

Blachly School District Continuous Improvement Plan

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Education*

Presented December 18, 2019 to the Blachly School Board

Vision: The education system of this district, while maintaining flexibility in adapting to an ever-changing society, will be dedicated to the total personal development of each student to the limits of his or her abilities and interests in a sequentially-coordinated curriculum which allows for individual differences. As each child develops his or her abilities, he or she is expected to acquire a high degree of proficiency in the use of the skill subjects, to attain efficient and satisfying work habits, to grow strong physically, to acquire wholesome leisure-time interests, to learn to give responsible direction to his or her life, to develop desirable social attitudes, to assume citizenship responsibilities, to cultivate desirable intellectual interests, and to learn to appreciate the world of beauty.

Mission: In partnership with parents, guardians, and this community, Blachly School District strives to empower each child/student to achieve his or her fullest potential to become a lifelong learner and a responsible citizen.

Needs Assessment Summary

What data did our team examine?

Substantial preparation for the CIP was completed during the second half of the 2018-19 school year, because the original date for completion had been June 30, 2019. Additionally, 2018-19 was an accreditation year. We analyzed diverse stakeholder input via survey, conducted a systems review internally, hosted an AdvancED team visit during April, and received the subsequent accreditation certification report. Biannual CRDC data was collected last year; in this small district that does not involve aggregated statistics, it involved administrators viewing each student listed in each required category. An ORIS assessment was completed last spring, and was reviewed and updated by administration during September. During the summer and fall we reviewed testing and state ('18-'19) data as they became public, began taking SSA input, and adjusted our CIP as needed. In general, priorities from the spring remained unchanged.

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

Our data set is very small, at present less than 230 students. Statistically, we cannot address subgroup needs the way larger districts do. In a K-12 school of 225 students, when you are talking about three, or five, or ten kids across grades generalizations mean little. We must examine the needs of each child, and this CIP seeks to be consistently more successful with that. In addition to data team work, we have strong data sources. The CRDC analysis, where we examine data at the individual level, from discipline to course achievement to career and tech-ed participation rates, helps us understand students well. We are a MAPs district, and have academic growth data going back seven years. We look at the data from a variety of points of view for various tasks. There is one clear learner group issue in Blachly. We recognize something has to change so special education and economically disadvantaged students are more successful. In every case we remain aware of the ways we have disaggregated data, and take a global perspective when deciding which facts inform us most effectively on an issue. There are many types of data that might be brought to bear on academic questions, and many ways to disaggregate subgroups. No matter the issue or activity, we believe if we can gather appropriate facts, and view it from multiple perspectives, we can find a path forward for each child. Our improvement need as a District is to have a consistent data team process whereby this guiding question is addressed by the teaching faculty on an ongoing basis.

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

Our state report card shows the achievement of special education and economically disadvantaged students are below target levels. Because of small numbers, many other analyses are FERPA sensitive, and not reported. Graduation rate is still below 100%. However, disaggregation is possible quite readily at the local level, including of 7 years of MAPs data. This year we have identified students who belong to at-risk groups related to achievement, absenteeism, social status, and ethnicity. An early literacy focus remains critical as our incoming

students show widely varying levels of school readiness, and not all students have achieved grade level during primary school. As the data teams improve their work during 2018-19, they will consistently identify, and then address the needs and plan interventions for red and yellow-zone students.

What needs did our data review elevate?

- Continued professional development around trauma informed practice and socio-emotional learning paired with school climate activities
- Growth of data team practice from the Installing to Implementing level concerning sorting and planning for individual student needs and risks
- Increased focus to move school climate from Installing to Implementing level including recurring opportunities for student voice to influence interventions and activities

How were stakeholders involved in the needs assessment process?

Students, Parents and Guardians, Staff and Community completed comprehensive systems surveys in early 2019 as part of the accreditation process. They are currently completing surveys and attending meetings more focused to the Student Investment Act. Over the two years of M98 planning we have collected data regarding our three-pronged approach to High School Success. Staff completed a strengths and weaknesses survey at the end of last school year. The High School Success coordinator continually seeks input from patrons as we seek to expand our community connections (ours is a rural, unincorporated setting). Outreach around the Student Success Act is occurring as the CIP is completed, and will continue past the start of the New Year. The School Board has shown a renewed interest in long-term planning and consulted at great length with administration during needs assessment.

