

Continuous Improvement Plan

2007-2009



Randy Gravon, Superintendent
Kerry Bradshaw, Board Chair
300 Ash Street
Central Point, OR 97502
541.494.6200

2007-09 Continuous Improvement Plan

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Oregon District Continuous Improvement Plan
Cover Sheet
2007 – 2009

District Information:

County: Jackson

District Name: Jackson County School District #6 (Central Point)

Address: 300 Ash Street, Central Point, OR

Telephone: 541.494.6241

CIP district contact:

Name: Samantha Steele, Director of Education

Telephone: 541.494.6241

Email: samantha.steele@district6.org

Date of Submission: November 21, 2007

I certify that this Continuous Improvement Plan was developed in compliance with requirements of Oregon and Federal statutes and regulations. The District School Board has approved this plan for submission to ODE.

Name of Superintendent:

Randal Gravon

Signature of Superintendent

Date: November 20, 2007

Name of Board Chair:

Kerry Bradshaw

Signature of Board Chair

Date: November 20, 2007

Executive Summary

Goals and Key Strategies

The Central Point School District engaged in a year-long planning process during the 2006-07 school year to develop a strategic plan for continuous improvement. A wide range of groups from our school community met throughout the year to provide input into our district value and belief statements, the qualities of the district 6 graduate, and our goals.

Administrative groups, teacher groups and community groups met to discuss the challenges facing our graduates in the future and ways that our school district can provide the best possible preparation for that future.

The School Board engaged in a parallel process that included participation in the community and administrator groups, but also required the development of specifics including parameters for meeting our goals and accountability.

Although the 2007-08 school year is the initial year of the district strategic plan (and the 2007 Continuous Improvement Plan), it is important to note that the plan is not a departure from the work we are already engaged in. Rather, the current focus and strategies build on the district reform we are already engaged in and the incredible work our teachers and schools have already accomplished.

The district developed three strategic goals to address the priority concerns determined through a year-long planning process. These are our current Continuous Improvement Plan goals. The district Strategic Planning Team then met to revise and refine these goals as part of the Strategic Planning Process.

Literacy Goal

Central Point School District #6 will increase student performance in Reading and Writing on state and local assessments to ensure that all students meet or exceed grade level growth targets by 2010.

Key Strategies

- Adoption and purchase of curriculum materials according to the statewide adoption schedule.

- District-wide implementation of extended day Kindergarten with the Early Reading Intervention program.
- Alignment and coordination of district Language Arts curriculum including the resources and professional development necessary to support instruction.
- Adjustment of the district calendar to include additional professional development hours for certified and classified teachers to work collaboratively as Professional Learning Communities.
- Revision of English Language Learner program to focus on English Language Development.
- Focus on improving classroom instruction through the Teach, Reach and Inspire Project and the Teaching and Learning Project (includes coaching and mentoring for teachers and administrators).
- Sheltered Instruction Observation Protocol training for teachers.
- Implementation and support of Professional Learning Communities in every building (including development of essential learnings and common assessments).
- Development and implementation of an academic intervention program that is clear and consistent in each building, aligned with Title services and aligned with Response to Intervention.
- Response to Intervention model to identify SPED students.

Safe Schools Goal

Central Point School District #6 will provide safe and drug free schools that include attendance rates at or above 95%, substance abuse (including tobacco, alcohol and illegal drugs) below Oregon State averages and incidents of reported harassment below Oregon State averages (as reported on the Annual Oregon Healthy Teens survey and a local assessment of behaviors and attitudes).

Key Strategies

- District wide implementation of Positive Behavior Support.
- Partnership with the Central Point Police Department to implement the District Crisis Team, crisis planning and professional development and resources to support the plan.
- District-wide use of SWIS for student discipline tracking.
- Inclusion model to better serve at risk students (Hazel and Crossroads will not be alternatives for at-risk students).
- Coordination of interagency programs including: DARE, Student Resource Officers, school based Health Centers and other related agencies.
- Cultural Competence and equity training to ensure that all students are engaged in the school culture.

Post Secondary Education Goal

Central Point School District #6 will increase the percentage of students who enroll in post-secondary education to 60% by 2010.

Key Strategies:

- Focus on improving classroom instruction through the Teach, Reach and Inspire Project and the Teaching and Learning Project.
- Professional Learning Communities in every building (including development of essential learnings in core curricular areas and common assessments).
- Redesign of Crater High School into small schools (OSSI project).
- Development of student tracking procedure.
- Alignment of district math curriculum (to prepare students for college preparatory math at the secondary level).
- Development and implementation of an academic intervention program that is clear and consistent in each building, is aligned and coordinated with Title services, and serves all students including ELL, Migrant, SPED, etc.
- Response to Intervention model to identify SPED students.

C. Description of the District

District Mission

The mission of Central Point School District 6 is to provide a diverse and innovative learning environment that embraces the values and beliefs of our community, recognizes the uniqueness and potential of each student and allows each student to achieve his or her dreams.

District Beliefs and Values

- *Each student can and wants to learn.*
- *Each student must be provided with high challenge, high expectations and high support.*
- *Education must support the whole student; academic, physical, social, emotional and creative.*
- *Students benefit from meaningful relationships based on mutual respect, value and trust.*
- *Student success depends on a partnership of school, family and community.*

Central Point School District 6 encompasses 250 square miles in the rural portion of southern Oregon's Rogue River Valley and includes the towns of Central Point (population 15,550) and Gold Hill (population 1240) as well as an unincorporated rural area, Sams Valley. School District 6 serves approximately 4800 students in eleven schools.

The town of Central Point forms a transitional area between the city of Medford, southern Oregon's only urban area, and the farm lands that comprise the remainder of Central Point School District 6. With the exception of the in-town residents of Central Point, over 80% of the remaining residents are rural and live in the forest, farm and orchard land to the north that comprises the remainder of Central Point School District # 6.

Central Point School District 6
2007 Continuous Improvement Plan—Section C

School	Location	Level	Enrollment
Crater Academy of Health and Public Services	Central Point	9-12	381
Crater School of Business, Innovation and Science	Central Point	9-12	401
Crater Academy of Natural Sciences	Central Point	9-12	400
Crater Renaissance Academy	Central Point	9-12	376
Scenic Middle School	Central Pont	6-8	890
Hanby Middle School	Gold Hill	6-8	278
Mae Richardson Elementary	Central Point	K-5	502
Central Point Elementary	Central Point	K-5	465
Jewett Elementary	Central Point	K-5	501
Patrick Elementary	Gold Hill	K-5	257
Sams Valley Elementary	Sams Valley	K-5	235

The Central Point School District recently converted its large, comprehensive high school (Crater High School) into four, autonomous small high schools through work with the Oregon Small Schools Initiative. The four high schools opened in Fall of 2008 on the Crater Campus.

The district successfully passed a bond measure in 2000, resulting in one new elementary school (Central Point Elementary), some new facilities on the Crater High School Campus (a new Science facility and a new auditorium), a new building at Hanby Middle School, a remodeled District Office and various other capital improvements. Our staffing includes the following:

Central Point School District 6
2007 Continuous Improvement Plan—Section C

Staffing		
Licensed Staff	237.75	56%
Instructional Assts	55.6	13.16%
School Administrators	13.0	3.08%
Central Administrators	5.0	1.18%
Classified Support Staff	112.3	26.57%

Hispanic students who constitute the largest minority group, make up about 6.4% of the student population (other minorities represented include African American students, Asian/Pacific Islanders and Native American students). The district is also economically disadvantaged; over 48% of our elementary students and 35.7% of our students district-wide, qualify for the Free and Reduced lunch program.

District Student Demographic Information

	District	% District
Student Enrollment	4732	100%
Special Education Students	597	12.6%
ELL Students	138	2.9%
Minority Students	750	15.8%

Central Point School District 6 Goals & OREGON PERFORMANCE STANDARDS 1 – 10

Oregon Performance Standard 1. All districts shall maintain standard schools (Division 22).

