

# Warrenton Hammond School District Oregon Continuous Improvement Plan

School Year	2020-2021
School	Warrenton Hammond School District

## District Direction

Vision	The Warrenton Hammond School District strives to produce productive citizens who can achieve academic excellence, model integrity, as well as respect authority and one another.
Mission	<b>[L]</b> earning opportunities for <b>[E]</b> ach student to <b>[A]</b> cquire the skills and knowledge to be <b>[R]</b> esponsible and productive citizens <b>[N]</b> ow and in the future

### Comprehensive Needs Assessment Summary

**What data did our team examine?**

HS Graduation Rates, 9<sup>th</sup> Grade on-track rates, Attendance Rates, 3<sup>rd</sup> Grade Reading Proficiency, 8<sup>th</sup> grade math and LA achievement and growth scores, Rates of participation in CTE and PBL programs; Measures of social-emotional health including data from DESSA, data on discipline referrals, data on the use of restraint/seclusion and community demographics. We also analyzed data received from surveys, community forum activities, small group meetings, and individual interviews with shareholders.

**How did the team examine the different needs of all learner groups?** In 2017-2018 the district adopted a data warehouse that integrates multiple measures of demographic, discipline and academic data and allows for disaggregation on the basis characteristics such as gender, race, individualized instruction plans, and homelessness. This data warehouse helps us identify achievement and opportunity gaps. Additionally, shareholder input data was disaggregated in a manner that captured the perspectives and recommendations of our historically underserved groups.

**How were inequities in student outcomes examined and brought forward in planning?** Academic data identified gaps in HS graduation rates and achievement gaps in math, reading and science in most grade levels for EL students, students receiving individualized instructional programs and students experiencing homelessness. We also identified inequities in our communications with our Hispanic and low-SES/homeless families.

**What needs did our data review elevate?** 1) The need to address overall achievement and disparities in achievement in reading and math. 2) The need to address overall HS graduation rates that are below the state-average and concurrently address the disparately low HS graduation rates of historically underserved students. 3) The need to bolster the social-emotional supports available to all students.

**How were stakeholders involved in the needs assessment process?** In Fall 2019 the district administered “tailored” surveys to each student, parent, staff member, and school board member. Special efforts were made to ensure stakeholders from historically underserved groups received and responded to the survey. More than 1,010 responses were received. Face-to-face shareholder input was garnered through a district-wide community forum, building level meetings with site councils, parent-teacher associations, and meetings with historically underserved constituents in small group and individual settings. Systems health data, student data trends, and shareholder input data was analyzed by committees comprised of diverse shareholders at the district and building levels.

**Which needs will become priority improvement areas?** 1) Increase our overall HS graduation rate while concurrently eliminating disparately low graduation rates for sub-groups. 2) Increase overall math and reading achievement while concurrently eliminating disparately low achievement levels for sub groups. 3) Decrease the percent of students whose learning is negatively impacted by social factors, trauma, or emotional health issues

### Long Term District Goals & Metrics

Goal 1	Academic All K-8 students will meet or exceed their annual growth and achievement targets in Reading.		
Metrics	By 2020/2021	By 2021/2022	By 2022/2023
	5% increase in the percent of students making End of Year Growth Goals on MAP Reading  Reading SBAC improve by 5% over previous year in each tested grade.	5% increase in the percent of students making End of Year Growth Goals on MAP Reading  Reading SBAC improve by 5% over previous year in each tested grade.	5% increase in the percent of students making End of Year Growth Goals on MAP Reading  Reading SBAC improve by 5% in each tested grade.
Goal 2	Academic All K-8 students will meet or exceed their annual growth and achievement targets in Mathematics.		
Metrics	By 2020/2021	By 2021/2022	By 2022/2023
	5% increase in the percent of students making End of Year Growth Goals on MAP Mathematics  Math SBAC improve by 5% in each tested grade.	5% increase in the percent of students making End of Year Growth Goals on MAP Mathematics  Math SBAC improve by 5% in each tested grade.	5% increase in the percent of students making End of Year Growth Goals on MAP Mathematics  Math SBAC improve by 5% in each tested grade.
Goal 3	Increase the HS graduation rate of all students and eliminate disparately low graduation rates of certain sub-groups of students.		
Metrics	By 2020/2021	By 2021/2022	By 2022/2023
	79% 4-Year HS Grad Rate	84% 4-Year HS Grad Rate	89% 4-Year HS Grad Rate
Goal 4	Reduce to less than 5% the students whose social, emotional physical or behavioral health needs impair their academic success.		
Metrics	By 2020/2021	By 2021/2022	By 2022/2023
	Attendance: Increase percentage of regular attenders to 93%  Discipline Referrals: Reduce discipline referrals that result in time out of school by 10% from the previous year.	Attendance: Increase percentage of regular attenders to 93%  Discipline Referrals: Reduce discipline referrals that result in time out of school by 10% from the previous year.	Attendance: Increase percentage of regular attenders to 93%  Discipline Referrals: Reduce discipline referrals that result in time out of school by 10% from the previous year.