Continuous Improvement Priorities

- Instructional staff will advance implementation of data team practices to identify individualized interventions regarding the instructional and socio-behavioral needs of all students.
- Data teams, counseling staff, and administration will identify school climate issues and plan interventions to foster tolerance, diversity and improved measures of school climate.
- The Blachly School District will effectively utilize data to plan investments and organizational improvement in both the near- and long-term.
- The priorities identified for this CIP represent the bedrock and focus of organizational growth. All aspects of this plan represent broader State DOE priorities, and educational best practice.

Goals overview

Goal 1: Student attendance, behavior, and academic data will be reviewed on a regular basis by elementary and secondary data teams, and individualized interventions will be developed to remove barriers to student success.

Annual Metrics

2019-20: Calendar of meetings, Minutes of meetings, Principal's Notes, Calendar plan for '20-21, Documents provided by HSS Coordinator and Assistant Principal. Developing stages of systems of support to intentionally target and meet identified student needs.

2020-21: Agendas for meetings, Minutes of meetings, Documentation of some role sharing, Calendar plan for '21-22, Occasional principal's notes, Documents requested from HSS Coordinator and Assistant Principal. More clearly defined action steps that work within systems of support.

2021-22: Agendas for meetings including role sharing, Minutes of meetings, Calendar plan for '21-22, Occasional principal's notes, Documents requested from HSS Coordinator and Assistant Principal

Goal 2: TLCS will move from Installing to Implementing regarding programs and practices which serve marginalized and at-risk students, both those locally identified and members of priority ODE groups. Activities will address both individual student and school climate needs.

Annual Metrics

2019-20: Assemblies and activities record, Staff PD Record, Data team implementation plans, First Peoples curriculum acquisition, Reflection and planning record, outline of activities and assemblies calendar for following year

2020-21: Assemblies and activities record, Staff PD Record, Data team implementation plans, First Peoples curriculum implementation, Reflection and planning record, Activities and assemblies calendar for following year

2021-22: Assemblies and activities record, Staff PD Record, Data team implementation plans, Reflection and planning record, Activities and assemblies calendar for following year

Goal 3: The Blachly School Board and District will move from Installing to Implementing concerning improvement planning, which will include establishing means for identifying critical short- to medium-term issues affecting students, staff, or stakeholders, and a mechanism for gathering necessary data and responding efficiently to the issue(s).

Annual Metrics

2019-20: Communication schedules for interactions with administrators, staff, students, parents, and community members. Completion of task list for the remainder of the school year. Team reflections concerning successes, and a calendar of following year expected tasks.

2020-21: Communication schedules for interactions with administrators, staff, students, parents, and community members. Completion of task list for the remainder of the school year. Team reflections concerning successes, and a calendar of following year expected tasks.

2021-22: Communication schedules for interactions with administrators, staff, students, parents, and community members. Completion of task list for the remainder of the school year. Team reflections concerning successes, and a calendar of following year expected tasks.

Other initiatives supporting District CIP goals

Initiative/Program	Support connection between programs
High School Success/M98	Material and staffing support for global school climate initiatives; staffing support for data teams regarding pre-meeting preparation and post-meeting interventions
Chronic Absenteeism	Material and staffing support for CA initiatives; staffing support for interventions with chronically absent students
CTE Expansion	Expresses important aspect of Board's vision for the District and is a focus of medium- and long-term planning; provides options
Web and Social Media Changes	Increases effective two-way communication between the school and all of our stakeholders

District CIP Goals

Goal 1: Student attendance, behavior, and academic data will be reviewed on a regular recurring basis by elementary and secondary data teams.