DIVISION 22 STANDARDS:

Assurances form submitted by Central Point School District 6 on January 9, 2007. A copy of the Division 22 2006-07 Assurance Form is included in the appendix of this document.

District Goals & Target Objectives	Oregon Performance Standard(s) related to the 2005 CIP goal.																																													
<p>Goal 1: Central Point School District #6 will provide safe and drug free schools that include attendance rates at or above 95%, substance abuse (including tobacco, alcohol and illegal drugs) below Oregon State averages and incidents of reported harassment below Oregon State averages (as reported on the Annual Oregon Healthy Teens survey).</p>	<p>Standard 6. All students will be taught in learning environments that are safe, drug-free, and conducive to learning.</p>																																													
<p>Prompt 1: District's progress since 2005 for</p> <ul style="list-style-type: none"> • Oregon Performance Standards • 2005-07 District Goals 	<p>Attendance (data from the 2006-07 school year): Central Point School District has maintained attendance rates at or above 95% in all schools except Scenic Middle School (93.2%) and Hanby Middle School (93.4%). The district average for attendance is 94.7 (compared to the state average of 93%). Although the district made progress in this area, attendance remains a priority concern.</p> <p>According to information on the Oregon Healthy Teens Survey, Central Point School District has made little progress in safe and drug free schools. We realize that these are challenges statewide, but harassment and substance abuse remain a priority concern.</p> <p style="text-align: center;">Oregon Healthy Teen Survey results for Crater High School—2005-07</p> <table border="1" data-bbox="532 1417 1547 1858"> <thead> <tr> <th>Item</th> <th>2005 District 6</th> <th>2007 District 6</th> <th>2005 State</th> <th>2007 State</th> </tr> </thead> <tbody> <tr> <td>Current smoker</td> <td>18.8%</td> <td>18.8%</td> <td>16.9%</td> <td>16.1%</td> </tr> <tr> <td>Smokeless tobacco user</td> <td>10.9%</td> <td>6.0%</td> <td>6.0%</td> <td>8.3%</td> </tr> <tr> <td>Alcohol use in past 30 days</td> <td>44.7%</td> <td>50.6%</td> <td>47.7%</td> <td>48.7%</td> </tr> <tr> <td>Marijuana use in past 30 days</td> <td>24.3%</td> <td>17.5%</td> <td>20.8%</td> <td>18.6%</td> </tr> <tr> <td>Meth use in past 30 days</td> <td>2.8%</td> <td>2.7%</td> <td>1.9%</td> <td>2.2%</td> </tr> <tr> <td>Harassment because someone thought you were gay, lesbian or bisexual</td> <td>7.1%</td> <td>9.3%</td> <td>5.0%</td> <td>4.5%</td> </tr> <tr> <td>Harassment about your weight, clothes, acne or other physical characteristic</td> <td>12.6%</td> <td>12.8%</td> <td>10.9%</td> <td>8.5%</td> </tr> <tr> <td>Have you not attended school (for one or more days) in the past 30 days because you felt unsafe</td> <td>2.0%</td> <td>3.4%</td> <td>3.2%</td> <td>4.6%</td> </tr> </tbody> </table>	Item	2005 District 6	2007 District 6	2005 State	2007 State	Current smoker	18.8%	18.8%	16.9%	16.1%	Smokeless tobacco user	10.9%	6.0%	6.0%	8.3%	Alcohol use in past 30 days	44.7%	50.6%	47.7%	48.7%	Marijuana use in past 30 days	24.3%	17.5%	20.8%	18.6%	Meth use in past 30 days	2.8%	2.7%	1.9%	2.2%	Harassment because someone thought you were gay, lesbian or bisexual	7.1%	9.3%	5.0%	4.5%	Harassment about your weight, clothes, acne or other physical characteristic	12.6%	12.8%	10.9%	8.5%	Have you not attended school (for one or more days) in the past 30 days because you felt unsafe	2.0%	3.4%	3.2%	4.6%
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Oregon Healthy Teen Survey results for District 6 Eighth Graders—2005-07

Item	2005 District 6	2007 District 6	2005 State	2007 State
Current smoker	11.9%	12.9%	9.8%	9.0%
Smokeless tobacco user	8.5%	9.0%	3.0%	4.0%
Alcohol use in past 30 days	33.3%	37.5%	30.1%	30.9%
Marijuana use in past 30 days	14.3%	13.0%	10.7%	8.9%
Meth use in past 30 days	2.1%	7.7%	1.7%	1.7%
Harassment because someone thought you were gay, lesbian or bisexual				
Harassment about your weight, clothes, acne or other physical characteristic				
Have you not attended school (for one or more days) in the past 30 days because you felt unsafe	6.8%	9.6%	5.7%	5.8%

Prompt 2:
Describe strategies and programs that enabled the district to make progress against the Oregon Performance Standards

- Positive Behavior Supports implemented K-8 and in early implementation at the four new high schools.
- Second Steps implemented at Elementary Schools.
- Service Integration Team coordinates services at each level.
- District use of SWIS to track behavior issues.
- Implementation of District wide Student Information System with parent interface.
- Comprehensive Guidance and Counseling Program
- Partnership with City of Central Point to provide School Resource Officer support at Scenic Middle School and Crater High School.
- Partnership with SOESD for regional attendance initiative

Prompt 3:
Discuss the root causes that contributed to:

- Not attaining one or more of the 2005-07 CIP goals described in P1.
- Identification of new priority concerns as identified in P1 (use SDS to guide discussion)

The district identified two “root causes” for not yet attaining our attendance and substance abuse goals. After a close analysis of our data, research based practices, and our practices, we determined that although the emphasis on behavior (PBS, SIT, parent involvement etc) is important and must continue, to make further progress in these areas we must make an effort to better connect Middle and High School students to school (SDS 3: District and School Culture and Norms) and further engage students in rigorous and relevant curriculum (SDS 2: Instruction). Finally, many of the strategies that were designed to address these significant issues are only in the very beginning states. The four new high schools on the Crater Campus just opened in Fall 2007 and Scenic reconfigured its large middle school to include student “houses” at each grade level during Fall of 2007 as well.

Our priority concerns for the 2007 CIP include:

- **Attendance**
- **Safe and drug free schools (harassment and substance abuse).**

Prompt 4:
Describe area where additional data is needed

- Student survey data at both the middle schools and high schools is needed to determine progress in building strong connections to school.
- Instructional data from classrooms is needed to determine whether or not identified “best practices” are being implemented and to what degree.

