

Oregon District Continuous Improvement

School Year	2019-20
District	NESTUCCA VALLEY SCHOOL DISTRICT 101j

District Direction Section

Vision	Inspiring individual excellence, diligence, self-awareness, and lifelong learning
Mission	<p>Nestucca Valley School District, in collaboration with families and community, is committed to:</p> <ul style="list-style-type: none"> ➤ Providing a safe, healthy and supportive environment that promotes social and emotional health ➤ Attracting, supporting and retaining dynamic teachers and staff ➤ Individual academic excellence and achievement for all students ➤ Developing hard working, responsible, self-directed, confident, and collaborative problem solvers who are both ethical citizens and college and career ready ➤ Implementing challenging and innovative learning opportunities by incorporating best educational practices ➤ Encouraging critical thinking and creative expression ➤ Developing cultural competence, while embracing diversity and our small community as strengths.

Comprehensive Needs Assessment Summary

What data did our team examine?

Attendance, behavior and academic achievement through Synergy, SWIS, EasyCBM, and state testing.

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

We are a small rural school district, so we were able to closely examine each of our subgroups. We examined the attendance, behavioral and academic achievement of those subgroups to identify any issues or significant patterns of need in order to support all students.

Were inequities in student outcomes examined?

Inequity data is based on a very small group of students (less than 500 students K-12) and it can be difficult to obtain accurate data (one student can shift data percentages significantly). At this time, data indicates that student needs/inequities are proactively being addressed. This can often be done by addressing the need of an individual student or a small group of students.

What needs did our data review elevate?

Our review indicated a need for additional attention needed in the area of student social emotional health (behavioral data, data from District Counselor/Psychologist). Students struggling to maintain healthy mindset struggle in other areas as well (academic). As a district, we would like to be able to provide more support/resources for our students.

How were stakeholders involved in the needs assessment process?

Surveys were made available via online and/or within the school buildings (conferences), Board Meetings and parent nights (Back to School Night).

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.

- Increase graduation rates
- Improve physical, social and emotional health of all students
- Develop a fiscally sound school district

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	All students will graduate from high school ready for college, career and civic life.		
Metrics	By 2020	By 2021	By 2022
	95 % of seniors will graduate on time.	98% of senior will graduate on time.	100%of seniors will graduate on time.
Goal 2	Build the physical, emotional, and mental health of each Nestucca Valley School District student.		
Metrics	By 2020	By 2021	By 2022
	100% staff will be trained in Adverse Childhood Experiences (ACES).	Increase the number of counselor classroom presentations teaching emotional regulation, healthy relationships, and self-motivation and advocacy.	Fully developed spectrum of resources that serves NVSD students physical, emotional, and mental health.
Goal 3	Nestucca Valley School District’s determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come to the District, both short-term and long-term. Accordingly, the District commits to establish reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the District commits to save for potential future expected and unexpected expenditure and for eventual economic downturns.		
Metrics	By 2019	By 2020	By 2021
	Ending fund balance of 6%	Ending fund balance 12%	Ending fund balance of 15%

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	Beyond making connections with our students and families, we also have a truancy officer to better support the district, and our families, to ensure that all students regularly attend school, which is critical to their overall success.

Initiative/Program	How this initiative/program supports the district to meet goals
Title I	This federally funded program provides supplemental academic services for those students in need at our elementary school. While not specifically at the HS, this program helps intervene with students at an early age to help ensure academic success for all.
HB 3499 Grant	This grant helps our ELL program, and staff, to better support our ELL population. We have been able to provide technology, curriculum (ELL components) and culturally relevant reading materials/resources.
Social-Emotional Learning Training	Staff has been trained in the area of ACES, PBIS and 321 Insight. The district plans to further expand our resources and supports for our students.
9th Grade on Track	This initiative is sponsored through the NWRES D and provides training and support for our HS staff as they work to develop processes that ensure ALL of our 9 th grade students are “On Track to Graduate” by earning all necessary credits as a freshman.
CTE	An increase in the number of CTE programs offered will help meet the needs of ALL students, including those who are underserved, and those who may not have college or higher education as one of their goals.
Nestucca Valley 21st Century Community Learning Center- After school Program	The district was awarded the 21 st CCLC grant during the 18-19 school year. Using these funds, we created afterschool programs (K-12) at each building. During the after school programs, students have access academic assistance, social-emotional health activities, meals and other enrichment activities. This program has been able to further strengthen our relationships with our families, while providing support to all students in a variety of ways.
Business Services provided by NWRES D	The district is working with our ESD to strengthen our financial integrity, and business practices, in order for us to increase our ending fund balance.