ORIS domains: Talent Development; Well-Rounded, Coordinated Learning; Inclusive Policy and Practice

Strategy 1.1

If we develop an efficient and effective data team process, then the team(s) will regularly analyze each student's successes and challenges, and consistent interventions will lead to improved outcomes for individuals.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	Meeting notes with action steps identified by person , bi-monthly at elementary and secondary levels	Meeting notes, action steps	Meeting notes, action steps
Evidence for Students	Minutes reflect discussion of all students	Minutes reflect individualized interventions for some students, and discussion of all students	Minutes reflect interventions considered for all students

Responsible Party	Action Steps this year	Due Date
Principal	Data team calendar	September 2019
Assistant Principal	Provide referral data	Each team meeting (monthly)
HSS Coordinator	Provide attendance data, input academic data from teachers	Each team meeting (monthly)
All teachers	Provide academic data	Each team meeting (monthly)
Principal	Provide process support	Each team meeting (monthly)
Secondary data team	Utilize advisory for intervention	Mid-year, end of January
All data teams	Consider Friday school implementation	Mid-year, end of January

Strategy 1.2

If we identify and deliver targeted professional development and ongoing coaching concerning data team process, then all faculty will have common, high-level training and team meetings will focus on identifying student needs and developing effective interventions.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	Administrative notes regarding need; Principal record of trainings	Administrative notes regarding need; Principal record of trainings	Administrative notes regarding need; Principal record of trainings
Evidence for Students	Minutes reflect discussion of all students	Minutes reflect improved quality and efficiency of student discussion	Minutes reflect a clear focus on student data and developing universal interventions

Responsible Party	Action Steps this year	Due Date
Principal, Assistant Principal, Superintendent	Ongoing formative assessment of staff needs regarding data team process professional development; all settings	Twice, beginning of year to assess immediate needs; mid-year as part of the budget process (ongoing PD fund need)
Principal	Delivery of targeted professional development and ongoing coaching to “learn through doing”	As needed: brief after school faculty meetings or longer professional development days
All data teams	Insure team process reflects the ongoing professional learning	Each meeting; clear improvement by June 2010

Strategy 1.3

If we effectively incorporate reflection regarding organizational growth into the data team process, then the team(s) will regularly evaluate the effectiveness of the work, adjust the processes, and develop a system which evolves and responds to all students' needs with increasing effectiveness over time.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	Meeting agendas, bi-monthly at elementary and secondary levels	Meeting agendas and minutes	Meeting agendas and minutes; Vision and calendar for next year Deeper toolbox of possible interventions and action steps
Evidence for Students	Minutes reflect discussion of process as summation	Minutes demonstrate reflections and adjustments to routines	Minutes demonstrate ongoing change and refinement of data process Student data reflects improvement over time as a result of interventions

Responsible Party	Action Steps this year	Due Date
Principal	Data team calendar	September 2019
Assistant Principal	Provide referral data	Each team meeting (monthly)
HSS Coordinator	Provide attendance data, enter academic data	Each team meeting (monthly)
Teachers	Provide academic data	Each team meeting (monthly)
Principal	Provide process support	Each team meeting (monthly)
Individual team leader	Coordinate process reflection	Each team meeting (bi-monthly)
All data teams	Adhere to group agreements regarding process	Each team meeting (monthly)
Principal	Develop group agreements	Fall 2020

Goal 2: TLCS will move from Installing to Implementing regarding programs and practices which serve marginalized and at-risk students, both those locally identified and members of priority ODE groups. Activities will address both individual student and school climate needs.

ORIS domains: Inclusive Policy and Practice; Well Rounded, Coordinated Learning; Stakeholder Engagement and Partnership

Strategy 2.1

By reestablishing a school-wide positive behavior promotion and recognition system, including increasing the number of assemblies, direct student rewards, activities, positive displays, and respectful interaction, then assessment of school climate will show positive trends.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	New counselor transition & routines; pep assembly planning; first outreach	Trimester assembly plan and prep; begin to develop student recognition system that is effective K-12	Trimester Assembly plan and prep (including next fall); review and refine reward system
Evidence for Students	First pep assemblies Birthday recognition and weekly attendance rewards	Trimester recognition assembly; Topical assemblies; Distribution of incentives	Trimester recognition assembly; Topical assemblies; Distribution of incentives; Final annual assembly

Responsible Party	Action Steps this year	Due Date
Counselor	Coordinate trimester recognition assemblies, achievement & growth awards	Within three weeks of the end of each trimester (or start of school for spring)
Counselor & HSS Coordinator	Identify at least two high quality speakers or groups to campus to address small school relationship complexities.	Planning begins immediately, opportunities possible all year