### Initiative Alignment to Support District Goals

Examples: Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
Measure 98	Funding is used to address 9 <sup>th</sup> grade success and supporting CTE programs/well-rounded education
Project Lead The Way	We have partnered with PLTW to bring structure to our elementary and middle school efforts in providing hands-on project based learning experiences to our students. The increased student engagement and clear crosswalks from PLTW activities to math and reading standards support our reading and math goals
CTE Revitalization Grant	This funding has been used to lay the foundation for our HS CTE programs in automotive technology, welding, and graphic design. This supports our goal of increasing HS graduation rates by better matching our educational program with the interests/needs of our students.
North Coast Trauma Informed Alliance Grant	This funding and collaboration has been used for the initial implementation of trauma-informed practices to meet better address the SE, mental and behavioral health needs of our students.

### Annual Evidence Based Strategies, Measures and Actions

<b>District Goal this strategy supports</b>	Goal 1: All students will meet or exceed their annual growth and achievement targets in Reading.			
<b>What are we going to do?</b>	Strategy 1.1	If we provide resources and effective professional learning supports focused on the implementation of data –driven, research-based instructional strategies with an emphasis on the development of foundational reading skills and student engagement, then teachers will regularly implement effective and engaging reading instruction and students will meet their growth and achievement targets in reading.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions	Fall Teacher implementation of instructional practices; ½ day professional development	Winter Teacher implementation of instructional practices; Monitoring in PLCs	Spring Teacher implementation of instructional practices; ½ day professional development
	Measures of Evidence for Students	Fall Establish Baseline  MAP Reading Assessment DRA/Dibels  -Percent of students at or above grade level	Winter MAP Reading -Percent of students at or above GL -Percent of students on track to meet growth goal in Reading  50% of students proficient  75% on track to meet growth goal	Spring SBAC Reading - % of student proficient  Increase by an average of 3% over 2019 for each grade level  MAP Reading - 60% of students proficient - 85% met growth goal in reading

<b>How we will get the work Done?</b>	<b>Person or Team Responsible</b>	<b>Action Steps to be Completed this Year</b>		<b>Due Date</b>
	Administration and SIP Team	1. Establish baseline data including disaggregated data with a focus on marginalized student populations.		October 2020
	Administration and ELA Department	2. Teacher-based teams align curriculum with CCSS for Reading based on district core curriculum.		December 2020
	ELA Department	3. Teacher-based teams develop curriculum maps aligned to CCSS Reading that contain scope and sequence, vocabulary, teaching resources, technology resources and focus on project-based learning.		March 2021
	ELA Department	4. Teacher-based teams develop differentiation strategies/ tools that will be implemented to address the needs of all students.		March 2021
	Teachers	5. Teachers will communicate with families about current content, strategies and online resources through various mediums.		Ongoing; fully implemented by June 2021
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

