

Ashwood School District #8

Continuous Improvement Plan Summary

Needs Assessment Summary (500 words or less)

Offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment.

Include:

- A description of the data sources you used to understand the needs of your district
- How that data informs equity-based decision making, including strategic planning and resource allocation.

Ashwood School District strives to provide a safe, healthy, supportive learning environment for all students. Our goal is to provide a high-quality education, to create a lifetime love of learning, and to ensure all students fulfill their potential personally as well as defined by state and federal standards. We look to our staff, parents, and community to help us support the success of our students as they progress through the educational system.

Our Vision is to ensure development in all ages of children, creating strong, confident, curious, individuals prepared to go into the world with the ability to find their niche.

What data did our team examine?

Student scores on Tests over the past 3 years; Teacher anecdotal information; Performance summaries from Lexia Core 5 and Dreambox Learning software; DIBELS scores; student surveys; community surveys; parent surveys

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

Each learner was examined individually by the Head Teacher and generalizations were made to the team to protect the privacy of students in our small district.

How were inequities in student outcomes examined and brought forward in planning?

Student outcomes were examined by grade level, gender, SES and degree of ruralness to determine if any correlations exist.

What needs did our data review elevate?

Additional focus and improvement on reading foundations. (Phonics, Phonemic Awareness, sight words, Decoding Strategies)

Additional focus and improvement on writing.

How were stakeholders involved in the needs assessment process?

Parents and students were interviewed regarding their perception of need.

Which needs will become priority improvement areas?

Reading Foundations and Writing

Our District will continue to use funds to offer place-based learning opportunities and social experiences for our isolated rural students. Steps the School District will employ to overcome access barriers are as follows: Staff development and training for teaching students in a positive environment, Ensuring accessibility of facilities and programs for all students, teachers and other stakeholders.

Plan Summary (500 words or less)

Your plan summary will help reviewers get quick context for your plan and the work ahead.

Include:

- Describe your district.
- The exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs,
- What processes you'll put in place to monitor progress toward addressing those needs.

Ashwood School District is a very rural Central Oregon district that includes the area surrounding Ashwood and transfer students from Madras and Antelope areas. We have a one-room school: Elementary serving K through 6 in one class. Our rural population combined with persistent barriers associated with poverty, and the fact that segments of our population have historically been underserved, directly impede our students' academic success.

We continually monitor and change our education system to create an equitable and personalized experience for all students and is an extensive and ongoing process in our one-room schoolhouse.

Ashwood will use State Funding and Grant funding to continue to support students based on our needs assessment and community feedback. The needs that the investments will address are described below.

We will invest in:

- School counseling services, health and behavior programs to meet priority #1-student mental and behavioral health needs.
 - School instructional coaches, professional learning, tutoring, summer acceleration programs to meet priorities #2-academic achievement, rigor, and reduction of academic disparities for our focal group students, #3-job embedded professional learning for staff, and #4-continued implementation of professional learning communities.
 - Fieldtrip enrichment opportunities to meet priority #5-expanding offerings to enhance the well-rounded education of our rural students.
 - Facility safety upgrades, professional learning on safety procedures, and facility/grounds maintenance to meet priority #6-continuing to enhance the safety and security of our schools for allowable fund usage includes addressing student health/safety needs.
- Continue to use funds to enhance enrichment activities for our very rural students. Providing them with educational experiences not available in the general community.

Equity Advanced (250 words or less per question)

What strengths do you see in your district or school in terms of equity and access?	Our district serves a large area with a very small population. With our limited number of students, the community is exceptional at engaging in all manor of activities offering students a wide range of cultural influences. All students and staff are guaranteed access to all programs and activities offered on behalf of the District.
What needs were identified in your district or school in terms of equity and access?	Given our very rural location and distance to school and other enrichment activities our District has identified the need for engaging extracurricular programs. Offering opportunities to engage in sports, museum tours etc. have been a need identified through community survey. Our small school can not support numerous staff, so contracting with neighboring school districts for additional services like counseling and behavioral programs has been utilized.
Describe how you used an equity lens or tool in your planning.	During the processes of completing the needs assessment and designing our activities/investments we applied the questions below to the decisions being made for goal planning and resources allocation. <ol style="list-style-type: none"> 1. Does this decision/action align with the district mission and equity belief? 2. Are those being affected by the decision included in the process? 3. Does the proposed action address barriers to equitable outcomes or potentially create new barriers? 4. What information/data are you basing your decision or action upon? 5. How will the impact or outcome be measured?

