

Oregon School Continuous Improvement Plan Template

School Year	2019-2020
School	Frenchglen SD #16

School Direction Section

Vision	Frenchglen School's vision focuses on providing a gifted-quality education to every child in an instructional setting appropriate for individuals' needs, giving all learners the essential knowledge tools, skills and attitudes to become flourishing, effective, independent and contributing members of our society. This vision is supported by the school's mission to provide an environment that fosters successful, lifelong learning opportunities to its students in a world that is increasingly global and technological. Through partnership with parents, the community and local resources, Frenchglen School is committed to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation and excellence in learning.
--------	--

Mission	
---------	--

Comprehensive Needs Assessment Summary

What data did our team examine? The Frenchglen School District Board of directors, parents and Frenchglen staff examined the following data in order to prioritize District/School needs: math student performance data, ELA student performance data, attendance data, EASY CBM data and classroom based assessment data.

How did the team examine the different needs of all learner groups? Frenchglen is a small, remote and rural school with few students. We are unique in that we have one teacher to instruct all students from Kindergarten through eighth grade. Each student has an individualized program that focuses on closing academic gaps at their ability level while striving to meet/exceed grade level standards.

How were inequities in student outcomes examined and brought forward in planning? A comprehensive needs assessment was completed in the Fall of 2019. This data was reviewed as well as assessment data. Inequities in student outcomes were identified and are being addressed through individualized plans to close any achievement gaps noted.

What needs did our data review elevate?

1. The need for better internet service not only at the school but at student homes.
2. The need for additional support in math and ELA so that all students are on track for academic achievement

Survey results also indicated a need for:

1. Continue teaching students technology skills and other necessary skills to prepare them for life beyond Frenchglen School.
2. Ongoing professional development for the teacher so that she is keeping current with educational initiatives that will improve overall academic achievement.
3. Review of current and development of ways to limit disruption in direct instruction for students who leave for sporting activities.

How were stakeholders involved in the needs assessment process? Both internal and external stakeholders were involved throughout the entire needs assessment. Parents were invited to participate through IEP meetings, community meetings, Early Childhood meetings and during school board meetings. Frenchglen has a 5-member board with all members being actively involved in the school with current, past and future students. A comprehensive needs assessment was completed in the Fall of 2019. Stakeholders included students, parents, teachers, staff, school

board members and members of the community. Updates regarding the work being done are shared regularly at board meetings.

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.

Priority Improvement #1 -Increase number of students meeting their growth goals

Priority Improvement #2 - Improve access to high quality standard aligned curriculum in all areas

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	100% of students will be at the 75th percentile or better as measured by EASY CBM Math Assessments given in the Spring of each year.		
Metrics	By (year)	By (year)	By (year)
	2020 - 80% of students will be at or above the 50th percentile in EASY CBM Math.	2021 - 90% of students will be at or above the 60th percentile in EASY CBM Math.	2022 - 100% of students will be at or above the 75th percentile in EASY CBM Math.
Goal 2	100% of students will be at the 75th percentile or better as measured by EASY CBM Reading Assessments given in the Spring of each year.		
Metrics	By (year)	By (year)	By (year)
	2020 - 80% of students will be at or above the 50th percentile in EASY CBM Reading.	2021 - 90% of students will be at or above the 60th percentile in EASY CBM Reading.	2022 - 100% of students will be at or above the 75th percentile in EASY CBM Reading.

Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
Chronic Absenteeism	Staff will work with families to provide academic course work in reading/ELA and mathematics for students who are not in physical attendance at school (i.e., athletics, family farm work).
E-Rate Partnership	Working with E-Rate funding to support improved access to technology for students.
High School Success	Working in partnership with county high schools, charter schools, home schools to develop success indicators that demonstrate students are ready for education beyond 8th grade.

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

District Goal this strategy supports	Goal 1: 100% of students will be at the 75th percentile or better as measured by EASY CBM Math Assessments given in the Spring of each year.	
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we administer and review EASY CBM assessments in Math three times a year, THEN staff can disaggregate the data and use the information to plan for instruction, AND student scores will improve and be on course to meet established grade level standards.