<b>District or School Goal this strategy supports</b>	Goal 2: All students will meet or exceed their annual growth and achievement targets in Mathematics.			
<b>What are we going to do?</b>	Strategy 2.1	If we provide resources and effective professional learning supports focused on the implementation of data –driven, research-based instructional strategies with an emphasis on the development of foundational math skills and real-world, hands-on problem-solving, teachers will regularly implement effective and engaging math instruction and students will meet their growth and achievement targets in math.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions	Fall Teacher implementation of instructional practices; ½ day professional development	Winter Teacher implementation of instructional practices;	Spring Teacher implementation of instructional practices; ½ day professional development
	Measures of Evidence for Students	Fall Establish Baseline  MAP Math Assessment  -Percent of students at or above grade level	Winter MAP Math -Percent of students at or above GL -Percent of students on track to meet growth goal in Reading	Spring SBAC Math - % of student proficient Increase by an average of 3% over 2019 for each grade level

			- 50% of students proficient - 75% on track to meet growth goal in math.	MAP Reading - 60% of students proficient - 85% met growth goal in reading.
<b>How we will get the work done?</b>	<b>Person or Team Responsible</b>	<b>Action Steps To be completed this year</b>		<b>Due Date</b>
	Admin. and SIP Team	1. Establish baseline data including disaggregated data with a focus on marginalized student populations.		October 2020
	Admin. and Math Department	2. Teacher-based teams align curriculum with CCSS for Mathematics based on district core curriculum.		December 2020
	Math Department	3. Teacher-based teams develop curriculum maps aligned to CCSS Mathematics that contain scope and sequence, vocabulary, teaching resources, technology resources and focus on project-based learning.		March 2021
	Math Department	4. Teacher-based teams develop differentiation strategies/ tools that will be implemented to address the needs of all students.		March 2021
	Admin. and Math Department	5. Provide opportunities for stakeholders to interact with district math curriculum.		Ongoing; fully implemented by June 2021
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

<b>District Goal this strategy supports</b>	Goal 3: Increase the HS graduation rate of all students and eliminate disparately low graduation rates of historically underserved sub-groups of students.	
<b>What are we going to do?</b>	Strategy 3.1	If the district provides professional learning programs on best “9 <sup>th</sup> grade on track” practices then teachers and staff will generate learning opportunities that meet the needs of all middle and early-high school students and more at-risk student will graduate from high school.

<b>How we will know the plan is working?</b>	Measures of Evidence for Adult Actions	<u>Summer/Fall 2020</u> A half-day in-service for MS/HS staff to establish common understanding of best practices.  Early implementation and monitoring of best practices	<u>Winter</u> Ongoing implementation and monitoring of best practices.  Half-day in-service focusing on interim data, sharing of successes and challenges, and modifications moving forward.	<u>Late Spring 2021</u> Continued implementation and monitoring.  Half-day in-service focusing on the year-long data, success monitoring, and modifications for the next year.
	Measures of Evidence for Students	The number of students in grades 9 and 10 earning multiple D's or one or more F's Baseline: 30% in 19-20 Decrease to 25% for 20-21	The number of students in grades 9 and 10 earning D's or F's Decrease from 25% to 20%	The number of students in grades 9 and 10 earning D's or F's Decrease from 20% to 18%
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps To be completed this year</b>		<b>Due Date</b>
	Administration	Plan and organize 9 <sup>th</sup> -Grade On Track In-service Days		July 2020
	Administration and 9 <sup>th</sup> Grade Success Team	Along with in-service providers establish common understanding of best instruction and student support practices across all staff members.		August 2020
	Admin & 9 <sup>th</sup> Grade Success Team	Develop and refine a robust data-system to monitor with fidelity and responsiveness at-risk students.		August 2020
	Admin & 9 <sup>th</sup> Grade Success Team	Facilitate the analysis of interim and year-long data; modify strategies as needed		Oct. 2020 to May 2021
	Admin & 9 <sup>th</sup> Grade Success Team	Plan for 9 <sup>th</sup> grade success PD for the 21-22 school year		July 2021
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

