



Adrian School District

Adrian School District Continuous Improvement Plan

School Year	2018-2019
District	Adrian School District

District Direction Section

Vision	Adrian School District believes that EVERY child can achieve high academic success.
Mission	<p>We aim to produce highly literate students of good character who:</p> <ul style="list-style-type: none"> • can think critically. • are competent with both new technology and basic life skills. • are lifelong learners. • are prepared to work and serve in today's society.

Comprehensive Needs Assessment Summary

Data Summary

The team evaluated a variety of district data from different sources throughout the school year.

Summary of district report cards:

The district report card showed that overall the district is performing well, meeting or exceeding the performance of comparable schools and state averages. However, it is clear that attendance from students in our Special Education program is, on average, below that of students who are not in our program. While this may be due to a variety of factors, it is clear that this is one area that we need to address.

Summary of state assessment data:

When reviewing our state assessment data, it is immediately clear that on average all of the students in our district are learning and growing. Between 3rd grade and 8th grade student show marked progress in Language Arts and in Math; however, it is also clear that our Special Needs students are not progressing at the same rate as the rest of the population. In addition, it is clear that students in our ELL programs are performing overall at a lower level than the rest of the population. While some of this is difficult to measure due to the low numbers in these programs (one student can severely warp the percentages), it is clear that these are areas that should be addressed.

When we looked at our ORIS assessment through Site Council and at the student survey data given to all students in the high school, it became clear that largest concerns facing students are not academic performance issues or issues relating to test scores but rather emotional and preparedness concerns. While the majority of students feel that we have a safe school that adequately prepares them to handle life's difficulties, it is clear that students facing traumatic life events in particular require additional support. Both academic and emotional counseling would be beneficial to this group and could support students that perhaps the staff does not immediately recognize as being in need. The current process for referring students for emotional counseling lacks a degree of formality that would ensure its embeddedness in district practice.

Moving forward, our priorities should include the following:

- improved state test scores for ELL students
- improved state test scores for Special Needs students
- improved attendance rates for Special Needs students
- improved emotional supports for trauma informed students

Long Term District Goals & Metrics

Goal 1	All students in Adrian School District will improve their state test scores in Math.		
Metrics	By (2020)	By (2021)	By (2022)
	K-12 math consortium in place with aligned curriculum.	K-12 math consortium will regularly monitor progress and evaluate consortium performance.	K-12 math consortium is fully embedded in the district with measurable improved student outcomes.
Goal 2	All students in Adrian School District will have access to emotional supports that meet their needs.		
Metrics	By (2020)	By (2021)	By (2022)
	Create a policy and begin implementing programs to support the emotional needs of students.	Policies and programs fully implemented.	All students receiving emotional supports per the district policies; all programs fully embedded..

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
To be completed ...	
Measure 98	
High School Success	

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

District Goal this strategy supports	All students in Adrian School District will improve their state test scores in Math.				
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we install, monitor, evaluate, and embed a K-12 math consortium (includes Sped, k-12 instructors, k-12 administrators, and paraprofessionals) at Adrian School District, then the math curriculum will become aligned, teachers will have clear guidance through coordinated efforts and professional development opportunities through regular meetings to identify student needs, scaffold instruction, make use of paraprofessionals and other district resources; and this will allow students to receive improved instruction, to understand where their math performance lies, and achieve higher performance on state assessments.			
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements)	Fall The consortium will form and begin regular meetings and planning. The consortium will begin the alignment process K-12 and determine professional development needs for the year.	Winter Consortium will develop a monitoring toolset for students and the team, and meet regularly to improve the monitoring process. Curriculum will be mostly to fully aligned through all grade levels, and at least one out-of-district professional development opportunity will have occurred per consortium recommendations.	Spring The consortium will evaluate their performance over the year and set goals for 2021 using the toolset they developed. Each member of the consortium will have had professional development opportunities, and curriculum will be fully aligned.	
	Measures of Evidence for Students (“and” statement)	Fall Students able to identify their math performance.	Winter Students show increased self-monitoring behaviors and enthusiasm for math.	Spring Students can explain their performance in math and self-identify strengths and weaknesses.	
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date	
	Joan Gordon	1. Math Consortium Initial meeting		14 August 2019	
	Joan Gordon	2. Monitoring tool completed		22 March 2020	

	Joan Gordon	3. 2021 Goals Set	24 May 2020
	Kevin Purnell	4. Regular meetings	Monthly
	Kevin Purnell	5. Professional Development Hours	TBD
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" 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	All students in Adrian School District will have access to emotional supports that meet their needs			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we find ways to create a safe climate and engage families of trauma informed students with appropriate interventions, then administration and staff at Adrian School District will begin to install programs and policies based on data, and identify and begin to provide facilities and supports that meet the needs of all students and their families; and emotional barriers to education will be removed and students will feel more secure in their education.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements)	Fall Mental Health Policy in place; Mentorship program in place; budget and facilities for counselor decided; professional development plan in place for trauma-informed students	Winter Mentorship program monitored and revised as needed; After School Committee meeting regularly with a plan; counselor in place; at least 1 professional development event has occurred.	Spring Mentorship and After School Programs implemented and monitored, and goals set for next year; professional development completed; counselor sets goals for next year.
	Measures of Evidence for Students (“and” statement)	Fall Students aware that we want to try new after-school programs; students referred to the counselor; students meeting with mentors	Winter Students’ and family input recorded to help in the decision making process; students working with the counselor; students meeting with mentors	Spring Students participating in after-school programs; students improving after working with counselor; students able to explain benefits from their mentoring.

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Site Council	1. Student-advisor-family Mentorship Program K-12 will be expanded, revised to include guidelines for staff to coordinate with students and their families to identify specific needs and supports. Site Council to meet and decide the full schedule.	Begin meeting in August and meet monthly.
	Kevin Purnell	2. Create Mental Health Policy	January 2020
	Kevin Purnell	3. Professional Development relating to trauma-informed students and any new programs.	Throughout the school year.
	Kevin Purnell	4. Leadership team to meet and decide the budget, and explore possible grant opportunities to support bringing on a counselor.	July 2019
	Sarah Martin	5. After School Program Committee to meet and create surveys and a budget regarding possible after school programs.	September 2019
	Sarah Martin	6. After School Program Committee to create a plan for implementation based on survey data and budget constraints.	December 2019
	Sarah Martin	7 After School Program Committee to recruit for and implement appropriate after school programs.	March 2019
	Sarah Martin	8 After School Program Committee to review annual performance and set goals for 2021.	May 2019
	ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice

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

District Goal this strategy supports	Goal:			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we _____ Then _____ And _____		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements)	Fall Adopt	Winter	Spring
	Measures of Evidence for Students (“and” statement)	Fall	Winter	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		1.		
		2.		
		3.		
		4.		
	5.			
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 type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

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

District Plan Self-Monitoring Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

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

<i>Per for ma nce Up dat es</i>	Update Date	Strategy	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?

Appendix A, Other Goals Considered:

Increase test scores for all students in ELA - moved to back page because we are currently exceeding the state in reading and writing.

Increased agriculture opportunities for students interested in ag. After school ag program.

Diversity of after-school programs.

All students will have 90% attendance.