<p>Describe how the LEA will proactively remove barriers that impede equity or opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities.</p>	<p>The potential academic impact (outcomes) for all students and focal groups, based on use of funds in the plan will be to:</p> <ul style="list-style-type: none"> ● Staff who participate will develop a shared mindset, thereby creating a shift in teaching and learning culture and climate that ensures instructional equity for all. ● Additional academic support for all students to eliminate opportunity gaps for our focal groups that include a guaranteed and viable curriculum across all grades. ● Strong support for children to arrive at school prepared, healthy, safe, and eager to learn through the addition of school counseling services, behavior specialists, health assistants, and mental health supports. ● By retaining a highly qualified teacher who reflects our student population. ● Class size consideration in grades K-3 to provide positive changes in school climate, working and learning conditions. <p>Outcomes for all students and focal student groups align with the common goals by ensuring our students receive a well-rounded education, that equity is advanced by the reduction of academic and mental health/wellbeing disparities, and by strengthening systems and capacity for ongoing improvements. Engaging our community and embracing rich community partnerships enhances all areas of our improvement efforts.</p> <p>There will always be barriers, risks, and choices that could impact our focal group students' ability to meet their longitudinal growth targets. Our students face many variables that can impact their ability to meet a designated target. Our district has a long history of dealing with these variables and has made intentional investments to ensure that the resources will have a direct impact on focal student populations. With our current guidance questions on Equity, we were able to focus on who may be underserved and how to strategically invest in equitable educational, behavioral/mental, and cultural outcomes for them.</p>
<p>What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?</p>	<p>Ashwood's policies and procedures are in place that ensure that youth navigating homelessness are not isolated or stigmatized. Services that are provided based on individual need are:</p> <ul style="list-style-type: none"> ● Transportation provided to and from school and to and from extracurricular activities free of charge. ● Ensuring that the students' right to attend their school of origin is honored. ● Ensuring that enrollment in our school occurs immediately even if the student lacks normally required documents, such as immunization records or proof of residence. ● Providing tutors or other academic support. ● Providing basic needs, personal items, and school supplies. ● Referring families to Family Network Advocates for additional support and networking with community partners. <p>The homeless liaison also educates our school staff on homeless students' rights and provides public notice to homeless families for access to their assistance. The notices are available in all schools, and other community locations.</p>

Well Rounded Education (250 words or less per question)	
How do you ensure students have access to strong library programs?	<p>Ashwood School District meets all of Oregon’s Division 22 ,581-022-2340, requirements related to libraries and media services.</p> <p>In our school, the head teacher strives to provide materials, equipment, and services which support the school district, program and course goals. They also work to equip students with practical library skills such as locating and retrieving organized print and nonprint media, using media to record and express ideas and knowledge, as well as interpreting and analyzing media materials. We have an extensive library collection available to all student grades and families.</p> <p>Our library program engages the Jefferson County Library for their story time services. Ashwood School District also has a library card for additional resources.</p>
Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.	<p>Our process for the adoption of instructional materials, combined with the teacher-teamwork that follows, ensures a clearly stated scope and sequence of learning objectives that are aligned to Oregon standards. Our process includes the following steps:</p> <ol style="list-style-type: none"> 1. Establish an instructional materials adoption committee with teachers and Board members. 2. Facilitate a needs assessment that involves analyzing data, understanding local context, and gathering information from stakeholders, reviewing the cultural responsiveness of our current courses, in order to establish priorities for considering new materials. 3. Facilitate a review of Oregon content standards, research-based findings, and best instructional practices related to the content to be adopted. 4. Facilitate the investigation of Oregon approved materials to narrow options. <ul style="list-style-type: none"> ● Analyze Ed Reports Materials Reviews related to state approved materials. ● Pilot lessons and materials of finalist programs 5. Facilitate the committee final analysis, decision, and make recommendations for selection. 6. Gain approval of proposed materials by presenting findings to the Ashwood School Board for final approval. 7. Implement and facilitate professional learning: <ul style="list-style-type: none"> ● Develop and execute a plan to implement the materials and assess the progress of implementation. 8. Facilitate teacher workdays to adjust existing unit plans and end-of-unit assessments to ensure a clearly stated scope and sequence of essential standards based on Oregon standards.

