Oregon Continuous Improvement Plan

School Year	2019-20
District	Klamath County School District

District Direction Section

Vision	Inspiring today's students to meet tomorrow's challenges.
Mission	Working in cooperation with staff, parents and community members, our mission is to provide a district that supports the physical and cognitive growth and development of all students regardless of their demography or geography.

Comprehensive Needs Assessment Summary

What data did our team examine?

- Parent, Employee, Student, and Community surveys aligned to SSA priorities – over 2000 respondents
- ORIS Needs Assessment
- Attendance data with subgroups
- Academic, credit, and on-track data by student group, including median growth percentile.
- Graduation and completion rate data by student group
- Focus group with Klamath Tribal Council
- Focus group with migrant families
- Focus group with families served by special education
- Focus group with Klamath Promise community organization
- Review of district facilities
- Class size data and enrollment trends
- Behavioral data by student group

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

- Data (see above) was analyzed by demographic group as well as by geographic group. Klamath County School District covers over 6000 square miles and geographic location does have a role in available services and school programs.

Were inequities in student outcomes examined?

- Yes. Inequities are observed based on some student groups and geography.
- Homeless and mobile students, along with students with disabilities and Native American students tend to underperform within their peer group.
- Geography can be a dichotomy in that resources are allocated to rural communities at a higher "per student" ratio due to inefficiencies of scale, however this high per student ratio still results in less available programming due to the very small size of many rural schools.

What needs did our data review elevate?

- Reducing class size.
- Providing more and more timely supports and interventions for social and emotional student needs.
- Homeless and mobile students, along with students with disabilities and Native American students tend to underperform within their peer group.
- Disparity in program offerings between rural small schools and in town larger schools.
- Facility concerns and inequities. Many older buildings with deferred maintenance.

Which needs will become priority improvement areas?

- Reducing class size.
- Providing more and more timely supports and interventions for social and emotional student needs.
- Homeless and mobile students, along with students with disabilities and Native American students tend to underperform within their peer group.

How were stakeholders involved in the needs assessment process?

- Surveys
- Focus Groups
- Strategic Planning Sessions

Long Term District Goals & Metrics

Student Focused, aspirational, aligned with needs, written for all students
Metrics are outlined for the year(s) to come.

Goal 1	Improve district learning environments by reducing class size and upgrading outdated facilities. (Target: reduce all KCSD elementary classrooms to no more than 24 in grades K – 3 and no more than 26 in grades 4 – 6.)		
Metrics	By (year)	By (year)	By (year)
	By fall 2021 no more than 15 classrooms exceed maximums. Facilities plan with priorities for improvement and safety.	By fall 2022 no more than 10 classroom exceed maximums and there is a plan in place to address these overloads.	By fall 2025 no more than 5 classrooms exceed maximums and there is a plan in place to address these overloads.
Goal 2	By spring 2023 district referral data for out-of-school placement, suspension, and expulsion will be reduced 30% or more from 2019-20 levels. This reduction will be equivalent across student groups.		
Metrics	By (year)	By (year)	By (year)
	By fall 2020, all schools will have a fulltime social and behavioral needs support person BA level or higher.	By fall 2021 the district will have a district provided training regime in place for all social skills support employees and written plans for intervention and de-escalation of adverse behaviors. Out-of-school placement, suspension, and expulsion will be reduced 10% from 2019-20 levels.	By spring 2023 district referral data for out-of-school placement, suspension, and expulsion will be reduced 30% from pre-2021 levels. This reduction will be equivalent across student groups.
Goal 3	Each student, regardless of demography or geography, will demonstrate growth in ELA, math, and other skill areas within the district educational program through multiple measures of assessment. (Multiple measures means students will have the opportunity to demonstrate growth using different assessment types, not simply through one standardized test format.)		
Metrics	By (year)	By (year)	By (year)
	By fall 2021 the district will identify multiple measures of assessment for recording student progress in ELA, math,	By spring of 2022 the district will have an initial data set on all students in reading, math,	By spring 2025 all KCSD students regardless of demography or geography will demonstrate growth in ELA,

and other components within the curriculum.	and other skill areas using multiple assessment tools.	math, and other curriculum areas in at least one assessment format collected by the district.

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 school to meet goals
Facilities purchase	We need to acquire additional classroom space if we are to reduce class size. We no longer have space to hold additional classrooms even if we have money for additional teachers.
HSS/M98	These funds have already been used to increase counseling services and academic guidance at the secondary level. We intend to use SIA funds to expand social, behavioral, and academic guidance supports at all levels.
Title 6 and TAPP	One of our underperforming student groups is Native American students. This is true in state assessment, on track analysis, attendance, and graduation rates. We will leverage current programs and communication channels to improve services and outcomes to our Native community.
McKinney Vento Grant	Another underperforming student group is our homeless and mobile population. We have increased services and hired a MV Student Success Liaison using a state MV grant combined with M98 funds. We intend to use SIA funds to increase services to this population.
Facilities Improvement	Several KCSD schools are significantly outdated and in need of renovation. Chiloquin Elementary is one of these schools and renovation of this facility is a specific request of the Klamath Tribes.

