

Oregon District Continuous Improvement Plan Template

School Year	2022-2023
District	Fern Ridge School District 28J

District Direction Section

Vision	Provide excellence for every student so that each will reach their greatest potential
Mission	<p>The mission of the Fern Ridge School District is to graduate students prepared to continue their education, train for a profession/field, or enter the workforce. We will build:</p> <ul style="list-style-type: none"> ● Relationships- A supportive and safe school environment that values diversity, and in which all students and adults feel welcomed and respected. ● Rigor – Maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills. ● Relevance – Helping student’s connect and apply their education to the world of today and tomorrow.

Comprehensive Needs Assessment Summary

What data did our team examine?

The team examined:

1. The results of the student, staff, and community input that was open to all employees, students, families, and community members. The district gathered their input on their perception of what is needed to improve our district and how they would like to see funds allocated.
2. District level ORIS needs assessment data along with building level ORIS needs assessment data.
3. Enrollment and attendance data as pulled from Consolidated Collections from K – 12 grade levels for the past three years.
4. Socioeconomic data and the supports that are in place for these students.
5. SWIS data from elementary and middle school and behavior data for the high school.
6. Student achievement data pulled from EasyCBM, State report cards, consolidated collections.
7. Graduate rate, 9th grade on track data
8. Engagement session feedback: The district conducted monthly stakeholder engagement sessions over the 21-22 school year. These included but were not limited to: COVID updates, current and upcoming events, Q&A opportunities, etc.
9. In all data that was reviewed, when possible, it was broken down by historically underserved populations to ensure all students and any potential “gaps” were being discussed and evaluated.

All of the above data/feedback was then consolidated and reviewed by district administrative team prior to finalizing our goals that would be included in our CIP.

How did the team examine the different needs of all learner groups? As mentioned previously, whenever possible the data we reviewed was broken down into historically underserved groups. Discussions occurred throughout the engagement process with the focus being on the gaps in achievement that were present within our data. Including group trends in all areas that were reviewed.

How were inequities in student outcomes examined and brought forward in planning? The pandemic has made all of the things in education challenging. We have much less data in general and much of it is unreliable. It is difficult to tell where our inequities are but hope to use what we can from 21-22 data to move forward.

What needs did our data review elevate?

The review of our data showed that gaps in achievement occur in our district for Economically disadvantaged students, ELL, Sped and Underserved race ethnicity. The largest gaps occur in our Special education and economically disadvantaged students. Smaller gaps occurred in our underserved race ethnicity and ELL populations. This indicates to us that additional supports need to be identified, and strategies implemented to address these inequities in achievement.

An additional element of the review of our data showed that attendance and 9th grade on track are critical indicators of success. Students that attend school regularly, are more likely to succeed, and students that finish their 9th grade year on track, are much more likely to graduate.

How were stakeholders involved in the needs assessment process? Stakeholders have been involved through our community Q&A sessions, input surveys and groups such as our Key Communicators. In addition, social media and our website have been integral in keeping our stakeholders informed and engaged. Updates have been provided to our School Board throughout this process, and in the Spring of 2022, we completed the district and building level ORIS assessments. Looking ahead to 22-23, we hope to calendar and work closely with our Family Supports Coordinator to engage more folks on a regular basis.

Which needs will become priority improvement areas?

Of the needs identified through our examination and review of this wide range of data at building ESSA teams, the following three goals were identified as priority areas:

- Increase the percentage of 3rd-5th grade students meeting SBAC proficiency in reading.
- Increase the percentage of 9th grade students finishing their 9th grade year “on-track” to graduate.
- Increase the percentage of students identified as regular attenders as defined by ODE.