District Goals & Target Objectives	Oregon Performance Standards identified in the 2005 CIP for each goal
<p>Goal 2: Central Point School District #6 will increase the percentage of graduates who enroll in post secondary education to at least of 60% by 2010.</p>	<p>Standard 7. All students will attend school and graduate from high school with a post high school plan.</p>
<p>Prompt 1: District's progress since 2005 for</p> <ul style="list-style-type: none"> • Oregon Performance Standards, OPS • 2005-07 District Goals 	<ul style="list-style-type: none"> • In 2006, 159 Crater High School students enrolled in some kind of post secondary education program (includes college, university, trade school or military). • In 2007, 168 students enrolled in a post secondary education program. <p>Although this data looks promising (and much of the progress is due to the work of the Crater Foundation and the increased focus on college at the Crater Campus during the conversion process), we do not believe that these numbers are accurate. They are based on self-reporting from students (students completed a survey during graduation practice) and therefore do not accurately reflect who actually enrolled, nor does it reflect persistence data.</p>
<p>Prompt 2: Describe strategies and programs that enabled the district to make progress against the 10 OPS</p>	<ul style="list-style-type: none"> • Advisor system at Crater High School (prior to the conversion to small schools) allowed for each student to meet with the same advisor for four years. • Elements of the Comprehensive Guidance and Counseling Program implemented at the high school level. • Partnership with Crater Foundation to provide information and scholarships to District 6 graduates.
<p>Prompt 3: Discuss the root causes that contributed to:</p> <ul style="list-style-type: none"> • Not attaining one or more of the 2005-07 CIP goals described in P1. • Identification of new priority concerns as identified in P1 (use SDS to guide discussion) 	<ul style="list-style-type: none"> • Conversion of Crater High School to four small schools was in the planning and design phases—all four schools opened in fall 2007. We did get a little bit of “bounce” because of the learning and discussion around increasing the number of students who are prepared for post-secondary, but the actual small school model had not yet been implement. • Math—Math continues to be an obstacle for students to meet college entrance requirements. Students must be prepared for Algebra I or above by the 9th grade level. A district math team studied the issue and determined that math facts is a major factor in determining student progress in the math curriculum. <p>Our priority concern for the 2007 CIP continues to be: Preparing all students for post secondary education.</p>
<p>Prompt 4: Describe area where additional data is needed</p>	<ul style="list-style-type: none"> • We clearly need a better way to track our graduates (both the numbers who go on to post secondary and the persistence data for those students). • We need a better way to manage student educational plans (electronically).

District Goals & Target Objectives	Oregon Performance Standards related to each 2005 CIP Goal																																																												
<p>Goal 3: Central Point School District #6 will increase student performance in English Language Arts and Writing on the Oregon State Assessment Test to meet or exceed benchmark targets for all students by 2010.</p>	<p>Standard 2. All students will show continuous individual growth in all core academic subjects and career related knowledge and skills and extended applications</p> <p>Standard 3. By 2013-2014, all students will reach high standards in reading and mathematics.</p> <p>Standard 4. All English Language Learners will become proficient in English and reach high academic standards, at a minimum, meeting or exceeding Oregon academic performance standards in reading and mathematics</p> <p>Standard 5. Beginning with the fall of 2007, all students will be taught by highly qualified teachers in core content areas. Districts will also have a plan to maintain the goals of 100% of core content classes being taught by highly qualified teachers.</p> <p>Standard 8. All students will have access to and develop proficiency in utilizing technology to improve their academic achievement.</p> <p>Standard 10. All districts will demonstrate progress towards closing the achievement gap between high- and low- performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers, so that student performance cannot be predicted by ethnicity, gender, family income, disabling condition or other socio-economic classification.</p>																																																												
<p>Prompt 1: District's progress since 2005 for</p> <ul style="list-style-type: none"> • Oregon Performance Standards, OPS • 2005-07 District Goals 	<p><i>Please note that the OSAT data used by the planning team was from Spring 2006. OSAT data for 2007 was not available during the planning period (we completed most planning by June 2007) and the benchmarks were adjusted in 2007 which made the OSAT data difficult to compare to previous years.</i></p> <p style="text-align: center;">Central Point District 6 OSAT Scores (% of students who met or exceeded)</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Reading</th> <th></th> <th colspan="2" style="text-align: center;">Math</th> </tr> <tr> <th style="text-align: center;">2004</th> <th style="text-align: center;">2006</th> <th></th> <th style="text-align: center;">2004</th> <th style="text-align: center;">2006</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">86%</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">3rd Grade</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">90%</td> </tr> <tr> <td style="text-align: center;">74%</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">5th Grade</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">86%</td> </tr> <tr> <td style="text-align: center;">47%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">8th Grade</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">66%</td> </tr> <tr> <td style="text-align: center;">41%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">10th Grade</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">35%</td> </tr> </tbody> </table> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Writing</th> <th></th> <th colspan="2" style="text-align: center;">Science</th> </tr> <tr> <th style="text-align: center;">2004</th> <th style="text-align: center;">2006</th> <th></th> <th style="text-align: center;">2005</th> <th style="text-align: center;">2006</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">n/a</td> <td style="text-align: center;">3rd Grade</td> <td style="text-align: center;">n/a</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td style="text-align: center;">65%</td> <td style="text-align: center;">n/a</td> <td style="text-align: center;">5th Grade</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">84%</td> </tr> <tr> <td style="text-align: center;">61%</td> <td style="text-align: center;">n/a</td> <td style="text-align: center;">8th Grade</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">74%</td> </tr> <tr> <td style="text-align: center;">66%</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">10th Grade</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">53%</td> </tr> </tbody> </table> <p>As demonstrated in the above charts, Central Point School District 6 has demonstrated continuous growth for virtually all students, in all core contents (SDS 2). The only decline in the percentage of students who met or exceeded benchmarks was in 10th grade Science and that decline was slight (5%). The core curriculum at both the high school and middle school levels includes opportunities for extended application and demonstration of career related skills and knowledge (SDS 2). Further, the continuous student growth indicates a trend that will allow most, if not all, Central Point School District students to meet standards by 2013-14 (SDS 3).</p> <p>Central Point School District 6's English Language Learner population MET AYP in both Reading and Math in 2006. Further, these students have demonstrated progress in attaining English Language skills (SDS 4 and SDS 10).</p>	Reading			Math		2004	2006		2004	2006	86%	92%	3rd Grade	84%	90%	74%	84%	5th Grade	84%	86%	47%	70%	8th Grade	52%	66%	41%	44%	10th Grade	34%	35%	Writing			Science		2004	2006		2005	2006	n/a	n/a	3rd Grade	n/a	n/a	65%	n/a	5th Grade	79%	84%	61%	n/a	8th Grade	60%	74%	66%	72%	10th Grade	58%	53%
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English Language Learners													
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">2006 AMAO Criterion</th> <th style="text-align: center;">Number</th> <th style="text-align: center;">District %</th> </tr> </thead> <tbody> <tr> <td>Students progressing to a higher language proficiency level</td> <td style="text-align: center;">32</td> <td style="text-align: center;">66%</td> </tr> <tr> <td>Students exited from a five year program</td> <td style="text-align: center;">75</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>AYP status for ELL population in Math and English</td> <td style="text-align: center;">MET</td> <td style="text-align: center;">MET</td> </tr> </tbody> </table> <p><i>Please note that data attached, related to SDS 5 (highly qualified teachers) was based upon the 2006-07 school year.</i></p> <p>Attached (appendix, pages 5-12), please find the Central Point School District 6 “District Plan for Highly Qualified Teachers 2007-08 School Year.” For the 2006-07 school year, 89% of District 6 teachers were “highly qualified” (SDS 5).</p> <p>Students in our district use technology to access content and complete projects. Instructional technology is part of our K-12 curriculum; every building has computer labs and every student receives instruction in technology (SDS 6).</p> <p>The Central Point School District has demonstrated some progress in closing the achievement gap between all students and economically disadvantaged students. However, there remains much to be done. Attached (appendix pages 12-13), please see the data reflecting progress toward closing the achievement gap in both Math and Reading in each of our elementary schools. The academic progress with demonstrated by our Students with Disabilities continues to be a priority (SDS 10).</p>	2006 AMAO Criterion	Number	District %	Students progressing to a higher language proficiency level	32	66%	Students exited from a five year program	75	17%	AYP status for ELL population in Math and English	MET	MET
2006 AMAO Criterion	Number	District %											
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AYP status for ELL population in Math and English	MET	MET											
<p>Prompt 2: Describe strategies and programs that enabled the district to make progress against the 10 OPS</p>	<ul style="list-style-type: none"> • K-8 alignment of Language Arts curriculum (still in progress). • Implementation of research based core curriculum (Houghton Mifflin, “Nation’s Choice” in K-5 classrooms. • Early Reading Intervention program in Kindergarten. • Extended Day Kindergarten • Implementation of SIOP strategies at Scenic Middle School • Implementation of Professional Learning Communities district-wide, including late start or early release time. 												
<p>Prompt 3: Discuss the root causes that contributed to:</p> <ul style="list-style-type: none"> • Not attaining one or more of the 2005-07 CIP goals described in P1. • Identification of new priority concerns as identified in P1 (use SDS to guide discussion) 	<p>Although we did make some progress in meeting our 2005 CIP goals, the fundamental aspects of our district reform involve major changes in our district culture and practice and those changes are time and resource intensive. For example, Crater High School began initial planning for a conversion to four small schools in the Spring of 2005 and those schools only recently opened (Fall 2007). Scenic Middle School restructured to include “houses” for grade level teams in Fall of 2007 as well.</p> <p>Ultimately, we must build on the work we have already done. We have now focused our reform efforts on classroom practice, K-12. We have accomplished much in terms of both structure and culture, yet we have much to do in terms of implementing classroom practices that are research based, that rely on formative student assessments,</p> <p>Our priority concern remains literacy (both reading and writing) and ensuring that ALL students achieve. Our emphasis over the next two years include instruction (SDS 2) and district and school culture (SDS 3), while we continue our work in curriculum (SDS 1) and leadership (SDS 5).</p>												
<p>Prompt 4: Describe area where additional data is needed</p>	<p>We need to collect data around classroom practice (outside of supervision and evaluation).</p>												

