used the data team process to look at our data down to the individual student. Teachers then continually use this information to set goals for each student as well as their instruction every 4.5 weeks to meet the needs of every student. The teaching staff not only has academic data teams they are also on Solution Teams which look at attendance, behavior, family involvement and community support.

At the high school, we are using our High School Success Team process to look at student data both in groups and individually. This data includes attendance, behavior and academic components. Our high school success, graduation coach also audits each student’s individual plan and profile to check progress toward on time graduation and adjusts those plans as necessary.

Were inequities in student outcomes examined?

Our process didn’t really identify any student inequities although there are some disparities in student outcomes in our subgroup populations. However, these subgroups are so small that plans are created on the individual level as needed rather than around that particular subgroup.

What needs did our data review elevate?

The primary revelation was that a high number of students are not reading at or above grade level. As we know this is the foundation for all other instruction and learning and definitely impacts our students’ abilities to continue on to the next grade level or graduate on time. It also identified the need for students to have access to high quality, rigorous, and engaging instructions. This instruction needs to be aligned to content standards and give students an opportunity to demonstrate proficiency/mastery toward those standards with opportunities for re-teaching when needed. Finally, the need for staff to have access to professional development related to the above work.

Which needs will become priority improvement areas?

Curriculum, instructional-benchmarking work for teachers in grades 7-12 will be our primary focus with the new allocation of ESSA dollars this year and in the years to come.

How were stakeholders involved in the needs assessment process?

The administration and teachers have been actively involved in the collection of data. This data was disseminated in part to the School Board. Parent input was gathered in grade K and in ages 8-13 through formal survey. Some of this information was shared at a parent involvement activity at Myrtle Crest Elementary. This data has also been used in forming some of the supports and communications for our work moving forward.

Vision	Myrtle Point School District meets and exceeds the needs of our students by providing rigorous academics and activities as well as a variety of electives, trade or vocational programs, which prepare our children for college and the work world.		
Long Term District Goals & Metrics			
Student Focused, aspirational, aligned with needs, written for all students Example: <i>All students will meet their annual growth targets in math.</i> Metrics are outlined for the year(s) to come.			
Goal 1	All students will have access to a viable curriculum aligned to content standards.		
Metrics	By end of 2018-2019	By end of 2019-2020	By end of 2020-2021
	Teachers will have completed the work outlined in the iRRE CIB agreement for two additional courses within their daily schedule. Teacher will have implemented the new Success for All reading curriculum with fidelity and attended 30 days of professional development/ instructional coaching days.	Teachers will have completed the work outlined in the iRRE CIB agreement for all of the courses within their daily schedule. Year two implementation of SFA and 15 days of professional development/instructional coaching days. Work to move from the mechanical to the routine practice of implementation will occur.	Teachers will have completed the work outlined in the iRRE CIB agreement for all of the courses within their daily schedule. Year 3 of SFA will be focused around moving from routine to refined. There will be 13 days of continued professional development and coaching.
Goal 2	All students will understand daily objectives and will be able to demonstrate understanding and master/proficiency on formative and summative assessments.		
Metrics	By end of 2018-19	By end of 2019-2020	By end of 2020-2021
	Quarter and semester grades, formative data, student exit tickets, SBAC test, SFA 4sight, EasyCBM	Quarter and semester grades, formative data, student exit tickets, SBAC test, SFA 4sight, EasyCBM	Quarter and semester grades, formative data, student exit tickets, SBAC test, SFA 4sight, EasyCBM
Goal 3	All students will have access to engaging, rigorous activities in all classes.		
Metrics	By end of 2018-19	By end of 2019-2020	By end of 2020-2021
	iRRE: Measuring What Matters Data, teacher evaluation data and student and staff longitudinal survey data	iRRE: Measuring What Matters Data, teacher evaluation data and student and staff longitudinal survey data	iRRE: Measuring What Matters Data, teacher evaluation data and student and staff longitudinal survey data
Goal 4	All students will have access to a safe and healthy facility at Myrtle Point Jr/Sr High.		

Vision	Myrtle Point School District meets and exceeds the needs of our students by providing rigorous academics and activities as well as a variety of electives, trade or vocational programs, which prepare our children for college and the work world.		
Metrics	By end of 2018-19	By end of 2019-2020	By end of 2020-2021
	N/A	N/A	Demolition of unsafe facility

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
iRRE: Measuring What Matters Observation Protocol	This is a research-based observation protocol specifically looking at engagement, alignment, and rigor. It provides opportunity for ongoing formative teacher observations that reinforces reflective conversation between administrators and teachers in order to address instruction deficiencies and increase teachers' abilities to meet the learning needs of their students.
Chronically Absent	Our district has been working very hard to improve instruction to better meet the student's needs, therefore attendance will increase. Teachers have also been doing classroom incentives to boost attendance. In addition to classroom work, the individual work that the district attendance coach, administration, and secretaries are doing to reach each individual family to get them to school will increase student success and attendance in school.
High School Success	Individual student learning needs will be addressed, students will know their learning targets in each class and will progress toward graduation with a greater degree of success. The High School Success Team data provides critical data to inform staff on the individual successes, deficits and needs of each of our struggling students so we are better able to create individual plans for content, instruction and assessments for these students.
Student Support Team (SST) process	This process was created in 2017 – 2018 and is firmly in place. We are able to identify and create support plans for individual students for everything from attendance, academics, behavior, mental health and special education/504. This is working really well.
SFA regional coordinator	SFA assigns a regional coordinator who conducts school visits throughout the year to monitor instructional practices, curriculum, assessment and data. There are 15-30 on site visit throughout the year.