Long Term District Goals & Metrics

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	Increase the percentage of 3 rd -5 th grade students meeting SBAC proficiency in reading.		
Metrics	By Spring 2023	By Spring 2024	By Spring 2025
	The previous 2-year average (no data for 19-20) % of FRSD 3 rd -5 th grade students meeting SBAC proficiency in Reading is 46.2%. By the Spring of 2023 our goal is to have this 2 year average be at 48.2% or higher. The district understands, through a review of our data, that improving scores in our	By the Spring of 2024 our goal is to have this previous 2-year average be at 50.2% or higher.	By the Spring of 2025 our goal is to have this previous 2-year average be at 52.8% or higher.

	marginalized groups will have the largest impact on improving overall success. Our CIP plan and future SIA application will focus on these interventions.		
Goal 2	Increase the percentage of 9 th grade students finishing their 9 th grade year “on-track” to graduate.		
Metrics	By Spring 2023	By Spring 2024	By Spring 2025
	In 2021-2022, 76% of our high school students (at EHS)- finished their 9 th grade year on track to graduate. Our 2024 data will show an improvement to at least 79% The district understands, through a review of our data, that improving scores in our marginalized groups will have the largest impact on improving overall success. Our CIP plan and future SIA application will focus on these interventions.	Our 2024 data will show an improvement to at least 82%	Our 2025 data will show an improvement to at least 85%
Goal 3	Increase the percentage of students identified as regular attenders as defined by ODE		
Metrics	By Spring 2023	By Spring 2024	By Spring 2025
	The previous 3 year average (18-19, 20-21, 21-22) of FRSD K-12 students that were identified as regular attenders was 67.84%. By the Spring of 2023 our goal is to have this 3 year average be at 70%. The district understands, through a review of our data, that improving attendance in our marginalized groups will have the largest impact on improving overall attendance. Our CIP plan and future SIA application will focus on these interventions.	By the Spring of 2024 our goal is to have this 3 year average be at 75%.	By the Spring of 2025 our goal is to have this 3 year average be at 80%.

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
Chronic Absenteeism	We have a district Chronic absenteeism team that focuses on new and creative ways to engage students and encourage regular attendance.
High School Success	Our district maintains a Measure 98/High School Success committee that meets regularly to plan the use of these dollars in an effective way that addresses our identified needs. One thing implemented in the Fall of 2019 was a 9th grade success class that is showing early promise as through the first 9 weeks, the total # of F's were reduced by 50% from the previous school year.
Title II	Initiatives identified in the Title 2 budget narrative aligned with district goals and priorities.
Title 1	Our Title 1 schools are school-wide K-5 programs. All students are served with Title 1 dollars. Students needing additional support are identified by reviewing academic, behavior and attendance data every 6 weeks.

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

<i>District Goal this strategy supports</i>	Goal 1: Increase the percentage of 3 rd -5 th grade students meeting SBAC proficiency in reading			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we continue to focus on the supports necessary to increase the number of students in class everyday (regular attenders), Then students will be engaged with the curriculum more consistently and develop habits that they will utilize throughout their K-12 career, And more students will reach and maintain reading proficiency.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall 2022: Building absenteeism committees are created and begin to analyze and review data, as well as plan and develop strategies to improve. A particular focus will be on disaggregating data and the improvement of historically underserved students/student groups.	Winter 2023: The teams continue to review data and review best strategies to effect change in this area. Work in conjunction with chronic absenteeism specialist, through our ESD. Particular focus on improvement strategies for our underserved populations.	Spring 2023: Building teams will make specific recommendations to district administrators regarding initiatives and funding to support identified interventions that can be included in the budgeting process. Particular focus on recommendations that will adequately address the needs of our underserved populations.
	Measures of Evidence for Students (“and” statement)	Fall 2022: Establish baseline attendance data pulled from data warehouse and or e-school.	Winter: Show a minimum of a .75% growth among all students K-5 from baseline data.	Spring: Show a minimum of a 1.5 % growth among all students K-5 from baseline data.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date