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

District Goal this strategy supports	Goal #1: All students will graduate from high school ready for college, career and civic life. *See attached District Strategic Plan for further detail.			
What are we going to do?	Strategy # 1.1	<p>If we: provide increased opportunities for our students to access high quality instruction, updated curriculum and technology, while training our teachers to deliver that instruction</p> <p>Then teachers will provide more rigorous and relevant curriculum</p> <p>And students will achieve at higher levels and graduate at increasingly higher rates each successive school year.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	<p>Fall</p> <p>Teachers will attend professional development activities that increase the level of rigor and engagement strategies within their curriculum. Teachers will also provide a scope and sequence, as well as weekly lesson plans.</p>	<p>Winter</p> <p>Teachers will implement those strategies of rigor and engagement within their classroom instruction, evidenced by administrative walk-throughs, individual teacher observations, and lesson planning.</p>	<p>Spring</p> <p>Teachers will self-evaluate on the effectiveness of their implementation of these new strategies.</p> <p>Administrators will evaluate teacher’s effectiveness at implementation.</p>
	Measures of Evidence for Students (“and” statement)	<p>Fall</p> <p>Students will be regular attenders at school due to increased classroom engagement. Chronic absenteeism will decrease.</p>	<p>Winter</p> <p>Students will increase their depth of knowledge due to increased rigor as evidenced by increased classroom participation (an increase in daily period attendance) and level of performance (student course grades and Easy CBM data).</p>	<p>Spring</p> <p>Students will raise their state test scores in math and reading by at least 5%.</p>
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Administration	<ol style="list-style-type: none"> 1. Lead meetings and professional development opportunities 2. Monitor performance through walkthroughs and observations, and hold accountable through the evaluation process the teaching staff in their efforts to increase classroom rigor, student engagement and college/career going attitudes. 		On-going through 2019-20 school year.

District Goal this strategy supports	Goal #1: All students will graduate from high school ready for college, career and civic life. *See attached District Strategic Plan for further detail.		
	Certified Staff	<ol style="list-style-type: none"> Continued PLC work to develop lesson plans that address rigor, engagement and college/career going attitudes into curriculum Data analysis of student achievement to determine proficiency and intervention needs and activities. 	On-going (x3 per week) meetings throughout the 2019-20 school year.
	Grade-level Professional Learning Teams	<ol style="list-style-type: none"> On-going professional development to address rigor, engagement and college/career going attitudes. Data analysis Student support (SPED, ELL Etc.,) 	Monday morning late starts throughout the 2019-20 school year and scheduled ½ day professional development.

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

District Goal this strategy supports	Goal #2: Build the physical, emotional, and mental health of each Nestucca Valley School District student. *See attached District Strategic Plan for further detail.			
What are we going to do?	<p>Strategy # 2.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we: Build the physical, emotional, and mental health of each student by creating partnerships with agencies that provide social and mental health services, provide Professional Development for staff in addressing issues related adverse childhood experiences and expand counseling services to address the needs of the students</p> <p>Then our staff (and students/families) will be better equipped to address the needs of students in our community</p> <p>And students will improve their ability to cope with the complexities of physical, emotional and mental well-being, which will allow them to better access their education and other opportunities that come with that (college, employment etc.,).</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	<p>Fall</p> <p>Teachers will attend professional development focusing on social and emotional health.</p>	<p>Winter</p> <p>Teachers will implement those strategies (from ACES, PBIS and guidance from school psychologist and counselor) within their classroom, evidenced by administrative walk-throughs, peer</p>	<p>Spring</p> <p>Teachers will self-evaluate the effectiveness of their implementation of these new strategies.</p> <p>Administrators will evaluate teachers effectiveness at implementation.</p>