<b>District Goal this strategy supports</b>	Goal 3: Increase the HS graduation rate of all students and eliminate disparately low graduation rates of historically underserved sub-groups of students.
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<b>What are we going to do?</b>	<b>Strategy 3.2</b>	If the District provides staff training on instructional programs and practices focusing on high-interest, real-world learning activities (project-based learning, CTE programs, health, etc.) then staff will develop and deliver instruction that engages and connects students to their learning and more students will graduate from high school.		
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<b>How we will know the plan is working?</b>	Measures of Evidence for Adult Actions (“then” statements”)	<u>Summer/Fall 2020</u> Half-day In-Service Elementary and mid-school staff will receive PD on project-based learning with an emphasis on Project Lead The Way activities and projects  HS: CTE program teachers will identify	<u>Winter</u> Half-day in-service focusing on interim data, sharing of successes and challenges, and modifications moving forward.	<u>Late Spring 2021</u> Continued implementation and monitoring.  Half-day in-service focusing on the year-long data, success monitoring, and modifications for the next year.
	Measures of Evidence for Students	HS: The percent of students earning a 0.5 credit in a designated CTE pathway course. Baseline: 25%  Elem/MS: The percent of students who complete a school-based project designed with fidelity to PBL principles. Baseline: 15%	HS: The percent of students earning a credit in a designated CTE pathway course. Increase to 40% by end of semester one.  Elem/MS: The percent of students who complete a school-based project designed with fidelity to PBL principles. Increase to 25% by Jan. 2021	HS: The percent of students earning a credit in a designated CTE pathway course. Increase to 45% by end of semester two  Elem/MS: The percent of students who complete a school-based project designed with fidelity to PBL principles. Increase to 35% by June 2021

<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps To be completed this year</b>	<b>Due Date</b>
	Administration	Arrange for core PBL staff to participate in summer 2020 off-campus training in Project Lead The Way.	April 2020

		Plan and organize Elem. And MS in-service day agendas	July 2020
		Plan and organize HS CTE In-service Day Agendas	August 2020
	Administration and 9 <sup>th</sup> Grade Success Team	Along with in-service providers establish common understanding of best instruction and student support practices across all staff members.	August 2020
	Admin & 9 <sup>th</sup> Grade Success Team	Develop and refine a robust data-system to monitor with fidelity and responsiveness at-risk students.	August 2020
	Admin & 9 <sup>th</sup> Grade Success Team	Facilitate the initial implementation and monitoring of best instructional and program practices. Refine as needed.	November 2020 and March 2021
	Admin & 9 <sup>th</sup> Grade Success Team	Evaluate effectiveness of the 9 <sup>th</sup> grade on track strategies for the 20-21 SY. Plan for modifications as needed for 21-22.	June 2021
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<b>District Goal this strategy supports</b>	Goal 4: Reduce to less than 5% the students whose social, emotional physical or behavioral health needs impair their academic success.			
<b>What are we going to do?</b>	Strategy 4.1	If the District provides training to all staff on trauma-informed and equity-based practices then teachers will better meet the social-emotional and behavioral health needs of all students and absenteeism and discipline referrals will decrease.		
<b>How we will know the plan is working?</b>	Measures of Evidence for Adult Actions	<p>Fall 2020 90% of District staff will participate in professional development activities focused on trauma-informed and equity based practices</p> <p>Monitoring by administrators and PLCs will find 65% implementation of key techniques: Collaborative Problem Solving conversations; Relational v. Punitive</p>	<p>Winter 2020 93% of District staff will participate in ongoing professional development activities focused on trauma-informed and equity based practices</p> <p>Monitoring by administrators and PLCs will find 65% implementation of key techniques: Collaborative Problem Solving conversations; Relational v. Punitive</p>	<p>Spring 2020 93% of District staff will participate in ongoing professional development activities focused on trauma-informed and equity based practices</p> <p>Monitoring by administrators and PLCs will find 65% implementation of key techniques: Collaborative Problem Solving conversations; Relational v. Punitive</p>