	Supt.	Work collaboratively with educators and building principals to address chronic absenteeism through including it on our twice a month agendas and incorporating ways the district can support these efforts.		Current-Ongoing
	Building Absenteeism teams	Analyze data and establish and identify baseline metrics for each building in Fall Review data in the Winter and Spring Make recommendations to District administrative team		December 2022
	District Admin	Work with local ESD to stay apprised of best practice and access resources available in this regard. Especially around ways we can further engage the community.		Current and ongoing
	Supt.	Coordinate a district wide flu-shot clinic that is available for community members as well.		Oct 2022-annually.
	Building Principals	Make sharing the building absenteeism data a standard at all staff meetings, as well as training staff around best practices to support students with poor attendance.		Fall 2022-Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.3, 1.4 Leadership 3.1, 3.2 Stakeholder Engagement & Partnerships 4.4, 4.5 Well Rounded Coordinated Learning Principles 5.1 Inclusive Policy and Practice.		
What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	If we establish and maintain PLCs at the elementary level Then teachers will implement instructional practice that utilizes a variety of researched based strategies, curriculum and assessments that are consistent And students will demonstrate growth in regards to reading proficiency.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall: Establish a routine and schedule so that grade level teams are able and expected to meet at least 3x/month on Early Release Days	Winter: 3rd-5th Grade PLC teams will meet at least 1x/month to discuss ELA Priority Standards as they relate to SBAC. Teachers will create agreements regarding common formative assessments.	Spring: 3rd-5th Grade PLC teams will meet at least 1x month to discuss data from CFAs in order to improve and adjust instructional practices
	Measures of Evidence for Students (“and” statement)	Fall: Students will complete EasyCBM MCRC Benchmark Assessments in grades 3 through 5.	Winter: Students in 3rd-5th grades will show 2% growth on EasyCBM MCRC assessments, which can be an indicator	Spring: Students in 3rd-5th grades will show 2% growth on EasyCBM MCRC assessments, which can be an indicator

			of future success on SBAC achievement	of future success on SBAC achievement
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Supt.	1. Budgets funds for Easy CBM implementation		Spring 2022
	Building Principals	2. Create consistent schedule for PLC Teams to meet		August 2022
	Building Principals	3. Provide professional development for grade level teams to create a common understanding of the PLC process		Ongoing in 2022-2023
	School Data Teams	4. Meet to document baseline data, establish goals, and discuss strategies		October 2022
	School Data Team	5. Meet to document interventions and progress on Easy CBM assessments		Every 6 weeks throughout the 2022-2023 school year
	Grade Level Teams	6. Meet 1x monthly to discuss ELA Priority Standards and create common calendar of assessments in alignment with SBAC expectations		Jan 2023-June 2023
	Grade Level Teams	7. Work as a team to review and discuss Oregon ELA Assessment Claim, Target, and Standards Crosswalk and Blueprints		January 2023
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.3 Leadership 2.2 Talent Development 4.1, 4.2, 4.4, 4.5 Well Rounded Coordinated Learning Principles		
What are we going to do?	Strategy # 1.3 Written as a Theory of Action and reflects evidence-based practices	If we focus on research based engagement and instructional strategies Then teachers will implement the strategies in classrooms throughout the school setting And students will demonstrate academic and attendance growth		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements’’)	Fall: Ensure that teachers have the opportunity to participate in research based professional development	Winter: Provide staff training around engagement and relationship building with a focus on under-served populations	Spring: Monitor implementation of engagement and instructional strategies through observations and walk-throughs
	Measures of Evidence for Students	Fall: Baseline data of Regular Attenders in K-5 from Spring 2022	Winter: Percent of Regular Attenders in K-5 will increase by 1% (as	Spring: Percent of Regular Attenders in K-5 will increase by 2% (as

	("and" statement)		compared to Fall Baseline data)	compared to Fall Baseline data)
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	1. Provides opportunity within the district budget for PD to be offered to school staff		Ongoing
	Building Principals and Teachers	2. Provide training opportunities around effective engagement and instructional strategies (provide articles, handouts, documents to support), both administrator led and teacher led		Winter/Spring 2023
	Lane ESD	3. Schedule PD sessions for teachers on High Expertise teaching		October 2022-February 2023
	Building Principals	4. Provide teachers will a checklist of effective engagement and instructional strategies that will be used during observation and walk-throughs		January, February, March 2023
	Teachers	5. Engage in learning and implementation of newly learned engagement and instructional strategies		Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.4 Leadership 2.1, 2.2, 2.3 Talent Development 4.1, 4.2 Well Rounded Coordinated Learning Principles 5.1 Inclusive Policy and Practice		