<p><i>District Goal this strategy supports</i></p>	<p>Goal #2: Build the physical, emotional, and mental health of each Nestucca Valley School District student. *See attached District Strategic Plan for further detail.</p>			
			<p>evaluation/observation and SWIS data.</p>	
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall Students will participate in counselor classroom presentations teaching emotional regulation, healthy relationships, and self-motivation and advocacy. They will also have increased access to meet with school-based counselors in order to determine additional needs.</p>	<p>Winter Students will develop, and apply learned strategies around improving their emotional regulation, healthy relationships, self-motivation and advocacy, evidenced by a decrease in behavioral incidents and suspensions, while increasing pro-social behavior and participation in district PBIS program</p>	<p>Spring Improve by 5%, total students’ scores from the School Climate and Socio-emotional Well Being. With the increase of counselor presence in the district, all 7-12 grade students will have an academic college and/or career portfolio to align their interests with high school offerings which will lead to a successful post high school outcome.</p>
<p><i>How we will get the work done</i></p>	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>
	<p>Administration</p>	<ol style="list-style-type: none"> 1. Create and plan professional development around physical, emotional and mental health 2. Monitor performance through walkthroughs and observations, and hold accountable through the evaluation process 3. Additional staffing (counselor) 4. Continuation of afterschool program offering 5. Create opportunities by developing, and maintaining, outside agencies (ie., Tillamook Family Counseling Center) 6. Drug and Alcohol counseling at Jr/Sr. High. 		<p>On-going through 2019-20 school year.</p>
	<p>Certified Staff</p>	<ol style="list-style-type: none"> 1. Participate in professional development in the areas of physical, emotional and mental health. 2. Apply learned strategies within classroom. 3. Fully participate, and encourage students to participate as well, in school based programs such as PBIS 		<p>On-going (x3 per week) meetings throughout the 2019-20 school year.</p>
	<p>Grade-Level Professional Learning Teams</p>	<ol style="list-style-type: none"> 1. SWIS data analysis 2. Teacher observation/reports 3. Share effective strategies 		<p>Monday morning late starts throughout the 2019-20 school year.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">District Goal this strategy supports</p>	<p>Goal #3:</p> <p>Nestucca Valley School District’s determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come to the District, both short-term and long-term. Accordingly, the District commits to establish reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the District commits to save for potential future expected and unexpected expenditure and for eventual economic downturns. *See attached District Strategic Plan for further detail.</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">What are we going to do?</p>	<p>Strategy # 3.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>If the district is dedicated to ensuring the fiscal integrity of the District through providing the necessary funding to maintain a prudent minimum Committed Economic Uncertainty General Fund Reserve</p> <p>Then our district will be able to establish a reserve to address short-term and long-term challenges</p> <p>And save for future expected, and unexpected, expenditures for eventual economic downturns.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How we will know the plan is working</p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall</p> <p>Work with our fiscal team at NWRESD to determine current ending fund balance from the 2018-19 school year. Establish baseline and plan moving forward.</p>	<p>Winter</p> <p>Receive fiscal report from NWRED in order to access progress on ending fund balance.</p>	<p>Spring</p> <p>Receive fiscal report from NWRED in order to access progress on ending fund balance.</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall</p> <p>Student services and programs will be maintained, despite any unexpected expenditures or downturns.</p>	<p>Winter</p> <p>Student services and programs will be maintained, despite any unexpected expenditures or downturns.</p>	<p>Spring</p> <p>Student services and programs will be maintained, despite any unexpected expenditures or downturns. Addition of counselor and student programs.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How we will get the work done</p>	<p>Person or Team Responsible</p> <p>Superintendent, NWRESD and Business Manager</p>	<p style="text-align: center;">Action Steps To be completed this year</p> <p>1. Spend within the 2019-20 budget, and develop future budgets that maintain facilities, staff and programs, while being aware of maintaining a prudent minimum Committed Economic Uncertainty General Fund Reserve.</p>		<p style="text-align: center;">Due Date</p> <p style="text-align: center;">June 31, 2020</p>