How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Administer EASY CBM Math Assessments; disaggregate the data and establish student goals and educational plans.	Winter Administer EASY CBM Math Assessments; review past and current data; review and adjust student goals and educational plans.	Spring Administer EASY CBM Math Assessments; review progress and adjust student goals and educational plans for summer/fall.
	Measures of Evidence for Students (“and” statement)	Fall Results will be shared with students and they will be part of goal setting.	Winter Results will be shared with students and they will be part of goal setting.	Spring Results will be shared with students and they will be part of goal setting for summer.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ESD/School	1. Administer EASY CBM Fall and Winter assessments, review results and write action plans for 2020.		January 2020
	ESD/School	2. Administer EASY CBM Spring assessments, review results and write action plans for 2021.		May 2020
	ESD/School/ Parents/Students	3. Attendance will be reviewed to look for patterns of lost school time. The teacher will focus on creating materials for planned out-of-school time.		March 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

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

District Goal this strategy supports	Goal 2: 100% of students will be at the 75th percentile or better as measured by EASY CBM Reading Assessments given in the Spring of each year.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we administer and review EASY CBM assessments in Reading Comprehension (LS and LN fluency for Kindergarten and 1st grade) three times a year, THEN staff can disaggregate the data and use the information to plan for instruction, AND student scores will improve and be on course to meet established grade level standards.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Administer EASY CBM Reading Assessments; disaggregate the data and establish student goals and educational plans.	Winter Administer EASY CBM Reading Assessments; review past and current data; review and adjust student goals and educational plans.	Spring Administer EASY CBM Reading Assessments; review progress and adjust student goals and educational plans for summer/fall.

	Measures of Evidence for Students (“and” statement)	Fall Results will be shared with students and they will be part of goal setting.	Winter Results will be shared with students and they will be part of goal setting.	Spring Results will be shared with students and they will be part of goal setting for summer.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ESD/School	1. Administer EASY CBM Fall and Winter assessments, review results and write action plans for 2020.		January 2020
	ESD/School	2. Administer EASY CBM Spring assessments, review results and write action plans for 2021.		May 2020
	ESD/School/Parents/Students	3. Attendance will be reviewed to look for patterns of lost school time. The teacher will focus on creating materials for planned out-of-school time.		March 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

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

School Plan Self-Monitoring Routines

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

Three times each year the ESD will hold District Data Self-Monitoring meetings where the small, remote and rural districts can come together to assist each other in reviewing data. These meetings will be in October, February and June. The following questions will be addressed:

- **What is the strategy that you were working on?**
- **What does your evidence show? Is there other evidence that needs to be reviewed?**
- **What can we celebrate?**
- **What is working? Not working?**
- **What will you do? What adjustments are needed?**
- **What supports are being provided? Is there something different that you need for support?**
- **What are we missing?**

Adjusted plans based on data analysis and review will be shared with students, parents and the school board.

Continuous Improvement Plan Supplemental Questions

Frenchglen School District #16
39235 Highway 205
Frenchglen, OR 97736

1. Standards Aligned Curriculum. ***How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and/or national standards?*** Frenchglen School District #5 participates in Harney Education Service District's Curriculum adoption and support services. HESD follows the Instructional Materials Adoption Schedule put out by ODE. Materials are gathered from publishers and presentations focus on scope and sequence and alignment to the CCSS. Once materials have been purchased, professional development is provided in order to assist teachers in developing a scope and sequence that aligns to their instructional calendar. Learning objectives, daily/weekly/unit targets and formative assessment information is an ongoing component of the Charlotte Danielson teacher evaluation system that is utilized.
2. High-Quality Instruction. ***What is the LEA's process for ensuring classroom instruction is intentional, engaging and challenging for all students?***
Being a rural and remote school district, Frenchglen School has very few students. While this presents challenges with creating lessons designed to meet a varying degree of academic levels from kindergarten through eighth grade, it also allows for individualization and intentional, engaging and challenging instruction because it is based upon student ability and interest. In unique settings like Frenchglen, we have these students, often for nine years. We get to know these students on a level that many other schools can't and this allows for us to be very intentional and directed in our teaching.