<p>Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>Ashwood Elementary has implemented a number of strategies to ensure classroom instruction is intentional, engaging, and challenging for all students.</p> <p>One of our primary strategies implemented over the years was to strengthen the alignment of our curriculum and classroom instruction to the state standards. This alignment initiative was to determine pacing and sequencing of units and create and analyze end-of-unit assessments.</p> <p>Given our schools challenge of a one-room setting containing multiple grades our Head Teachers have utilized many strategies to keep those differing age groups engaged and challenging. One of these strategies that has worked well over the years is having the older students teach the younger students. This engages the students to work as teams and illustrates the importance of retention, patience, and a sense of community.</p>
<p>Describe how the LEA will support, coordinate, and integrate early childhood education programs at the local education agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.</p>	<p>Through innovative programs and agreements with parents of current students, Ashwood Elementary integrates support for students prior to kindergarten. In the Ashwood community when there is a student ready to enter a pre-kindergarten experience, the head teacher, and other parents plan programs accordingly to support incoming student acceleration.</p>
<p>What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?</p>	<p>Creating programs that seamlessly transition our students is essential and start in early grades. Our students take field trips to Culver Elementary for counseling and behavioral services. We are a K-8 school, however our partner school Culver School District encourages our students to start at their middle school during 6th grade. Then during 5th grade our fifth graders spend a day at the middle school becoming acquainted with school and staff. Students are given an additional opportunity to meet staff and participate in engaging community building activities.</p>
<p>How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, particularly for focal student</p>	<p>Identifying and supporting students with academic needs is a major focus of our work. District-wide, we have several measures that assess growth to inform our instruction and interventions/extensions. In K-5, we administer benchmark assessments in reading, math and writing.</p> <p>Our students take end-of-unit assessments to assist our teacher in identifying and supporting students who are not yet proficient in Tier 1 essential standards aligned to Oregon content standards. In addition to benchmark and end-of-unit assessments, our teacher uses a variety of formative assessments to</p>

groups?	<p>determine students' unique needs and supports.</p> <p>Ashwood school has daily time in their master schedule to allow students extra time and support for essential skills they are not yet proficient in</p>
What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?	<p>Our district strives to create enriching academic experience and supports for all students who have exceeded the Oregon content standards. Our school is fortunate enough to offer an exceptional one on one basis so that all students are given the opportunity to advance at their own pace with the full support of our Head Teacher.</p>

Community Engagement (250 words or less per question)	
What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?	<p>The Ashwood community is a small but largely engaged. The school hosts multiple programs throughout the year that includes the entire community. Plans, ideas and community opinions are shared during these events. The Ashwood School Board also engages the opinions of community members before and after making decisions regarding the improvement of the Ashwood School.</p>
Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?	<p>Our community has shared that the school is a pivotal and vital center of the community. The School Board uses this 'center of the community' vision when planning upgrades, curriculum approval, new construction and business decisions on an ongoing basis. We value the input from our community members because they are so few. This integration creates that 'center of community' atmosphere and allows our school to thrive.</p>

