



Parkrose School District Continuous Improvement Plan

School Year	2019-2020
District	Parkrose

District Direction

Vision	<i>Every child reads and thinks critically and graduates ready for college and career.</i>
Mission	<i>Close the achievement and opportunity gap by preparing all students for college and career readiness and success in a global society.</i>

Comprehensive Needs Assessment Summary

What data did our team examine?

We examined our state report card, teacher needs assessment, Youth Truth student surveys, and data collected from community forums, parent meetings, staff forums, and school board meetings.

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

We looked at our detail sheets from our state report card to determine what student groups showed achievement gains or disparities. In addition, we looked specifically at student growth in English Language Arts and Mathematics to determine district-wide trends of growth and disparities. We looked at data with our school board, district administrators, school-based leadership teams, and parent leadership to determine needs.

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

We used the leveled rankings of student groups to determine the highest needs and determined the positive deviance within those high needs groups. We wanted to analyze students within the groups that had the highest achievement and growth gaps to see who performed well and determine what conditions helped that student achieve and grow.

What needs did our data review elevate?

Our African American/Black students, Hispanic students, and students with disabilities show the most persistent gaps in achievement, particularly in mathematics. In addition, Multiracial students showed a significant gap in English Language Arts compared to White and Asian peers. It is also evident that 9th-grade on-track for Black and Hispanic students is lagging behind White and Asian peers as well.

How were stakeholders involved in the needs assessment process?

We conducted a series of meetings throughout the winter and spring of 2019 that included student leadership, parent leadership, culturally specific group meetings, community-based monthly meetings, and staff forums to determine needs of our district. We worked with our local culturally specific groups to gather families district-wide to discuss issues specific to Latino, Black, and Asian youth in our community.

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.

- All subgroups are at least 90% on-track in the spring of 9th grade year at Parkrose High School.
- Universal screening data for reading will show 75% proficiency at each grade level from Kindergarten to 6th grade

- All subgroups will move up one level in growth and achievement in mathematics. Black, Hispanic and Students with Disabilities will meet or exceed the growth of their peer sub-groups.

Long Term District Goals & Metrics

All students will be on track to graduate at the end of 9th grade.

All students who are reading below grade level will show above typical growth in reading.

All student groups will increase their achievement and growth one level in mathematics.

Goal 1	All students will be on track to graduate at the end of 9th grade.		
Metrics	By (year)	By (year)	By (year)
	2020- 90% of students	2021- 95% of students	2022- 100% of students
Goal 2	All students who are reading below grade level will show above typical growth in reading.		
Metrics	By (year)	By (year)	By (year)
	2020- 80% of students	2021- 90% of students	2022- 100% of students
Goal 3	All student groups will increase their achievement and growth one level in mathematics.		
Metrics	By (year)	By (year)	By (year)
	2020- 80% of students	2021- 90% of students	2022- 100% of students

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
High School Success	We use revenue from High School Success to bolster support systems for all 9th-grade students at Parkrose High School. This includes support classes for all 9th graders either through our AVID elective or 9th-grade support class. All student progress is monitored and supported by on-track coordinators who mentor and work with staff to ensure students are accessing necessary supports to help them achieve in their classes and maintain their grades to stay on-track throughout high school. In addition, we use other mentoring supports to help students throughout their high school experience to help them stay engaged in school and keeping up with the classwork. We work with our partners to provide other external support to students who have higher needs. We work specifically with Elevate Oregon, SEI, and Latino Network. We have added college and career supports to help students determine classes and supports they need to access postsecondary opportunities. In addition, we provide SAT/ACT support through a partnership with College Possible.