How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)? We work closely with HESD in feedback and coaching, attending professional development and using their teacher evaluation services. Trained staff from HESD come out to Frenchglen on a frequent basis and provide feedback, coaching and assistance in a number of areas. Our teacher frequently requests and attends trainings outside of the HESD also, pursuing to meet or enhance the learning needs and interests of the all students, and sometimes specific students.
3. Talent Management and Professional Development. ***How does the LEA align professional development and learning activities to the needs of teachers?*** Frenchglen staff attend the beginning of the year event at HESD and participate in a needs assessment for professional development needs and desires. Since we are one of seven rural and remote school districts, we work together as a collaborative team to align our

needs and learning activities so that we can benefit from the collective knowledge of veteran and new teachers drawing on their strengths to supplement our own skills. Frenchglen School Board is open to and encourages the staff to attend trainings to increase and update their skills and to support levels of interest for the teacher to continue promoting learning for all ages.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? We are unique in that we are a rural and remote school and our students are from local ranching families. We do not have disparities at the present time. The process that we have established in the event that we do have a disparity in students and their needs we will call upon HESD for assistance. HESD has a team of experts, and/or access to experts who can be contracted with to assist if needed.

4. ***Safe and Inclusive Climate. What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?*** Again, Frenchglen is a rural and remote school; we are a one-room schoolhouse and really the only public building in Frenchglen with the exceptions of the Historic Frenchglen State Park Hotel and the Frenchglen Mercantile. Many parents and community members grew up within these school walls and are committed to maintaining a high-quality educational program. This can be seen by the diversity and commitment of the school board and the attendance from the community when there are school events. Frenchglen School is really the “hub” of the community.

What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities? While not applicable at this time, we have been trained in the McKinney Vento Act and have also received poverty training. We understand the barriers/challenges that these students/families may face and have a welcoming and inviting school where all students are treated with respect and kindness. Because we are so small, we really are like a “family” and, if there was a need, as in the past, it would be met; while at the same time respecting and adhering to FERPA requirements. Native American students do not attend Frenchglen at this time due to its remoteness. Frenchglen School has access to resources for teaching Native American cultural studies through ODE.

How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students? Not applicable. Students are not removed from the classroom for discipline reasons. If there is a need for progressive discipline, parents are contacted and they come to school to deal with the situation. This has not happened; parents greatly support the school and there are no disaggregated groups in which overuse of discipline has occurred.

5. Family, Community and Stakeholder Engagement. ***What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?*** Frenchglen School is the hub of the community and we share out our improvement plans, celebrations and needs during school board meetings and at events. Like mentioned earlier, school events are well attended and a great opportunity to share information and gather input and feedback.

Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes? At present we do not have Native American students. HESD works the Paiute Tribe on several committees and through the Early Childhood Center to provide relevant curriculum support and information regarding tribe events.

6. Leadership Development. ***How does the LEA recruit, onboard, and develop quality leaders?*** In small, rural and very remote places like Frenchglen it is extremely challenging to recruit and retain teachers. When we are fortunate to recruit or “grow our own” teacher, they become leaders in the school and community by default. They are the “go to” person and the only certificated person in the district. As such, many leadership roles default to the teacher. HESD and neighboring rural and remote schools provide collaboration, support and mentoring as needed. Often this is accomplished through professional development opportunities offered at HESD (usually on a monthly basis). The school Board is also proactive and supportive of the certified staff gaining training and being involved in organizations that promote quality leadership development.

How does the LEA align professional growth and development to the needs of school and district leaders? Professional growth and development for the one teacher in Frenchglen School District is developed based upon the goal setting process through the teacher evaluation system and other self-identified needs of the teacher. HESD conducts a survey at the beginning of each school year and in the spring to determine professional development needs of all component districts/schools. Needs are also addressed as identified based on the current and ever-changing needs of the school.

7. High Quality Data Systems. ***How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?*** We are a rural and remote, one-room school that serves students from kindergarten through eighth grade. The teacher reviews a variety of student formative and summative data to assess progress and plan for instruction. All schools in HESD utilize EasyCBM and work collaboratively to disaggregate the data. We participate in writing scoring training and analysis of our student work and that of our neighboring schools at events held at HESD. HESD has an assessment specialist who helps maintain data systems and runs reports and disaggregates data as requested.