Compliance

The district will gather evidence for compliance in the same planned and systematic manner that was used for the Oregon Education Performance Standards. The relevant NCLB title program(s) is listed at the end of each bullet point.

Professional Development <i>Submit a comprehensive professional development plan (OAR 581-022-0606) that contains a description of (a-e):</i>	
<p>a) How stakeholders (District personnel, teachers, principals, paraprofessionals and parents) participated in the needs assessments of Title I-A, Title I-C, Title II-A, Title II-D and Title V-A (if any) professional development activities.</p>	<p>The year-long strategic planning process included multiple opportunities for stakeholder groups to participate in developing the three focus areas for the CIP and the supporting professional development in a needs assessment. Specifically, stakeholder groups participated in determining professional development priorities through:</p> <ul style="list-style-type: none"> • Mid-year school summits • Professional learning communities • Staff surveys • Teaching and Learning Meetings • District meetings (includes Elementary Principals’ Meetings, Secondary Principals Meetings, District Leadership Team and Cabinet). • Content or issue specific meetings (Math, Assessment, Title, Response to Intervention, etc.) • Strategic Planning Team meetings • School based site council meetings <p>The District has aligned the district improvement, school improvement and program planning so that all programs and services are coordinated in terms of planning, resources, reporting and implementation (the planning includes all stakeholder groups and includes both the mid-year school summit and the end of the year “state of the schools”.) Program and service implementation is monitored through monthly meetings</p>
<p>b) The focus areas of the needs assessment and the subsequent professional development activities?</p>	<p>Planning team members used Marzano’s “School Level Factors” to determine weaknesses (“To what extent do we engage in this behavior or address this issue?”), consider impact (“How much will a change in our practices on this item increase the academic achievement of our students?”) and feasibility (“How much effort will it take to significantly change our practices regarding this issue?”). The second question carried the most weight so that not only were high priority needs identified, but impact was considered.</p> <p>The focus areas for our professional development plan are based upon the three CIP goals—Literacy, Safe and Drug Free Schools, and Post Secondary Education. Although most professional development activities are clearly aligned to the priority needs and CIP goals, there are a few (Math Facts, for example) that are the result of a teacher needs assessment and the relationship to the CIP goals and priority concerns is less obvious. In these instances, the relationship and alignment to the CIP goal is articulated in the table below.</p>

2007-08 Professional Development Activities

Program/Initiative (description)	Activities and/or Description	Goals Addressed	Note
<p>Teaching and Learning Facilitators:</p> <ul style="list-style-type: none"> • 3 FTE serve 5 Elementary schools, • 1 FTE serves 2 Middle Schools • 4 (.5 FTE each) serve 4 high schools. <p>Teaching and Learning Facilitators support the implementation of professional development strands through a job-embedded, “train the trainer” model designed introduce powerful instructional strategies to teachers and provide resources in implementing those strategies. Teaching and Learning Facilitators also provide direct support for Professional Learning Communities.</p>	<ul style="list-style-type: none"> • Support the on-going work of Professional Learning Communities by providing resources in the areas of assessment (data collection), curriculum and instruction. • Serve as instructional leaders to provide staff development, support and direct and explicit feedback to teachers about the implementation of curriculum, assessment and instruction that is research based and aligns with the district’s mission and vision for teaching and learning (may include Studio Classrooms and peer coaching/observations) • Support and mentor teachers in the implementation of a rigorous curriculum, adaptive instructional strategies, and performance and proficiency-based assessments. • Model effective instructional strategies • Collaborate with building and district administrators and teachers in making instructional decisions based upon data. • Participate in professional development and training that supports their work. 	<p>Literacy Post Secondary Safe Schools</p>	<p>Funded through a combination of General Fund dollars, Title IIA, and private foundation money.</p> <p>This is a key component of our professional development plan and provides support for all professional development in implementation, job embedded practice and sustainability.</p> <p>This aspect of our professional development also includes a .5 support person for technology including video and web design.</p>

<p>Teach, Reach and Inspire—leadership training for all district administrators.</p>	<ul style="list-style-type: none"> • Breakthrough Coach training to provide time for instructional leadership • Site Visits • Support for on-going professional development in leadership and professional learning communities • Leadership training 	<p>Literacy Post Secondary Safe Schools</p>	<p>The Teach, Reach and Inspire project was initiated in spring of 2005 and all activities except site visits were completed by spring 2006.</p>
<p>Center for Educational Leadership Training (Teaching and Learning Project)</p>	<p>This project has three primary components:</p> <ol style="list-style-type: none"> 1. Helping the district “get smarter” about powerful instruction through study sessions and leadership coaching. <ul style="list-style-type: none"> • <i>General Study Sessions</i> For all Teaching and Learning Facilitators and all district administrators to understand literacy content and strategies. • <i>Leadership Coaching</i> Focus on supporting teachers in implementing effective instructional practices. 2. Connecting professional learning to classroom practice. <ul style="list-style-type: none"> • <i>Specialized Study Sessions</i> • <i>Instructional Coaching.</i> • <i>Creating Existence Proofs.</i> Site visits, studio classrooms and classroom observations will provide participants an opportunity to see what is possible, to develop a sense of urgency for the work, and to strengthen their commitment to supporting students in achieving high academic standards. 3. Ensuring that the necessary policies, practices, and structures are in place to support powerful instruction system-wide--<i>Leadership Conferences.</i> 	<p>Literacy Post Secondary</p>	<p>Funded through a combination of general fund, Title IIA funds and private foundation funds.</p>

	<p>District Office Administrators (and other Administrators, Teaching and Learning Facilitators and Teacher Leaders where appropriate) will attend a number of conferences and meetings designed to:</p> <ul style="list-style-type: none"> • further flesh out and develop the school district’s professional development plan; • coordinate this effort between and among schools; • identify the <u>systems</u> level policies, practices and structures that need changing in order to improve instruction. The content of <i>Leadership Conferences</i> addresses how the district might develop its own “green house” for cultivating expertise among teachers, how to identify and utilize current teacher leadership that exemplifies high-quality instruction, and ongoing examination of their own instructional leadership skills 		
SIOP (Sheltered Instruction Observation Protocol)	<ul style="list-style-type: none"> • Summer and/or school year SIOP Training for core teaching staff who serve ELL students • Support for SIOP training 	Literacy Post Secondary	
Cultural Competence/Equity	<ul style="list-style-type: none"> • Cultural Competency Training for teachers, administrators and support staff. • Work with a consultant to facilitate our equity agenda on the Crater Campus. 	Safe Schools Post Secondary	
Positive Behavior Supports	<ul style="list-style-type: none"> • PBS Training for teachers • Support for existing programs 	Safe Schools	
Oregon Small Schools Initiative	<ul style="list-style-type: none"> • Conversion from comprehensive high school into four, autonomous small schools. • Project Based Learning PD • Math PD • Leadership training for administrators 	Post Secondary	