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

District Goal this strategy supports	Goal:	
	Students will have access to teachers who will become skilled at research-based instructional strategies	
What are we going to do?	Strategy # 1.1	If we provide targeted professional learning activities on research-based instructional strategies then teachers will employ those strategies And students will be actively engaged in their learning
	Written as a Theory of Action and reflects evidence-based practices	

District Goal this strategy supports	Goal: Students will have access to teachers who will become skilled at research-based instructional strategies			
How we will know the plan is working	Measures of Evidence	Fall Principals, iRRE coaches and regional coordinators will do classroom observations regularly, to ensure curriculum is taught with fidelity and researched best practices are aligned with standards.	Winter Principals, iRRE coaches and regional coordinators will do classroom observations regularly, to ensure curriculum is taught with fidelity and researched best practices are aligned with standards.	Spring Principals, iRRE coaches and regional coordinators will do classroom observations regularly, to ensure curriculum is taught with fidelity and researched best practices are aligned with standards.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principals, consultants, teachers, and leadership team	Professional development is planned through the school year and assessments will be given quarterly to monitor student growth. The leadership team also meets weekly to go over classroom observations and instructional data.		June 2020 and will continue in the years to follow.
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 checked="" 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: Teachers will plan units of study based on content standards and current adopted curriculum. They will identify “I can” statements, benchmarks and create checkpoints (formative) tests and capstone (summative) assessments to measure students’ proficiency/mastery within each unit of study.	
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we provide professional learning around curriculum alignment and assessment Then teachers will create checkpoints and capstone assessments based on content standards And students will know their learning targets for each lesson objective and unit of study and will be able to demonstrate proficiency/mastery of the content.

<i>District Goal this strategy supports</i>	<p>Goal:</p> <p>Teachers will plan units of study based on content standards and current adopted curriculum. They will identify “I can” statements, benchmarks and create checkpoints (formative) tests and capstone (summative) assessments to measure students’ proficiency/mastery within each unit of study.</p>			
<i>How we will know the plan is working</i>	Measures of Evidence	<p>Fall</p> <p>iRRE Measuring What Matters formative observation data. Feedback from iRRE coaches and teachers. In addition, student grades and assessment data will inform this work</p>	<p>Winter</p> <p>iRRE Measuring What Matters formative observation data. Feedback from iRRE coaches and teachers. In addition, student grades and assessment data will inform this work</p>	<p>Spring</p> <p>iRRE Measuring What Matters formative observation data. Feedback from iRRE coaches and teachers. In addition, student grades and assessment data will inform this work</p>
<i>How we will get the work done</i>	Person or Team Responsible	<p>Action Steps To be completed this year</p>		Due Date
	Principal, teachers, superintendent, and iRRE team	<p>iRRE Curriculum and Instructional Benchmarking scope of work includes unit planning, checkpoints, capstones, and rubrics.</p>		<p>June 2020 and will continue in the years to follow</p>
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<p><input type="checkbox"/> Leadership</p> <p><input checked="" type="checkbox"/> Talent Development</p> <p><input type="checkbox"/> Stakeholder Engagement and Partnership</p> <p><input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning</p> <p><input type="checkbox"/> Inclusive Policy and Practice</p>		

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

District Goal this strategy supports	Goal: Teachers will have multiple formative classroom visits by their principal using the iRRE Measuring What Matters & SFA protocol and will engage in reflective conversations surrounding engagement, alignment and rigor with their evaluator.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we engage teachers in formative observations Then teachers and administrators will participate in reflective conversations on professional practice And teachers will adjust their instructional practices based on the feedback from the Measuring What Matters observation data and these reflective conversations.		
How we will know the plan is working	Measures of Evidence	Fall Measuring What Matters and SFA formative observation data. Feedback from iRRE coaches, SFA regional coordinators, and teachers	Winter Measuring What Matters and SFA formative observation data. Feedback from iRRE coaches, SFA regional coordinators, and teachers	Spring Measuring What Matters and SFA formative observation data. Feedback from iRRE coaches, SFA regional coordinators, and teachers
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principals, teachers, iRRE Team, and SFA Leadership Team	Multiple formative classroom visits per teacher to be completed by principals.		June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" 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 Goal this strategy supports	Goal: Students will have access to a safe facility at Myrtle Point Jr/Sr High School			
What are we going to do?	Strategy # 4.1 Written as a Theory of Action and reflects evidence-based practices	If we provide a safe and hazard-free building Then teachers will have classroom spaces conducive to teacher instruction and student learning And student will have equitable access to education.		
How we will know the plan is working	Measures of Evidence	Fall N/A	Winter N/A	Spring N/A
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		
				June 2021

District Plan Self-Monitoring Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart 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?

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?

SAMPLE District Self-Monitoring Routine Template