Full office team & staff; Counselor & HSS Coordinator take the lead	Reestablish positive behavior recognition and reward system	January 2020
Counselor and HSS Coordinator	Distribution of incentives	Weekly
Full coordinating team	Reflection and refinement	Ongoing and summative at end of year
Secondary Staff	Final Awards assembly	End of May
Principal	Birthday recognition in morning announcements	First day of school 2019-20
Counselor & attendance secretary	Weekly 100% attendance rewards	End of Fall 2019 term

Strategy 2.2

If we develop systems to regularly elicit stakeholder and student feedback around school issues and opportunities then we will have a more authentic sense of patron voices, and our decisions will be informed by and reflect community needs and strengths.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	Strategies	Survey results compiled for SSA application; outreach regarding Charter renewal and PTO	Counseling department climate survey, all stakeholders; charter renewal process completed
Evidence for Students	First survey outreach	Multiple input opportunities and outreach strategies	Authentic outreach to capture patron voice about the state of the school around multiple issues

Responsible Party	Action Steps this year	Due Date
Counselor	Investigate Reestablishing PTO from two years ago	Research by end of January for potential meeting in early 2020
Board and Administration	Student Success Input	March 2020
Board and Charter Board	Charter Renewal Input	April 2020 for June Renewal
Administration and Counselor	Develop and conduct climate survey, all stakeholders	May 2020
Leadership Team	Reflection on successes and strategic plan for 2020-21	June 2020

Strategy 2.3

If the counselor, HSS coordinator, and administration communicate consistently around Socio-Emotional needs and opportunities, then we will identify professionals who will help serve our students, and the number of high-quality presentations, learning opportunities, and long-term partners will all increase.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	Annual meeting calendar, Meeting minutes	Agenda and meeting minutes	Agenda and meeting minutes
Evidence for Students	Students will have increased opportunities to participate in significant learning experiences outside the classroom	Students will have increased opportunities to participate in significant learning experiences outside the classroom	Both student participation numbers and the number of cooperating partners increased during the year

Responsible Party	Action Steps this year	Due Date
Counselor	Coordinates meetings schedule	October 2019
Individual Team Members	Share findings between meetings and evaluate for inclusion in the agenda	Ongoing, codified each meeting
Team	Recommend programs and opportunities for student participation. Ideas may come from regional specialist meetings (counselor, HSS, college connections)	As identified
HSS Coordinator and Counselor	Organize student participation	All activities
Administration	Maintain fiscal oversight	Ongoing

Strategy 2.4

If we identify and deliver targeted professional development concerning socio-emotional needs and trauma informed practices, then all faculty will have common, high-level training and team meetings will focus on identifying student needs and developing effective interventions and school practices will shift to reflect this learning, becoming more inclusive for all students.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	Administrative notes regarding need; Principal record of trainings	Administrative notes regarding need; Principal record of trainings	Administrative notes regarding need; Principal record of trainings
Evidence for Students	Minutes reflect discussion of all students	Minutes reflect improved quality and efficiency of student discussion	Minutes reflect a clear focus on student data and developing universal interventions

Responsible Party	Action Steps this year	Due Date
Principal and Assistant Principal	Ongoing formative assessment of staff needs regarding data team process professional development; all settings	Twice, beginning of year to assess immediate needs; mid-year as part of the budget process (ongoing PD)
Principal	Delivery of targeted professional development	As needed: brief after school faculty meetings or longer professional development days
All data teams	Insure team process reflects the ongoing professional learning	Each meeting; clear process improvement (efficacy & efficiency) by June 2010

Goal 3: The Blachly School Board and District will move from Installing to Implementing concerning improvement planning, which will require mechanisms for maintaining awareness around, short-, medium-, and long-term issues affecting the District, and effective, professional communication practices, as we explore initiation of the next Charter contract and issues which will continue to challenge continuous improvement planning.

ORIS domains: Leadership; Stakeholder engagement and partnerships; Talent development

Strategy 3.1

If we develop a District committee structure which supports long-range planning then our decisions will require a contextual view of diverse information developed over time, and reciprocal communication between leaders and stakeholders will increase in frequency and quality.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	Board codifies formal goals; Administration presents issues calendar	Board and administration develop plan for completing tasks; Information gathering by subgroups for activities/tasks	Focused efforts to finalize agreements and contracts; Synthesis and application of findings
Evidence for Students	Initiate Charter Renewal, Adjust M98 Budget	Charter Contract negotiation; Union (2) negotiations	Charter Contract finalized and signed; Union contracts signed