Math Facts	Math Facts training and support for K-8 teachers	Post Secondary	Math was identified as an obstacle to students meeting college entrance requirements and teachers identified math facts as an obstacle to students progressing in math.
Curriculum Support and Training for Teachers	Elementary teachers receive curriculum support training for adopted materials.	Literacy Post Secondary	
Training for Highly Qualified Aides	Highly qualified aides receive training in all intervention programs administered in our Title I schools.	Literacy Safe Schools Post Secondary	
iWalkthrough	A system to help collect, archive and analyze teaching and learning data in order to continually improve the quality of school-wide instructional practice. Data collected by teams of teachers on handheld devices during the short, but frequent classroom observations are saved to a secure on-line database that allow teachers and administrators to sort, compare and analyze diverse information about teaching and learning.	Literacy Post Secondary	
b)How stakeholders reviewed, selected, and planned activities based on the review of scientifically based research	<p>Specific professional development activities were reviewed, selected and planned based upon:</p> <ul style="list-style-type: none"> • alignment to our CIP goals, • resource availability, • research on best practices, • alignment with current initiatives and programs (for example, we began PBS two years ago and have built in professional development that builds on the work we are already doing). <p>All programs and initiatives were based upon a review of research in best practice and were selected specifically</p>		

<p>and why the activities will improve student achievement.</p>	<p>to address our CIP goals and to provide on-going, job embedded training. The District Leadership Team engaged in a year-long book study of Marzano’s <i>What Works in Schools</i> and <i>School Leadership that Works</i> for initial planning. Further professional development by our leadership team (including site visits, review of research and data analysis) resulted in the selection of these professional development strategies.</p>
<p>c) How professional development activities are meeting the needs of teachers; coordinated with professional development activities under other federal, state, or local programs; classroom focused; sustained; and, aligned with academic content standards.</p>	<p>All professional development activities include an evaluation component to ensure that teacher needs and expectations are met, a resource component to ensure that teachers have the materials and resources they need to implement, and a sustainability component to ensure that teachers have the coaching and support to implement professional development through a model that is job-embedded (we use the Teaching and Learning Facilitators to support implementation and sustainability of the strategies and programs initiated in our professional development program.</p> <p>All district professional development activities are coordinated through the director of Education and are aligned with other district, state and federal programs.</p>
<p>d) Perkins (N/A)</p>	<p>n/a</p>
<p style="height: 200px;"></p>	

2. Parent, Family and Community Involvement As evidenced by:	
<p>a) A description of the process used to involve parents in the development of the parental involvement policy (as related to NCLB, Title I-A, Section 1118).</p>	<p>Title I buildings hold annual Title meetings (end of year) that include a review of the Parent Involvement Policy and input on policies and programs for the next year. Further, parents are involved in the mid-year School Summits to provide feedback an input as part of our annual planning for school and district improvement.</p>
<p>b) A description of the parent and community involvement strategies for involving all student populations including neglected/delinquent, migrant, ELL, economically disadvantaged, students with disabilities and students failing or at risk of failing to meet Oregon Standards (as related to Title IA, IC, ID, III).</p>	<p>The district provides a wide range of activities and employs a number of strategies to involve parents of all student populations. These strategies include:</p> <ul style="list-style-type: none"> • Site Councils (all buildings) • Parent conferences (all buildings) • Parent volunteer opportunities (all buildings) • SMART program (elementary buildings) • “It’s in the Bag” parent participation reading program (elementary buildings) • Latino Parent Group (both secondary and elementary) • Partnership with SOESD (regional Title IC consortium) to maintain a continually updated list of migrant students in our district and ensure that parents and students are included in activities and programs (secondary and elementary) • Parenting classes (in English and Spanish) for all parents • Special activities (Family Fridays, Family Math nights, Family Literacy nights, etc) that vary from school to school. <p>All schools utilize their web page and a parent newsletter to communicate and promote events, meetings and activities. These newsletters (and the web pages) are designed to encourage parent involvement. The newsletters (and other correspondence) are translated into Spanish.</p>
<p>c) A description of the process used to consult with teachers, researchers, school administrators, parents, institutions of higher education and other education-related community groups in developing the parent involvement plan (as related to Title I, III, V-A).</p>	<p>Involving parents of all student groups in school and district activities is an ongoing challenge for our district. We have partnered with the City of Central Point, with SOESD, with La Clinica, with Health and Human Services and other agencies to provide additional activities and strategies for parent involvement.</p>

<p>d)A description of the provisions for systematic consultation with parents, teachers and administrators throughout the implementation and revision of the parent involvement plan (as related to Title I-A, I-C, V-A IV-A).</p>	<p>Our parent involvement policy includes annual opportunities for review at the Title meetings held in each building. Each meeting includes parent representatives, teacher representatives and administrative representatives.</p>
<p>e) Perkins (N/A)</p>	<p>n/a</p>

3. Coordination of Planning & Services <i>As evidenced by:</i>		
<p>a) Description of how strategies for implementing all state and federal programs will be coordinated for local efficiencies and efforts to make better use of resources OAR 581-022-0606 including:</p>		<p>All programs and services in District 6 are coordinated through regular (weekly or monthly) District Leadership Team, Principal, Cabinet, and Teaching and Learning meetings. The Director of Education is responsible to attend all of these meetings for the purpose of coordinating programs and services district-wide. Many of the programs are not only coordinated for implementation, but aligned. For example, the district Response to Intervention model is aligned to our school wide plan for Title, which is aligned to instructional schedules.</p> <p>The district budget, including both general fund dollars, federal funds and private grant monies is developed collaboratively and with the district mission, strategic plan and goals in mind.</p>
<ul style="list-style-type: none"> - General Funds - IDEA - Even Start - Title IA Basic Programs - Title I-B Reading First - Title I-C Migrant - Title I-D Neglected and Delinquent 	<ul style="list-style-type: none"> - Title II-A Teacher Quality - Title II-D Ed Tech - Title III Limited English Proficient and Immigrant - Title IV-A Safe and Drug Free Schools - Title V-A Innovative Programs - Title X McKinney-Vento Homeless Act 	
<p>Descriptions should include:</p>		
<p>b) How LEA will ensure migratory students receive assistance from all state and federal programs for which they are eligible (I-A, IC, X).</p>		<p>Central Point School District 6 is part of a Title IC consortium through Southern Oregon Education Service District. We work with SOESD to continually update our migrant student list and ensure that services and programs are available to these students. Migrant students are specifically identified and served in district, state and federal programs. In addition to Title IC services, all of our migrant students in our four Title I elementary school receive Title IA services (school-wide programs), migrant students who are also ELL eligible receive Title III services. All correspondence about programs and services are translated into Spanish for Spanish speaking families. The district also employs a Bilingual Family and Community Advocate who works directly with ELL, Migrant and Hispanic students.</p>
<p>c) How schools will coordinate with social, health other public agencies and, if appropriate, businesses to improve student achievement of all eligible students</p>		<p>Central Point School District coordinates services with agencies (Health and Human Services, La Clinica and others) through monthly DSNT meetings. Intervention Specialists also work closely with agencies to coordinate services.</p>

(I-D, IC, X).	All correspondence about programs and services are translated into Spanish for Spanish speaking families. The district also employs a Bilingual Family and Community Advocate who works directly with ELL, Migrant and Hispanic students.
d) Perkins (n/a)	N/A