Strengthened Systems and Capacity (250 words or less per question)	
How do you recruit, onboard, and develop quality educators and leaders? How are	<p>As outlined by our Education Staff Retention and Recruitment Grant application, Ashwood School District has developed a recruitment process for employees through local Personnel Management Companies with listings available to local areas where the population has a higher percentage of diversity then the immediate Ashwood area. A tiered retention compensation plan is in effect for</p>

<p>you recruiting and retaining educators and leaders representative of student focal groups?</p>	<p>employees filling hard to fill positions.</p>
<p>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 more often than other students by ineffective, inexperienced, or out-of-field teachers?</p>	<p>We strive to have a highly qualified, caring, engaging, and experienced teacher in front of all students. There are several procedures in place to ensure that our Ashwood Head Teacher is qualified. These processes include monitoring of teacher licensures in partnership with the Oregon TSPC, ensuring every teacher on a conditional license is also enrolled in a teacher preparation program, and coordinating with our ESD to conduct interviews and evaluations.</p> <p>Teacher shortages have impacted our once deep applicant pools, so we have created systems to support teachers that are new to the profession. We partner with our team from the Jefferson County ESD to maintain a program of support and mentoring to help our teacher inn meeting the unique demands of teaching students with disabilities. With this comprehensive mentor program, even if a teacher is new, we know that they are equipped with the tools, strategies, and support necessary to properly teach all students.</p>
<p>How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?</p>	<p>The Ashwood school is a multi-grade, one room school with a single head teacher. Removing students from the class for disciplinary actions is difficult. Ashwood has a unique environment that allows us to use the positive influence of older students to create an environment of relatively good behavior among our younger students. The lead by example influences are substantial and reward and achievement programs have been used effectively over the years.</p>
<p>How do you align professional growth and development to the strengths and needs of the school, the teacher, and district leaders?</p>	<p>Strategies for professional learning from our district's continuous improvement plan are; Job embedded professional learning and collaboration, and best practices in teaching and student engagement.</p> <p>A key tool utilized for professional learning planning is our school's three-year improvement plan developed at the school level and beginning with a needs assessment. These plans are updated annually with completion of a new needs assessment. Schools participate in an annual peer review of their school improvement plans.</p> <p>In addition, as part of our annual observation/debrief/evaluation cycle, school board members hear directly from teaching staff regarding potential professional development needs.</p> <p>These systems help to ensure that our staff are equipped with the most up-to-date</p>

	<p>professional learning and tools to provide exemplary service for Ashwood students.</p>
<p>How do you provide feedback and coaching to guide instructional staff in research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?</p>	<p>The Ashwood School District has put in several procedures, and staff positions to provide feedback, coaching, and support to guide instructional staff in research-based improvement to teaching and learning.</p> <p>Our school has an instructional coach that provides individualized support and feedback to instructional staff. Our mentor meets with our teacher on a needs based schedule throughout the year in their own classrooms to provide instructional feedback and professional support.</p> <p>Our school board also completes several informal classroom observation cycles each year. These observation cycles typically consist of a pre-observation conference, classroom observation, and post-observation debrief. The debrief meeting is focused on teacher reflection and feedback regarding their instructional practice.</p>
<p>What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?</p>	<p>Identifying and supporting students with academic needs is a major focus of our work. District-wide, we have several measures that assess growth to inform our instruction and interventions/extensions. In K-5, we administer benchmark assessments in reading), math, and writing.</p> <p>Our students take end-of-unit assessments to assist teachers in identifying and supporting students who are not yet proficient in Tier 1 essential standards aligned to Oregon content standards. In addition to benchmark and end-of-unit assessments, teachers use a variety of formative assessments to determine students' unique needs and supports.</p> <p>Our school has daily time in their master schedule to allow students extra time and support for essential skills they are not yet proficient in.</p>
<p>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?</p>	<p>Coming Soon</p>

<p>How does the LEA use data to set goals, make ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?</p>	<p>Coming Soon</p>
<p>Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.</p>	<p>Coming Soon</p>
<p>What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?</p>	<p>Coming Soon</p>

1. Affirmation of Tribal Consultation –NA for Ashwood