AVID Advancement via Individual Determination	AVID is a schoolwide framework to address high-quality instruction, leadership, systems, and culture. From Kindergarten to 12th grade. We have collectively agreed upon teaching strategies in writing, inquiry, collaboration, organization, and reading that we are training and implementing across the district. These schoolwide expectations are for all students. In addition, we provide elective class support for academics and college readiness for 40% of each grade level from grade 6 to 12. Our other initiatives are integrated into our AVID systems plan.
Multi-tiered Systems of Support	Our district is implementing and maintaining Response to Instruction standards of practice to improve core instruction specific to reading and mathematics. Our schools conduct universal screens for reading and math and then determine core instructional improvements that are necessary to help students achieve at least grade-level proficiency in reading and mathematics. We also have on-going systems of support for Tier 2 interventions for students who need strategic support in each content area, this typically looks like additional instructional time, environmental changes, and use of evidence-based interventions to support students who are struggling to reach proficiency. This also includes Tier 3 supports to help students who need more intensive supports like evidence-based curriculums, small group or individualized instruction, and possibly specially designed instruction to help meet their learning needs. We also are creating systems to individually problem-solving for students who are receiving intervention and not responding with growth in reading or mathematics. This system looks at core instruction in their grade level classroom, use of evidence-based curriculum, the environment where the learning takes place, and then the learner and influences that are impacting their learning. We are also developing and maintaining positive behavior supports and interventions for school-wide culture. This includes common expectations across schools, including
Integration of Standards for Learning Mathematical Practices through professional learning communities	We are providing professional learning community experience for teachers to use formative assessment tools to analyze the math practices that are leveraging growth for student learning in Mathematics. This includes a district leadership team that provides professional learning support to grade-level teams. The leadership team helps inform the support needed for students and teachers to effectively implement math practices.
Culturally Responsive Teaching Practices	Kindergarten through 12th-grade staff are learning culturally responsive pedagogy using Zaretta Hammond's work, "Culturally Responsive Teaching and the Brain." We are dedicating significant professional learning time to create a culture of growing independent learners through the 'Ready for Rigor' framework. Building learning partnerships, Developing a community of learners and a positive learning environment, building awareness of culture, race, and interpretation of learning behaviors of culturally and linguistically diverse students.

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

District Goal this strategy supports	Goal 1: All students will be on track to graduate at the end of 9th grade.			
What are we going to do?	Strategy 1.1 9th-grade support classes for all 9th graders	If we provide support classes to students then students are able to receive guidance on communication, academic support, mentoring, and pathways to help them stay on track to graduate.		
	Strategy 1.2 On-Track Coordinator	If we provide an on-track coordinator for 9th-grade students, then students and families are able to be regularly informed of students' progress and supports that are available to help them be successful in classes. In addition the on-track coordinator will support students in accessing support, advocating for themselves, and providing more specific support as needed.		
	Strategy 1.3 Math Tutor	If we provide math tutors to students, then students will be able to receive and access additional support in their math classes, and support before and after school		
	Strategy 1.4 Ninth Grade Success Team	If we create a Ninth Grade Success Team made up of Ninth grade teachers, On-Track coordinators, and partners and then provide training and support to those teachers around supports, interventions, and data collection we will increase the number of students who leave their freshman year on track to graduate.		
	Strategy 1.5 Ninth Grade Success Team Meeting	If we create a Student Success Team composed of partners, on-track coordinators, teachers and administration and provide training, a time for them to meet, and a structured process for them to create support plans for students we will see an increase in the number of students successful in their classes.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall If we provide a communication log for teachers, partners, and on-track coordinators then 9th grade students will be better supported	Winter If we train teachers, partners, and on track coordinators to effectively create support plans for students then students will be successful with a C or better	Spring If we effectively implement our support plans then we will see a higher number of students in all student groups successful
	Measures of Evidence for Students ("and" statement)	and a higher percentage of students will be passing all their core classes with a C or better.	we will see a higher percentage of students connected to a students groups with a C or better at progress reports.	and more students will be on track after first semester with a D or better in all classes.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	HS Admin	1. Hire and train on-track coordinators		Fall 2019

	HS Admin.	2. Schedule and coordinate 9th grade support classes and AVID classes	08/2019
	Teaching and Learning	3. Schedule and plan AVID and culturally responsive teaching professional learning sessions for K-12	08/2019
		4. Schedule a weekly meeting with partners, on track coordinators, teachers and administration.	
		5.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	☒ Leadership ☒ Talent Development ☒ Stakeholder Engagement and Partnership ☐ Well-Rounded, Coordinated Learning ☐ 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: All students who are reading below grade level will show above typical growth in reading.	
What are we going to do?	Strategy 2.1	If we focus on improving standards of practice for core reading instruction Then students will make above typical growth to close the achievement gap And we can integrate culturally responsive teaching practices to elevate high-level thinking and questioning strategies.
	Strategy 2.2	All schools will conduct universal screening and core review professional learning sessions to analyze data and determine instructional plans to address student learning needs.
	Strategy 2.3	If we provide collaboration time will be provided to staff to analyze progress monitoring data for students who need strategic and intensive support for reading and mathematics. The district will integrate this into district directed professional learning time in the 19-20 school year then students will experience more common approaches to reading instruction and will grow their reading skills at a faster rate and this will be demonstrated through
	Strategy 2.4	If we provide training to all K-3 teachers in Enhanced Core Reading Instruction to support the standards of practice for teaching reading to primary age students then student growth and development in reading will improve achievement over time.

