Port Orford-Langlois School District

Code: IMB-AR
Revised/Reviewed:

District Improvement Program
(Version 2)

The district's comprehensive continuous improvement program planning efforts will be guided by the following key actions:

1. The superintendent will convene a committee[1] {[2]}at least once every four years consisting of Board members, administrators, staff, parents, students and other community stakeholders with representation from the demographic groups of school population. The purpose of the committee will be to:

    a. Establish a clear vision and mission supporting student equity and achievement as the top priority of the district;
    b. Define student achievement and identify specific state and local performance benchmarks and district goals based on self-evaluation data;
    c. Conduct a self-evaluation to design, develop and update the district's continuous improvement plan;
    d. Develop an action plan linked to specific benchmarks and goals for improving student achievement and growth. The plan will be reflected in school and district improvement plans;
    e. Develop strategies for annually monitoring, reviewing and revising the action plan and school and district improvement plans as necessary.

2. The committee will complete a review of self-evaluation data needed to assess student achievement performance progress, set benchmarks, establish goals and develop action plans; compiled and disaggregated annually at the district and building level. Data may include, and may not be limited to:

    a. Numbers of district students who take statewide assessment tests, who meet, fail to meet or who exceed state and local standards; levels of achievement by building, grade level, class and growth in performance;
    b. Academic outcomes on statewide and local and other assessment, including the Scholastic Aptitude Test (SAT), American College Test (ACT), etc.;
    c. Grade point average (GPA) results by class, socioeconomic status, demographics, grade level and school;
    d. Percentage of students enrolled in, and completion rates, for advanced courses at the elementary, middle and high school levels and among diverse populations;
    e. Completion rates by building, grade level, class and district, including diverse populations;
    f. Post-secondary enrollment, including community colleges, trade/apprenticeship programs and military enlistments, if known;

[1] With representatives invited to participate from the demographic groups of their school population.

[2] {OAR 581-022-2250 requires an update of the continuous improvement plan at least once every four years, but can choose to do it more often, e.g. biennially.}

g. Student, teacher, administration and community demographics;
h. Student behavioral/disciplinary referral/attendance data, mobility data and participation in cocurricular and extracurricular activities as an indicator of student success in school;
i. Previous school and district improvement plan results to determine which components were successful, which were not and degree to which specific strategies were implemented; and
j. Survey results of stakeholder satisfaction.

3. The district's action plan to meet identified, specific benchmarks and goals for the improvement plan is subject to superintendent review and Board approval.

   The district's improvement plan shall include, but not be limited to:

   a. Goals to implement the following:

      (1) A rigorous curriculum aligned with state standards;
      (2) High-quality instructional programs;
      (3) Short- and long-term professional development plans;
      (4) Programs and policies that achieve a safe educational environment;
      (5) Education service plans for students who have or have not exceeded all of the academic content standards;
      (6) Staff leadership development;
      (7) A plan for family and community engagement;
      (8) High-quality data systems;
      (9) A strong school library program;
      (10) Improvement planning that is data-driven.

   b. A description of district efforts to achieve local efficiencies and efforts to make better use of resources;
   c. A review of demographics, student performance, staff characteristics and student access to, and use of, educational opportunities;
   d. A needs assessment conducted which addresses priorities in accordance with Oregon Revised Statute (ORS) 329.095.

4. Accountability to assure the district's continuous improvement plan is implemented will be a shared responsibility of staff, administrators and the Board. Minimally, the superintendent will ensure:

   a. Specific administrative responsibility for implementing plan strategies and assuring that the activity takes place in the manner described is assigned, monitored and evaluated;
   b. Data analysis results are included as an essential component of the teacher goal setting and evaluation process and as a basis for staff development;
   c. Principals at the building level compile all necessary disaggregated data for the district's self-evaluation, to enable an assessment of student achievement and comprehensive recommendations to meet identified benchmarks and goals;
   d. Student performance results on identified benchmarks and goals are annually reported to the community in conjunction with state assessment results, and improvement plan progress and the district's status in relation to Oregon Administrative Rules Chapter 581, Division 022 standards as required by the ODE;
   e. Retain copies of the improvement plans in accordance with State retention and public records requirements;

PROPOSED

f. Communications strategies are developed and implemented for keeping stakeholders (e.g., parents, students, teachers, staff and community representatives) informed, including specific activities for providing information on student achievement improvement progress and feedback through surveys, forums and other similar methods.

The district will submit its continuous improvement plan to the Oregon Department of Education (ODE) at least once every four years or more frequent if there are substantial changes[3] following the annual review, or when requested by ODE.

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[3] "Substantial change" is defined in OAR 581-022-2250(3)(c).