4. School & District Culture <i>As evidenced by:</i>	
<p>a) A description of the LEA's performance indicators and levels for drug and violence prevention activities, including reductions in prevalence of risk factors and increase in prevalence of protective factors and levels of performance of reach performance indicator (as related to Title IV-A).</p>	<p>Central Point School District 6 uses the Oregon Healthy Teens survey to monitor risk factors for students. Results are shared with the district administrative staff and community groups to promote discussion about student characteristics and to provide an opportunity to develop protective measures. Activities initiated through Positive Behavior Supports (PBS) are to solicit staff and community input into each school's efforts to improve student discipline. All eleven schools in District 6 have received extensive training in PBS from state and regional experts, identified student behaviors dangerous to student safety and disruptive to the educational process, and conducted staff and parent planning for disciplinary action. Student disciplinary issues, especially at the secondary level, involve many instances of substance abuse, family abuse and neglect, and emotional health issues. In all aspects of PBS activities, emphasis is placed on proven measures for changing student behavior, not punishing them. The school wide information system (SWIS) associated with PBS permits a data focused process for monitoring progress in this area. Each school PBS team regularly reviews SWIS data for problem solving purposes. A district PBS team meets three times per year to monitor school progress in this endeavor. A cadre of administrative and counseling staff has been trained in violence risk and threat procedures. These staff members conduct team reviews of any student disciplinary action involving physical violence, threats of violence, weapons infractions and drug use or distribution. Local clinical psychologists have been recruited to provide in depth assessments of students recommended by the team.</p>
<p>b) A description of how LEA will assess and publicly report progress on drug and violence prevention activities (as related to Title IV-A).</p>	<p>Central Point School District 6 assesses progress on drug and violence prevention activities through a careful analysis of data including: SWIS (part of our Positive Behavior Support data collection), the Oregon Healthy Teens Survey, and on-going monitoring of specific services and activities through SST (Student Services Team). Further, the Title IV-A funds utilized in our alternative program, Headwaters, are monitored and the program is assessed through academic data collection (student progress toward graduation and student achievement). All data collected (SWIS, Oregon Healthy Teens and Student Achievement data by program or school) is reported annually to the board, in a public meeting.</p>
<p>b) A description of how results of evaluation will be used to improve the drug and violence</p>	<p>Central Point School District 6 uses the Oregon Healthy Teens survey and PBS (SWIS) data to assess progress of our drug and violence prevention programs. Results are shared with the district administrative staff and community groups to promote discussion about student characteristics and to provide an opportunity to develop protective measures. A district PBS team meets three times per year to monitor school progress in this</p>

<p>prevention program (as related to Title IV-A).</p>	<p>endeavor.</p>
<p>c) A description of the process the LEA used to annually review and update the school safety plan; crisis management plan; and alcohol, tobacco and other drug prevention plan (as related to Title IV-A).</p>	<p>The Central Point School District is partnered with the City of Central Point to develop, implement and monitor a district crisis management plan and school safety plan. The Crisis team (including CPPD) met four times over the past year to determine building needs, develop a plan and provide training.</p> <p>The district drug and alcohol prevention plan is coordinated through the Special Services staff. The Director of Special Programs meets regularly with district staff to monitor the implementation of programs. District policies, services, curriculum and training is coordinated, implemented and reviewed on an annual basis. The review of services is in conjunction with a review of data collected from SWIS and the Oregon Healthy Teens Survey.</p>

5.Transitions As evidenced by:	
a) A description of the characteristics (learning difficulties, substance abuse, etc) of students returning to the district from programs for neglected or delinquent facilities/programs as they transition into the regular, or district operated alternative, school programs (as related to Title I-D).	N/A
b) A description of activities for students transitioning from programs for neglected or delinquent facilities into the regular district program or district alternative programs including support services such as family counseling, student counseling, support for remaining drug/alcohol free, health services, etc. (as related to Title I-D).	N/A
c) A description of activities to transition pre school children into kindergarten programs (as related to Title I-A).	Transition from preschool to primary is coordinated through two primary events—Kindergarten Round Up in May and District-wide Kindergarten Faire in August. K-Roundup is for incoming K students at each of our five elementary schools and includes information about readiness, curriculum, activities, transportation, etc. K-Faire is a district-wide event that includes specific registration information, vision/hearing screening and additional readiness information. Transitions from HeadStart include principal presentations at HeadStart parent meetings and an annual HeadStart student visit on campus. Special needs students (IFSP) transitions are coordinated through Asante staff and our special education staff.
d) A description of opportunities for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits (as related to Perkins).	N/A
e) A description of activities to assist migratory students to transition into post secondary education/training or employment (as related to Title I-C).	Migratory students receive all services offered to every student in the Central Point School District. They participate in advisories, are served by the Student Services Coordinators and the Crater Foundation counselor. Additionally, migrant students participate in transition programs offered through SOESD and facilitated by our Bilingual Parent and Community Liaison.
f) A description of activities to assist transition into post secondary education/training or employment.	Students in District 6 develop an initial education plan at the middle school level. That plan is further developed through advisories in each of our high schools. In addition to advisory,

	<p>each high school utilizes a Student Services coordinator who assists in post secondary planning. District 6 is also in partnership with the Crater Foundation. We provide a part time scholarship counselor who works with all high school students (at each school) to ensure that students have information that they need for the post secondary transition (application process, planning, financial aide, etc.). Through our partnership with Rogue Community College, students are able to earn “2+2” college credits, take courses on the RCC campus and work with RCC staff to transition to post secondary.</p>
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6. Private Schools <i>As evidenced by:</i>	
a) A documented Consultation process.	There are no private schools in the Central Point School District.
b) A documentation of needs assessment of eligible private school students.	
c) Evidence of implementation of federal programs for private school students by the district.	
d) Evidence of evaluation of district federal program effectiveness in improving academic achievement of participating private school students.	

Goal Setting

Literacy Goal

Central Point School District #6 will increase student performance in Reading and Writing on state and local assessments to ensure that all students meet or exceed grade level growth targets by 2010.

Safe Schools Goal

Central Point School District #6 will provide safe and drug free schools that include attendance rates at or above 95%, substance abuse (including tobacco, alcohol and illegal drugs) below Oregon State averages and incidents of reported harassment below Oregon State averages (as reported on the Annual Oregon Healthy Teens survey and a local assessment of behaviors and attitudes).

Post Secondary Education Goal

Central Point School District #6 will increase the percentage of students who enroll in post-secondary education to 60% by 2010.

Action Plan—Goal 1—Literacy									
IMPROVEMENT GOAL									
Central Point School District 6 will increase student performance in Reading and Writing on state and local assessments to ensure that all students meet or exceed grade level growth targets by 2010.									
STATE PERFORMANCE STANDARD(S)									
1 Division 22	2 Core & CRLS Growth	3 Reading/Math Standards	4 ELL Proficiency	5 HQ Teachers	6 Safe Learning Environments	7 Attendance & Graduation	8 Technology	9 CTE Skill Proficiency	10 Closing the Gap
STANDARDS FOR DISTRICT SUCCESS									
<p>Priority emphasis: Standard 2: Instruction Standard 3: District and School Culture and Norms</p> <p>Continued focus: Standard 1: Curriculum Standard 5: Leadership</p>									
SUPPORTING EVIDENCE FOR RESEARCH-BASED EDUCATION STRATEGY									
<ul style="list-style-type: none"> • Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. <i>Phi Delta Kappan</i>, 73(2), 123–128. • Bender, William N. et. al. <i>Response to Intervention</i>. Thousand Oaks, CA. Corwin Press, 2007. • Calkins, Lucy. <i>The Art of Teaching Reading</i>. New York, Addison-Wesley, 2001. • <i>The CES Common Principles</i>. Coalition of Essential Schools. http://www.essentialschools.org/pub/eces_docs/about/phil/10cps/10cps.html. • Darling-Hammond, L. et. al. <i>Teacher Learning: New Policies, New Practices</i>. New York, Teachers College Press, Columbia University, 1996. • DuFour, Richard, et. al. <i>Professional Learning Communities at Work</i>. Bloomington, IN, Solution Tree, 1998. • Johnson, Ruth. <i>Using Data to Close the Achievement Gap</i>. Thousand Oaks, CA. Corwin Press, 2002. • Marzano, R.. <i>What works in schools: Translating research into action</i>. Alexandria, VA: ASCD, 2003. • Marzano, Robert J. et. al. <i>Classroom Instruction that Works; Research-Based Strategies for Increasing Student Achievement</i>. Upper Saddle River, NJ: Prentice Hall, 2004. • <i>McREL--Professional Development Criteria</i> http://www.mcrel.org/PDF/ProfessionalDevelopment/6804TG_ProfDevelopCriteria.pdf • National Research Council. <i>How People Learn</i>. Washington, D.C.: National Academy Press, 2000. • Schmoker, Mike. <i>Results Now</i>. Alexandria, VA. ASCD 2006. • Tomlinson, Carol Ann. <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>. Alexandria, VA: ASCD, 1999. 									