Responsible Party	Action Steps this year	Due Date
Board Chair	Lead discussion concerning committee formation, at least six significant tasks require attention: SSA, Budget, Two union negotiations, HSS/M98 planning, Charter renewal	Begins in September; Final assignments by January 2020; Due dates vary, but all completion targets are June 30 th or prior
Individual committees	Conduct meetings and gather information required to complete tasks	Begins in November, Final dates vary by task
Individual committees	Produce specific work product and see the process through to final approval	Early March-June 30; varies by task

Strategy 3.2

If a Board sub-committee partners with the Administration regarding Student Success Act planning and 2020-21 budget preparation then a more distributed group of leaders has deep knowledge of these processes and short-term planning, long-term visioning, and whole-Board knowledge will benefit.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	Start of school data to School Board, CIP Completion, SSA community input; advance timeline for 2020-21 budget	SSA community input; Finalize 20-21 budget; complete SSA application planning	Submit SSA application; Budget committee meetings and budget approval process
Evidence for Students	Staffing additions, IA in response to data identified need (SPED minutes of service)	Student voice solicited by leadership; Partners are heard regarding their priorities	Survey patrons regarding perceived efficacy of communication processes; fiscally responsible SSA application which honors stakeholder input

Responsible Party	Action Steps this year	Due Date
Board subgroup and administration	Board sets formal goals around deeper involvement in planning processes and conducts SSA outreach.	October 2019-March 2020
Administration, Business Office, Board subgroup	Preparation of a preliminary budget	Mid-February
Administration, Business Office, Board subgroup	Preparation of full budget document	April 1st
Administration and Board Subgroup	Understand the process for funds from the SIA	Guidance is on the verge of release, clear understanding by mid-January
Administration and Board Subgroup; input from full School Board	Submission of SSA application for funding	Latest application early April

Strategy 3.3

If the Board Chair, Vice-Chair and Administration meet on a regular, recurring basis and discuss issues of past, present, and future relevance; then a buffer is created against changes in organizational dynamics, and stability is fostered within the planning process.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	List of critical staff positions	Decisions concerning structures of some departments	M98 Reporting; hiring staff changes
Evidence for Students	IA staffing addition for primary interventions	Adjustments to current M98 budget	2020-2021 HSS budget adjustments

Responsible Party	Action Steps this year	Due Date
Board Chair	Coordinate meeting schedule, at least monthly	Initially October 2019; Complete calendar June 2020
Board and Administration	Identify agenda items 1 wk. prior	Monthly prior to meeting
Board and Administration	Develop framework for the work and the prioritized list of tasks for 2019-20	Mid-year, January 2020
Board and Administration	Develop vision, priorities and practices to guide long-term implementation, including regular reflection and adjustment of practice	Begins October and is ongoing
Board and Administration	Maintain records of meetings that identify priorities for action, future planning, or full Board consideration.	Begins October and is ongoing

Strategy 3.4

If the Blachly School Board and Charter Board define a structure for regular, recurring interactions concerning priorities, work, and vision; then the leadership Boards of the organization will have a more effective working relationship, and formal decision making (such as the imminent Charter renewal) is completed with a process which involves both Boards.

Measures of Evidence	Fall	Winter	Spring
Evidence for Adults	Administration presents issues calendar (Primarily Charter renewal; also fiscal—budget, M98, SSA)	Board and Charter Board create a meeting schedule and agenda of talking points	Focused efforts to finalize contract renewal, and to reflect on the collaboration and plan refinements going forward
Evidence for Students	Initiate Charter Renewal, Adjust M98 Budget	Charter Contract negotiation	Charter Contract finalized and signed; Reflection and plan for following year’s meetings

Responsible Party	Action Steps this year	Due Date
Board Chair	Initiate contact regarding developing ongoing communication and collaboration	December 2019 (meets renewal timeline)
Charter Board Chair	Seek Charter Board willingness	December 2019
Both Boards	Develop ground rules for interactions	January 2019
Both Boards	Schedule of meetings to meet contract deadline	June 30, 2020
Meeting Recorder	Maintain records of meetings that identify priorities for action, future planning, or consideration by either or both full Boards	Begins December-January and is ongoing
Both Boards	Reflect; Define meeting structure and discussion priorities for following year	June 2020