		approaches to behavior challenges; differentiated/flexible instruction	approaches to behavior challenges; differentiated/flexible instruction	approaches to behavior challenges; differentiated/flexible instruction
	Measures of Evidence for Students	Fall 2020 Chronic Absenteeism will decrease by 10% from 2019  Out-of-school Discipline Referrals will decrease by 10%	Winter 2020 Chronic Absenteeism will decrease by 12% from 2019  Out-of-school Discipline Referrals will decrease by 12%	Spring 2020 Chronic Absenteeism will decrease by 15% from 2019  Out-of-school Discipline Referrals will decrease by 15%
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps</b>		<b>Due Date</b>
	Administration	1. Develop and implement a PD calendar for 20-21 with an emphasis on trauma-informed and equity practices		July 2020
	Admin and SIP teams	2. Along with outside trainers provide all district staff training to establish common best practices. Focus will be on collaborative problem-solving, relational v. punitive interactions, and flexible differentiated instruction		August 2020
	Admin and PLC teams	3. Monitor and evaluate level implementation of key technique via classroom visits and self-reporting at PLC meetings.		Fall 2020 with formal check-ins Nov., January and March
	Admin and PLC teams	4. Evaluate the yearlong efficacy and modify plan for 21-22		June 2021
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

<b>District Goal this strategy supports</b>	Goal 4: Reduce to less than 5% the students whose social, emotional physical or behavioral health needs impair their academic success.			
<b>What are we going to do?</b>	Strategy 4.2	If the District provides specialists to support the social-emotional, mental and behavioral health needs of students and training to teachers on best use of these supports, then teachers will embed better meet the needs of all students and absenteeism and disciplinary referrals will decrease.		
<b>How we will know the plan is working?</b>	Measures of Evidence for Adult Actions	Fall 2020 100% of teachers and other staff members as appropriate will participate in a training session on using the specialists (counselors, social workers, behavior coaches, and health educators) to support their students.  Establish baseline for staff referrals and student visits to specialists  Increase % of students accessing health curriculum to 35% by December 2020.	Winter 2020-21 Walk-around data and student-referral data will be used to identify the fidelity with which teachers area appropriately referring students to specialists  Goal is 65% by January 2021  Increase staff referrals and student visits to counselors and social worker by 15%  Increase % of students accessing health curriculum/information to 50% by March 2021	Spring 2021 Walk-around data and student-referral data will be used to identify the fidelity with which teachers area appropriately referring students to specialists  Goal is 75% by June 2021  Increase staff referrals and student visits to counselors and social worker by an additional 15%  Increase % of students accessing health curriculum/information to 75% by June 2021
		Measures of Evidence for Students	Fall 2020 Chronic Absenteeism will decrease by 10% from 2019  Out-of-school Discipline Referrals will decrease by 10%	Winter 2020 Chronic Absenteeism will decrease by 12% from 2019  Out-of-school Discipline Referrals will decrease by 12%
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps</b>		<b>Due Date</b>
	District Admin./HR and Hiring Committees	Recruit and retain specialists to support the mental (Counselors), social-emotional (Social Worker) and behavioral (Behavior Coaches and Health Educators) health needs of all students		Summer 2020 through August
	Admin and Specialists	Provide in-depth training to teachers and educational assistants on how the work of these specialists is best utilized to support all students.		Last week of August 2020

	Admin and Specialists	Communicate with parents/guardians about how the these specialists can support their children.	Starts in Aug. 2020 and will be ongoing
	Admin and Specialists	Monitor the extent to which teachers are enabling students to access these specialists; remove barriers to access as needed.	Starts in Aug. 2020 and will be ongoing
	Admin and specialists	5. Evaluate the yearlong efficacy and modify the plan for 21-22	June 2021
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

### Self-Monitoring Routines

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

Quarterly self-monitoring routines for each goal and strategy are embedded into our professional development/professional learning community plans. This year, the District has added four half-days dedicated to PD to the District calendar. Additionally, the District has committed to providing 3-days for professional learning communities (grade level, grade-pod - K-2, 3-5 etc. - and department teams) to meet across the school year. It will be during these times across the school year that our self-monitoring will occur.

For each Goal and Strategy appropriate teams will address and document responses to the questions below. The metrics identified above will be the predominant sources for evidence of efficacy and informed modification moving forward. This will occur in half-day in-services each November, January, March and May with intermittent monitoring via PLC meetings in between these PD days. At the conclusion of each school year, administration in collaboration with appropriate teams will determine what changes to the plans are required to ensure they remain robust for the next school year.

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?