Central Point School District 6
2007 Continuous Improvement Plan—Section G

Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
Adoption, purchase and implementation of curriculum materials according to the statewide adoption schedule	Materials selected, purchased and delivered to buildings.	Student achievement (OSAT, local assessments) has increased.	Director of Education.	On-going	On-going	\$200,000 annually	General Fund
Alignment and coordination of the district Language Arts curriculum.	District and PLC meetings to create aligned curriculum documents.	Student achievement (OSAT and local assessments) has increased.	Director of Education	On-going	Language Arts, Fall 2007.	\$500	General Fund
Professional Learning Communities	School, grade level and content meetings occur on a weekly basis for the purpose of analyzing student data and instructional improvement	Student achievement (OSAT and local assessments) has increased.	Building Principals Teaching and Learning Facilitators Director of Education	On-going	On-going	\$5,000 (supplies and materials to support PLCs)	Title IIA
SIOP Training	SIOP training is planned and teachers enroll and complete the training	Student achievement (OSAT and local assessments) has increased (particularly for ELL students).	Director of Education	Summer 2007	On-going (requires regular training for new teachers or support)	\$25,000	Title IIA Title III
iWalkthrough A system to help	Training is	Building staff	Building Principals	Fall 2007	Spring	\$50,000	Private Grant

Central Point School District 6
2007 Continuous Improvement Plan—Section G

collect, archive and analyze teaching and learning data in order to continually improve the quality of school-wide instructional practice.	planned and teacher leaders participate, technology is prepared, teachers begin process in each building	use data to inform school wide instructional practice, professional development needs and their school improvement plan.	Director of Education		2009		Funds, Title IIA
Development and implementation of an academic intervention program that is clear and consistent in each building	Plans are developed and articulated; staff is trained in intervention programs.	Student achievement (OSAT and local assessments) has increased—particularly for students who have struggled academically	Building Principals Intervention Specialists Teaching and Learning Facilitators Director of Education	Fall 2007	Spring 2008	\$125,000	General Fund Title IIA
Teaching and Learning Facilitators for job embedded professional development that focuses on improving classroom instruction through instructional coaching and mentoring.	Teaching and Learning Facilitators participate in training, are assigned to buildings, have identified staff to work with, have articulated a strategy for implementation.	Student achievement (OSAT and local assessments) has increased	Building Principals Director of Education	Summer 2007	On-going	\$750,000	Private Grant Funds General Fund Title IIA
Center for Educational Leadership Training (Teaching and Learning Project)	Training is planned and completed	Student achievement (OSAT and local assessments) has increased	Director of Education	Fall 2007	Summer 2008	\$345,000	Private Grant Funds Title IIA

Action Plan—Goal 2—Safe Schools

IMPROVEMENT GOAL

Central Point School District 6 will provide safe and drug free schools that include attendance rates at or above 95%, substance abuse (including tobacco, alcohol and illegal drugs) below Oregon State averages and incidents of reported harassment below Oregon State averages (as reported on the Annual Oregon Healthy Teens survey and a local assessment of behaviors and attitudes).

STATE PERFORMANCE STANDARD(S)

1 Division 22	2 Core & CRLS Growth	3 Reading/Math Standards	4 ELL Proficiency	5 HQ Teachers	6 Safe Learning Environments	7 Attendance & Graduation	8 Technology	9 CTE Skill Proficiency	10 Closing the Gap
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STANDARDS FOR DISTRICT SUCCESS

Standard 3: District and School Culture and Norms
Standard 4: Family and Community engagement
Standard 6: Integrated Systems and Structures

SUPPORTING EVIDENCE FOR RESEARCH-BASED EDUCATION STRATEGY

- Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan*, 73(2), 123–128.
- Bender, William N. et. al. *Response to Intervention*. Thousand Oaks, CA. Corwin Press, 2007.
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- *The CES Common Principles*. Coalition of Essential Schools. http://www.essentialschools.org/pub/eces_docs/about/phil/10cps/10cps.html.
- Darling-Hammond, L. et. al. *Teacher Learning: New Policies, New Practices*. New York, Teachers College Press, Columbia University, 1996.
- DuFour, Richard, et. al. *Professional Learning Communities at Work*. Bloomington, IN, Solution Tree, 1998.
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- *McREL--Professional Development Criteria*
http://www.mcrel.org/PDF/ProfessionalDevelopment/6804TG_ProfDevelopCriteria.pdf
- National Research Council. *How People Learn*. Washington, D.C.: National Academy Press, 2000.
- Schmoker, Mike. *Results Now*. Alexandria, VA. ASCD 2006.
- Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD, 1999.

Central Point School District 6
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Strategy/Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation <i>What evidence do you have that what you planned to do is being done (monitoring)?</i>	Evidence of Impact <i>What evidence do you have that the change you wanted has occurred (evaluation)?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
District-wide implementation of Positive Behavior Support	PBS teams are trained and in place in each building	SWIS data demonstrates decrease in risk behaviors	Director of Special Programs	Fall 2007	On-going	\$30,000	General Fund Title IIA
District use of SWIS for student discipline tracking	Buildings input data into SWIS	SWIS data demonstrates decrease in risk behaviors	Director of Special Programs	Fall 2007	On-going	\$2,500	General Fund
District Crisis Plan and team.	A fully articulated District Crisis Plan is in place, staff are trained.	Crisis plan/team are utilized in the event of a crisis	Superintendent Central Point Police David Heard, Crisis Team Leader	Fall 2007	On-going	\$300,000 (includes purchasing items like new locks for classroom doors)	General Fund
Inclusion model for at risk students (Headwaters).	Headwaters program is fully articulated	Student Achievement of identified "at risk" students increase (attendance, risk behaviors, grades, credits and graduation rates.)	Director of Special Programs	Summer 2007	On-going	\$550,000	General Fund Title IV
Coordination of interagency programs including: DARE, Student Resource Officers, school based health centers	DSNT meetings occur monthly	Students are served and services are coordinated.	Director of Special Programs	Fall 2007	On-going	\$3,000	General Fund

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and other related agencies.		Student attendance rates increase; incidents of risk behavior (drug, alcohol and violence) decrease.					
Conversion to four small high schools to support personalized learning structure (including advisory).	Four small schools are operating with advisory in each	Student attendance rates increase; incidents of risk behavior (drug, alcohol and violence) decrease.	High School Principals School Change Coordinator Director of Education	Fall 2007	On-going	\$840,000	Private Grant Funds General Fund
Structural change at Scenic Middle school to grade level teams (including advisory) to increase personalization.	Scenic Middle School serves students in grade level teams.	Student attendance rates increase; incidents of risk behavior (drug, alcohol and violence) decrease.	Scenic Administrators	Fall 2007	On-going	\$168,000 (additional staff)	General Fund

