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Confirmation - Continuous Improvement Process, Planning and Practices

1 message

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To: stevequick@hcsd3.org

Thu, Dec 5, 2019 at 12:46 PM



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Continuous Improvement Process, Planning and Practices

Select your district. Harney County SD 3
Your Name Steve Quick
Title Superintendent
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Describe how the Continuous Improvement Plan (CIP) is made available to the public. Posted on District website

If posting the Continuous Improvement Plan to a web site, please indicate the URL here. <https://www.burnsschools.k12.or.us/domain/246>

a. How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and / or national standards? LEA will only purchase curriculum that is approved by ODE and that is aligned to the state and national standards. In addition, principals will evaluate teachers regularly and show evidence that objectives and standards are apparent in lesson plans and in classrooms for students to see.

a. What is the LEA's process for ensuring Principals will evaluate teachers both formally and informally on a regular basis throughout the year and pay close attention to classroom instruction focusing on being intentional, engaging, and challenging for all students.

classroom instruction is intentional, engaging and challenging for all students?

b. How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?

Focused and intentional staff development is used. Specifically in the 2019-20 school year, a consultant is being brought in to work with the staff to help all staff, K-12, to ensure that lesson planning includes standards, is intentional, engaging, challenging, transparent, using the book: The Teacher Clarity Playbook, A hands-on guide to creating learning intentions & success criteria for organized, effective instruction. Staff development from December 2019 through May 2020 will include onsite instruction from the authors of this book.

a. How does the LEA align professional development and learning activities to the needs of teachers?

Overall student assessment results are reviewed to see where instructional improvement needs to occur as well as teacher evaluation results from principal observations. Annual surveys are also sent to teachers to ask what they would like to see for professional development.

b. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?

Data is reviewed by principals and the superintendent to see if there are disparities occurring when annual assessments results are received.

a. What has the LEA done to ensure students, parents,

Consistent maintenance of buildings and upkeep are attended to by personnel and are supported by the budget. Administration and staff also work on safety issues when they arise, and also meet regularly with law enforcement and other agencies who seek to help us with a safe and welcoming environment.

caregivers and community members experience a safe and welcoming educational environment?

b. What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities?

Multiple programs and grants are in place to take a special look at barriers that exist and potential barriers to constantly look for ways of removing these barriers. The district has a full time person as part of the TAPP grant to address tribal issues for attendance. TAPP also has an additional employee who works specifically with our homeless students. The district has formed a partnership with DHS to house a worker in our facilities to help remove barriers for those who have economic issues as well.

c. How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

Principals review discipline data annually and strive to keep students in school whenever possible, often using in school suspension methods instead of out of school suspensions whenever possible. A strong focus is student attendance in our district and keeping students in and using alternative means of discipline and following a PBIS model is the goal.

a. What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?

A strategic plan was developed with multiple opportunities to provide input. In addition, this past fall, surveys were sent to all parents, a community input session was held, and the superintendent reached out and met with both students and staff in small groups.

b. Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes?

The district meets monthly with the Burns Paiute tribe at the monthly parent education committee meeting. We have a strong relationship with the tribe and have a non-voting tribal member on our school board as a representative who is able to provide us with insight on any issue that may arise.

a. How does the LEA recruit, onboard, and develop quality leaders?

The district advertises for quality leaders on websites and job boards both locally and nationally. We attend job fairs and seek out the best candidates possible. Leaders are provided professional development and have one on one time with the superintendent and others in the district on a regular basis because of our size. Leaders are also given the opportunity to attend leadership development trainings through COSA.

b. How does the LEA align professional growth and development to the needs of school and district leaders?

By reviewing personal evaluations, doing observations, and knowing the needs of the district, professional development activities are scheduled and attended that best help the leaders meet the goals of the district and the leader. Both the superintendent and the leaders work together and agree upon which professional development activities will further their leadership skills that will help students and teachers be successful.

a. 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?

Budget development is based off student and program needs as well as on the strategic plan that was developed to make sure students and programs are supported. Outcomes from both state and local assessments are used to prioritize need.

a. How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?

Regular review of both local and state assessments as well as input received from teachers, students, and staff help drive decisions to prioritize resources toward those who need them most.

b. Describe the LEA's process for monitoring continuous improvement processes, including updating the

The superintendent apprises the board of goal progress as well as the improvement process in his monthly reports. A special board meeting was held in December that specifically focused on the continuous improvement plan. The plan itself will be posted on the district website where patrons can see plan. Input to the plan and other input regarding programs and students is always welcomed by the superintendent as well as at school board meetings.

school board and other stakeholders on progress.

a. How will the LEA support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?

The district works closely with the early learning center in town and coordinates and communicates needs. Administration of both early learning and elementary school is consistent throughout the year. Transition to kindergarten is coordinated with visits to the school and specialists also communicate when needed.

b. What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)

The district has the middle school students visit the high school in the Spring where tours are held and students are able to ask other students questions. In the Fall, 9th grade students are also given a special orientation day where they visit with all the teachers and learn about the programs offered. Additionally, at both the middle and high school, students are in advisory programs where career exploration is done as well as planning and goal setting. Students have opportunities to visit colleges and career fairs. Students at the high school have dual credit opportunities.

c. What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or

Staff are assigned to monitor homeless students. These staff attend meetings and learn how to best meet the needs of these students. Barriers are removed as they advocate for these students.

stigmatize
homeless
children and
youths?

**d. How does the
LEA support
the academic
needs of
students who
are not yet
meeting or
exceeding state
and national
standards as
well as those
who have
exceeded state
and national
standards?**

The district partners with a local agency to provide extra learning opportunities outside the regular day for middle school students when school is not in session for those who are struggling in school. Intervention classes and programs are being planned for those who are not at standard while starting to use other assessments to help guide instruction and interventions throughout the year. Students who exceed and are excelling have opportunities for college prep type courses and have a wide variety of CTE offerings from which to choose.

**e. How does the
LEA support
the academic
needs of
historically
underserved
students who
are not yet
meeting or
exceeding state
and national
standards as
well as those
who have
exceeded state
and national
standards?**

Interventions are being developed that will help better serve our students and help them improve their academic learning. Opportunities for college prep courses and CTE courses are plentiful at the high school level.

**a. What steps
have been
taken to ensure
all students
have access to
strong school
library
programs?**

The district hired a licensed teacher who is working on completing her credentials to become a fully licensed librarian. The district also has partnered with the local library district to enhance access to enhanced library services. The librarian is slowly building up a strong program where library services can be accessed regularly.

File Attachments



HCSD3 CIP 2019-20.pdf (159k)