	Strategy 2.5	If the district integrates intervention practices and instructional support into 6th-grade reading classrooms then we will see more than 90% of students reading at grade level and increasing SBAC achievement by 10% in the 19-20 school year.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Fall core data review followed by instructional planning and goals based on learner needs. District	Winter Winter core data review followed by instructional planning and goals based on learner needs.	Spring Spring core data review followed by an assessment of yearly goals
	Measures of Evidence for Students (“and” statement)	Fall Measure student reading and math proficiency as measured by DIBELS and i-ready in Sept. 2019.	Winter Measure student reading and math proficiency as measured by DIBELS and i-ready in Jan. 2020	Spring Measure student reading and math proficiency as measured by DIBELS and i-ready in May 2020
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Title IA team +Admin.	1. Facilitate universal screening for fall data		August 2019
	Teaching and Learning	2. Professional learning schedule for trimester reviews and professional development		August 2019 + ongoing
	Teaching and Learning	3. Schedule training and professional learning for enhanced core teaching practices for all K-2 teachers		October 2019
	Teaching and Learning	4. Schedule progress monitoring meetings once every six weeks		Beginning in Oct. 2019
	Teaching and Learning	5. Schedule trimester district review meetings to look at district-wide data.		Nov., Feb, May
	Superintendent	6. School Board update and report		June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	☒ Leadership ☒ Talent Development ☐ Stakeholder Engagement and Partnership ☒ Well-Rounded, Coordinated Learning ☐ Inclusive Policy and Practice		

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

District Goal this strategy supports	Goal 3: All student groups will increase their achievement and growth one level in mathematics.			
What are we going to do?	Strategy # 3.1	If we provide focused professional learning communities to analyze formative assessment data, integrate AVID and Culturally responsive teaching strategies, and ensure we are practicing evidence-based teacher moves to promote mathematical thinking Then students will grow in mathematics proficiency and increase their growth as measured by the Oregon State Assessment results in Mathematics. And we will see student achievement disparities close and overall achievement increase more than 10% across the district.		
	Strategy 3.2	If we provide training on formative assessments using student data to determine what standards need additional support, then students will have stronger core instruction in mathematics and can be more targeted in support for students who are struggling with math concepts.		
	Strategy 3.3	If we provide in depth professional learning with Culturally Responsive Teaching and the Brain using teaching strategies that empower student voice and agency, helping students process new content with relevant examples, establishing cognitive routines then students can master mathematical concepts in their grade level curriculum.		
	Strategy 3.4	If we ask teachers to integrate writing to learn as a processing tool for learning mathematics, we will see students processing information through note-taking, inquiry and providing students authentic opportunities to process and learn new math content.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Teams will meet and establish goals and create an instructional plan based on student data to assess each month the PLC's meet. Ongoing leadership meetings to develop support for PLC process	Winter Winter data review of formative and summative assessment data	Spring PLC teams will review yearly data and provide feedback on improving professional learning and setting instructional goals for the 20-21 school year.
	Measures of Evidence for Students ("and" statement)	Fall Review of formative data and notes on actions that impacted student learning	Winter Review of formative data and notes on actions that impacted student learning	Spring Review of formative data and notes on actions that impacted student learning
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date

	Teaching and Learning	1. Establish the Math Leadership Team meetings for the 19-20 school year	August 2019
	Teaching and Learning	2. Training for Math Leadership Team and Administrators on reading previous year data and recommending goals for 19-20	August 2019
	Curriculum Associates	3. Train teachers on formative assessment tool in i-ready module	October 2019
	Teaching and Learning	4. Review district-wide and school-based math data to determine strategy and standards focus for the PLC work	October 2019
	Teaching and Learning	5. Begin formal PLC process by establishing grade level goals, conducting assessments and determining strategy focus based on the standards to be learned. PLC meetings monthly.	October 2019- May 2020
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Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)