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

School Goal this strategy supports	Goal: Improve district learning environments by reducing class size and upgrading outdated facilities. (Target: reduce all KCSD elementary classrooms to no more than 24 in grades K – 3 and no more than 26 in grades 4 – 6.)			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we __purchase a property or build additional classrooms___ Then __we can hire more teachers and open more classrooms for students__ And __better serve our entire student population. This is due to the overcrowding of buildings and classrooms not designed to serve the large number of students some of them contain. The proximity and crowding is increasing behavior problems and hampering the work of teachers and principals on a daily basis.___		
How we will know the plan is working	Measures of Evidence	Fall- Develop plan.	Winter- Seek board approval.	Spring- Move forward with purchase and facilities growth plan.
How we will get the work done	Action Steps	Person or Team Responsible Superintendent Szymoniak, Jeff Bullock, Cabinet, School Board.		Date

Oregon Department of Education - October 2018

	To be completed this year		
	1.		
	2.		
	3.		
	4.		
	5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X__ Leadership __X__ Talent Development __X__ Stakeholder Engagement and Partnership __X__ Well-Rounded, Coordinated Learning __X__ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

All of our surveyed groups indicated this as the number one priority for our district.

**Historical perspective: In 2009, KCSD and Klamath Falls City Schools District realigned district boundaries to remove an overlapping elementary/high school zone. In this process (which occurred during a period of significant enrollment decline), the KCSD lost one elementary school to realignment and closed and sold off another elementary school. At the time, enrollment decline necessitated these actions. However, over the past six years the district has experienced significant enrollment growth. Our junior high and high school buildings are the same as in 2009, and are able to accommodate this growth. However, the loss of two elementary buildings is causing significant overload in the schools that remain. Although the board has approved bonds for the construction of several new classroom annexes, these projects primarily replace decrepit modular classrooms and are insufficient to accommodate current growth trends. The district must build or acquire additional elementary classroom space to meet the number one stakeholder request which is to reduce class size at overcrowded buildings.

School Goal this strategy supports	Goal: By spring 2023 district referral data for out-of-school placement, suspension, and expulsion will be reduced 30% or more from 2019-20 levels. This reduction will be equivalent across student groups.	
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we _increase social, emotional, and behavioral services to our schools & students Then _behaviors that remove students from the classroom will be decreased_ And _all students, including those with disruptive behaviors and those who experience interruptions to their learning environment because of disruptive behaviors by others, will have more on task learning time.___

How we will know the plan is working	Measures of Evidence	Fall- Hire additional personnel to support behavioral and emotional student health.	Winter- Track per capita behaviors by student group.	Spring- Analyze data to see trends and adjust intervention and prevention plans.
How we will get the work done	Action Steps To be completed this year	Person or Team Responsible Curriculum Director and Human Resources.		Date By fall 2020 with available funds.
	1.Trauma informed practices trainings to continue and expand.	Trauma Informed Team		
	2.Positive Discipline/Restorative Practices trainings and implementation to continue and expand.	Curriculum Office in partnership with the ESD and School Principals.		
	3.			
	4.			
	5.			
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_____ Leadership __X__ Talent Development __X__ Stakeholder Engagement and Partnership __X__ Well-Rounded, Coordinated Learning __X__ Inclusive Policy and Practice		

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

Across almost all survey groups and subgroups, addressing emotional and behavioral needs was the second highest priority indicated by our stakeholders.

Along with growing the district's own capacity to prevent and intervene in emotional and behavioral health, we will partner with community agencies to grow a community network of supports for our students and families. Partners include: Klamath Basin Behavioral Health, Lutheran Community Services, Tribal Health, and law enforcement/juvenile services.

School Goal this strategy supports	Goal: Each student, regardless of demography or geography, will demonstrate growth in ELA, math, and other skill areas within the district educational program through multiple measures of assessment. (Multiple measures means students will have the opportunity to demonstrate growth using different assessment types, not simply through one standardized test format.)

What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we _provide differentiate and engaging instruction aligned to best practice _ Then _student learning will increase across all student groups_ And _we will see growth through a variety of assessment means.__		

How we will know the plan is working	Measures of Evidence	Fall	Winter	Spring

	Action Steps To be completed this year	Person or Team Responsible	Date
How we will get the work done	1.Additional Skillful Teacher trainings	Glen Szymoniak, Jeff Bullock, Kristy Creed.	
	2.PD sessions to describe and define student engagement	Curriculum Office	
	3.Enhanced training in Danielson and walk-thru protocols.	Curriculum and HR Office	
	4.Assign specific resources, primarily Success Reps or Coaches, to support underperforming student groups.	Curriculum Office and School Principals working together to hire quality personnel to assist targeted populations.	
	5.		

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X__ Leadership __X__ Talent Development ____ Stakeholder Engagement and Partnership __X__ Well-Rounded, Coordinated Learning __X__ Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

Much work has been done in this area across the district, but we need to maintain and grow leadership among our teachers and classroom staff to self-regulate in best instructional practice.

School Plan
Quarterly Self-Monitoring Routine

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

	Update Date	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?
Performance Updates					