8. Continuous Improvement Planning. ***How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?*** We are a one-room school/district serving students who live on ranches in the remote area. Most of these students will attend our school from kindergarten through eighth grade. We are fortunate in that we have longevity data that allows for us to individual instruction and set achievement goals. For students who struggle, we have systems in place for support and for those that exceed standards we have systems in place for enrichment academics. We work closely with other remote and rural schools in Harney County through collaborative opportunities at the ESD including to provide additional educational opportunities e.g....Rural School Science Competition and Discovery Day, Crane Music Festival, Art Competition and Play Day, Rural School Theme Days (including Math, Social Science, Art and a Rural School version of Oregon Battle of the Books), and visiting guests, including Portland Opera to Go, OMSI, Tears of Joy, Oregon Fish and Wildlife, and the Oregon Coast Aquarium to name a few.

Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress. All of the schools/districts in Harney County use the EasyCBM assessment program. This program is monitored through an expert at the ESD and allows for continuous monitoring of student achievement in mathematics and reading. Because we are remotely and small we have the opportunity to individualize instruction and progress monitoring is easy. When students struggle with concepts, we are able to provide timely and intensive intervention. Additionally, when a student meets and/or exceeds state standards we are able to provide timely enrichment opportunities. School Board members are updated monthly with scheduled teacher presentations during school board meetings. Most of these board members are parents so they are receiving timely information. Other parents are communicated with on a consistent basis (often daily but at a minimum weekly). Quarterly conferences are available and report cards with detailed narratives specific to the individual student are provided to parents. Our State Report Card is presented to the School Board yearly and discussed in generalities to individually identifiable information.

9. Supports and Interventions for Students. ***How will the LEA support and/or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?*** Harney County ESD has a strong preschool program, called the Early Childhood Center. This program is well-known in the county and serves most of the preschool aged students. Students who do not live in the immediate area of the preschool center are provided home-based services. The ECC staff frequently collaborate with ESD staff and rural and remote teachers. There is a "Move-Up Day" in the spring which includes inviting the incoming kindergarten students to spend a day at school. This facilitates some informal observations of the students with suggestion for things to address at home during the summer as well as an opportunity for the

'youngers' to meet the "olders". Frenchglen School currently offers a "Kindergarten Guest Group" for one hour per week. The incoming preschoolers are invited to come and participate and interact with the kindergartener to provide them with school exposure and the kindergartener gets social and academic interaction with other children close to her age.

What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? We are a K-8 district only. We are working with the two local high schools on the skills necessary for high school transition success. This includes the social and emotional learning of our students as one of our high schools is a boarding school (Crane Union High School). The component schools in Harney County get together for academic "team" events several times throughout the school year (monthly) and have several events at the Crane Union High School campus. Middle school students are also able to participate on sporting teams at Crane Elementary. This is quite a commitment for the students and the Frenchglen School District as travel time to practices and games impact direct instruction and participation in the classroom. Providing opportunities for our rural school students to interact with those they will be at the boarding school with helps to build support for our students when they are in a new environment without elementary school chums and their long-term teacher(s). We provide methods for our middle school students to take high school courses when appropriate. Frenchglen Schools is 60 miles from the high school so transportation to the school is not feasible.

What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths? We have a school board policy that prohibits the isolation or stigmatization of homeless children and youth. Homeless children and youth are rare in our district because of our remoteness; what you find in Frenchglen are large cattle and hay ranches. Staff have been trained in the McKinney-Vento Act.

How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards? Again, since we are so small and remote we are afforded the opportunity to individual instruction for every student and can provide both intensive intervention and enrichment as determined by both classroom based assessments, state assessments, and classroom observations.

How does the LEA support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards? Again, we are rural and remote with very small numbers of students. We treat all students equally, all students are provided with individualized instruction that meets their unique needs, despite their situation.

10. Library Program. ***What steps have been taken to ensure all students have access to strong library programs?*** HESD is our support for library needs. We are part of the SAGE Library program. HESD has a library within the ESD and books and instructional materials are checked out from them and brought out by courier to Frenchglen. We

also have an extensive library at the school of over 4,400 items that are set up on a computer system. The school board approves purchases new books as requested by the teacher to ensure that our students have access to a wide variety of instructional and pleasure reading materials.

Being a small remote rural school, the teacher is responsible for the library program administration and lesson planning. Material integration into lessons include a diverse collection of digital and print media, internet materials, computer programs including but not limited to: the full Office Suite, Google programing and more.