Action Plan—Goal 3—Post Secondary Education Goal									
IMPROVEMENT GOAL									
<p>Central Point School District 6 will increase the percentage of students who enroll in post-secondary education to 60% by 2010.</p>									
STATE PERFORMANCE STANDARD(S)									
1 Division 22	2 Core & CRLS Growth	3 Reading/Math Standards	4 ELL Proficiency	5 HQ Teachers	6 Safe Learning Environments	7 Attendance & Graduation	8 Technology	9 CTE Skill Proficiency	10 Closing the Gap
STANDARDS FOR DISTRICT SUCCESS									
<p>Standard 3 District and School Culture and Norms Standard 2: Instruction Standard 4: Family and Community Engagement</p>									
SUPPORTING EVIDENCE FOR RESEARCH-BASED EDUCATION STRATEGY									
<ul style="list-style-type: none"> • Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. <i>Phi Delta Kappan</i>, 73(2), 123–128. • Bender, William N. et. al. <i>Response to Intervention</i>. Thousand Oaks, CA. Corwin Press, 2007. • Calkins, Lucy. <i>The Art of Teaching Reading</i>. New York, Addison-Wesley, 2001. • <i>The CES Common Principles</i>. Coalition of Essential Schools. http://www.essentialschools.org/pub/eces_docs/about/phil/10cps/10cps.html. • Darling-Hammond, L. et. al. <i>Teacher Learning: New Policies, New Practices</i>. New York, Teachers College Press, Columbia University, 1996. • DuFour, Richard, et. al. <i>Professional Learning Communities at Work</i>. Bloomington, IN, Solution Tree, 1998. • Johnson, Ruth. <i>Using Data to Close the Achievement Gap</i>. Thousand Oaks, CA. Corwin Press, 2002. • Marzano, R.. <i>What works in schools: Translating research into action</i>. Alexandria, VA: ASCD, 2003. • Marzano, Robert J. et. al. <i>Classroom Instruction that Works; Research-Based Strategies for Increasing Student Achievement</i>. Upper Saddle River, NJ: Prentice Hall, 2004. • <i>McREL--Professional Development Criteria</i> http://www.mcrel.org/PDF/ProfessionalDevelopment/6804TG_ProfDevelopCriteria.pdf • National Research Council. <i>How People Learn</i>. Washington, D.C.: National Academy Press, 2000. • Schmoker, Mike. <i>Results Now</i>. Alexandria, VA. ASCD 2006. • Tomlinson, Carol Ann. <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>. Alexandria, VA: ASCD, 1999. 									

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Alignment of math curriculum to ensure that students are prepared for algebra by the 9 th grade.	Curriculum resources (and alignment documents) are available to all instructors. Curriculum is delivered to students	Student achievement on state and local assessments increased. Increase in the number of students prepared for Algebra by 9 th grade	Director of Education	Fall 2007	Spring 2010	\$3,000	General Fund Title IIA
Math Facts training for K-8 teachers	Training is planned and completed; program is in place	Student achievement in math (state and local assessments) increases.	Director of Education	Fall 2007	On-going (to support new teachers)	\$15,000	General Fund Title IIA
Implementation of the district Comprehensive Guidance and Counseling program.	Plan is articulated, staff is trained, and program implemented K-12	Increased percentage of students who pursue post secondary education; increase in percentage of students who graduate	Director of Special Programs	Began in 2006	Spring 2008	\$10,000	General Fund Title IIA

H. Summary of the Planning Process

Central Point School District engaged in a year-long planning process to create the District Strategic Plan and Continuous Improvement Plan. The process was part of our district *Teach, Reach and Inspire* plan that included leadership development, data analysis, and the development of the district and school plans for improvement.

The process used for strategic planning was inclusive (all staff, parents, community, and school board) and rigorous. The school improvement planning process was closely connected to District Strategic planning to ensure that key aspects of programs and procedures were consistent district wide and that resources were equitable and focused to support school and district goals. A basic overview of the planning process:

- Planning for Strategic Planning process---key district administrators worked with consultant Kate Dickson in the summer of 2006 to outline a process for strategic planning.
- Communication Audit—conducted the spring of 2006 to collect information from homogeneous groups including staff, parents and students. Parents and students were also divided into groups that included : parents of honors students, Latino parents, low SES parents, etc.
- 2 Day Retreat and training for all district administrative staff and the school board. The retreat was focused on developing the process for strategic planning, identifying data collection procedures and sources, and focused planning for each level (Elementary and Secondary). Administrative teams also began an in-depth look at student achievement data in their buildings.
- Board Training and study sessions on strategic planning with OSBA representative, Betsy Miller Jones.
- Community Meeting—collected input and feedback from parents and community to develop district-wide procedures and programs that support parent goals and beliefs about students and learning.
- Focus meetings in each building to identify priorities for teaching and learning.
- Design and implementation of Professional Learning Communities at each grade level and building district wide. PLC's were focused on strategies for student learning, analysis of student learning data, identification of professional development needs and school improvement planning.
- Piloted “early release” times to support PLC's and provide time for planning.

- Asset Mapping to determine available resources and examine coordination of resources (or replication of resources). This was a two day process with a consultant (Theron Cosgrave) and representative teams (administrative and teacher) from each building. Asset maps were developed for each level (elementary and secondary).
- Training and data analysis of student growth data with consultant Bill Auty.
- Piloted Teaching and Learning Facilitators (February through June) to support PLCs and assist in the research and development of instructional strategies, models and programs to address the priority concerns.
- Surveys for parents, teachers and administrators to identify priority needs.
- School Summits— The school summits (preparation for and presentation of) was used as the primary vehicle for inquiry. The building staff and planning team (included an administrator, teachers, classified and parents) conducted the needs assessment and identified strengths and weaknesses, obstacles and challenges. The inquiry process they conducted was then taken to the summit for a discussion that included District Office directors, the school team and the superintendent. The summit was focused on presenting the high priority needs, discussion and identification of the causes or causes, and identification of potential solutions and strategies. The information from the summit was then reported back to the staff and was used to inform the CIP and create the individual school improvement plans.
- Site Visits—to review exemplars of best practice and strategies that may work in our district.
- State of the Schools—Presentation of data in board meeting.
- Administrative team meetings (cabinet, secondary, elementary and teaching and learning) to research and select strategies and practices for implementation.
- Strategic Planning Team meetings—to coordinate and consolidate the information and data collected.

2006-07 CIP Planning Team Members

Member	Position
Randy Gravon	Superintendent
Samantha Steele	Director of Education
Rick Mould	Director of Special Programs
Bob Bowers	Director of Human Resources
Vicki Robinson	Director of Business Services
Kirk Gibson	Crater High School Principal
Mike Meunier	Crater High School Assistant Principal
David Heard	Scenic Middle School Assistant Principal
Sheila Henson	Scenic Middle School Principal
Scott Dippel	Hanby Middle School Dean
Brock Rowley	Central Point Elementary Principal
Dennis Allen	Hanby Middle School Principal
Chris Reed	Jewett Elementary School Principal
Susan Dippel	Mae Richardson Elementary Principal
Bruce Fauble	Patrick Elementary Principal
Bonnie Sutton	Sams Valley Elementary Principal
Robin McMillin	Teacher/Teaching and Learning Facilitator
Nanette Pergin	Teacher/Teaching and Learning Facilitator
Betsy Farman	Teacher/Teaching and Learning Facilitator
Toni Bowers	Teacher/Teaching and Learning Facilitator
Bob King	School Change Coordinator
Lenore Gephardt	School Board Member
Ron Sutfin	Parent
Robin Reames	Parent
Kathy Campobasso	School Change Coach

Note: The CIP Planning process also included the Site Councils in every building—Site Councils are made up of a building administrator, teachers, classified staff members, students and parents.