

# **Seaside School District Continuous Improvement Plan 2019-2022**

## **Seaside School District Core Values**

The Seaside School District is committed to providing equitable, safe learning environments, an engaging, well-rounded education, and a focus on collective wellness and community partnerships.

## **Seaside School District Mission**

Strengthening Community, Inspiring Possibility, Ensuring Opportunity

## **Seaside School District Vision Statement**

In partnership with our coastal community, all of our students pursue excellence as passionate, empowered, lifelong learners.

## **Comprehensive Needs Assessment Summary**

The needs assessment reviewed data in the following areas disaggregated by the underserved learner groups of students experiencing poverty, Ever English Learners, Hispanic/Latino students, and students with disabilities.

- Ninth grade on track
  - earning at least 6.5 credits
  - failing no more than 0.5 credit in core content
- Students meeting math targets in grades 3, 6 and 9
  - STAR Assessment
  - SBAC
- Student meeting literacy targets in grades 3, 6 and 9
  - STAR Assessment
  - SBAC
- Students attending at least 95% of school days
  - Attendance from school information system (Synergy)

The data highlighted the following discrepancies in student outcomes.

- Students in all underserved groups had lower academic scores in English Language Arts (ELA) than white students at all grade levels.
- Academic growth targets in ELA were met by all subgroups at elementary level except students with disabilities.

- ELA growth targets were met by Ever English Learners at the middle school level, but were not met by any other groups.
- Academic growth targets in ELA were met by all groups at the high school level.
- Academic growth targets in math were met K-5 by all groups.
- Academic growth targets in math were met by students with disabilities, but no other groups.
- Academic growth targets in math were not met by students experiencing poverty and Hispanic/Latino students at the high school.
- Attendance at the elementary level increased for all groups of students.
- Attendance at the middle school level decrease for all groups of students.
- Attendance at the high school increased for all students except students with disabilities.

Stakeholders were involved in a needs assessment in the following ways:

- Community and parent outreach through the strategic planning process 2018
- Parent survey fall 2019
- Professional learning teams input
- Leadership team input

Priority improvement areas:

- Increase percentage of 9<sup>th</sup> grade students on track to graduate
- Increase percentage of students meeting math targets in grades 3, 6 and 9
- Increase percentage of students meeting literacy targets in grades 3, 6 and 9
- Increase percentage of all students attending school at least 95% of days

## **Long Term District Goals and Metrics**

### CIP Goal 1:

All ninth grade students will be on track to graduate by the end of their freshman year.

2019-2020	2020-2021	2021-2022
Students on track will increase from 82% to 88%	Students on track will increase from 88% to 92%	Students on track will increase from 92% to 95%

### CIP Goal 2:

All students in grades 3, 6 and 9 will meet annual math targets.

2019-2020	2020-2021	2021-2022
Students in grade 3 will increase from 53%-63% Students in grade 6 will increase from 61%-72% Students in grade 9 will increase from 40% to 60%	Students in grade 3 will increase from 63%-70% Students in grade 6 will increase from 72%-80% Students in grade 9 will increase from 60% to 70%	Students in grade 3 will increase from 70%-80% Students in grade 6 will increase from 80%-85% Students in grade 9 will increase from 70% to 80%

### CIP Goal 3:

All students in grades 3, 6 and 9 will meet annual literacy targets.

2019-2020	2020-2021	2021-2022
Students in grade 3 will increase from 36%-51% Students in grade 6 will increase from 57%-65% Students in grade 9 will increase from 44% to 64%	Students in grade 3 will increase from 51%-60% Students in grade 6 will increase from 65%-72% Students in grade 9 will increase from 64% to 70%	Students in grade 3 will increase from 60%-70% Students in grade 6 will increase from 72%-80% Students in grade 9 will increase from 70% to 80%

### CIP Goal 4:

All students will attend at least 95% of days per school year.

2019-2020	2020-2021	2021-2022
Student attendance will increase from 78% to 82%	Student attendance will increase from 82% to 86%	Students on track will increase from 86% to 90%

### **Initiatives to Support Goals**

- Training and coaching of all district staff in the instructional protocol Constructing Meaning (CM) to make learning accessible to all students regardless of language proficiency and other academic barriers to learning.
- Training of administrative staff to observe CM strategies and provide staff support.
- Training and coaching of all core content instructional staff by Educational Excellence in the mapping of content to standards, and creating unit and lesson maps to provide all students with a guaranteed and viable curriculum.
- On-going professional development by trained district staff in implementing Trauma Informed practices in all school settings to create a safe and welcoming learning environment.
- Three year partnership with National Equity Project to examine inequities within the schools, to determine implicit biases, and to create a school system that is welcoming and serves the needs of all students.

### **Strategies, Measures, and Actions to Meet Goals**

Goal 1: All ninth grade students will be on track to graduate by the end of their freshman year.

Strategy 1.1: If we pair all freshman students with a primary adult advocate, then teachers can track student academic progress and provide support, both academically and behaviorally. This will lead to a reduced risk of academic discouragement and possible course failure.

Measures of Adult Actions: Teachers will review progress in classes, attendance, and behavior for all 9<sup>th</sup> grade students during homeroom time (and with advocates) at least once every three weeks, and help students problem solve challenges.

Responsible for this Strategy: Freshmen on Track Team (8<sup>th</sup> and 9<sup>th</sup> grade staff)

Measures of Evidence for Students:

Progress report grades (every 6 weeks)

Final grades (every 12 weeks)

Attendance reports (every 6 weeks)

Discipline report (every 6 weeks)

Goal 2: All students in grades 3, 6 and 9 will meet annual math targets.

Strategy 2.1: If we provide all students with a guaranteed and viable math curriculum, then teachers will be able to teach the necessary standards for students to be successful in learning essential math skills.

Measures of Adult Actions: Teachers will use a comprehensive curriculum which is mapped to the Common Core Standards, and teach with units maps paced to meet necessary targets.

Responsible for this Strategy: Building Administrators and District Curriculum Team

Measures of Evidence for Students:

Data from formative and summative classroom assessments administered throughout each unit of study.

Strategy 2.2: If we provide students with instruction that is clear and comprehensible to all learners, and supports the needs of individual learners, then students will have the opportunity to successfully learn essential math skills.

Measures of Adult Actions: Teachers will implement Constructing Meaning practices in their daily instruction, and school administrators will observe the implementation on a formal and informal basis, and will provide coaching support and feedback, as needed. Teachers will provide multi-tiered levels of support for students who need additional instruction to be successful.

Responsible for this Strategy: Building Administrators and District Math Team.

Measures of Evidence for Students:

Data from formative and summative classroom assessments administered throughout each unit of study.

Goal 3: All students in grades 3, 6 and 9 will meet annual literacy targets.

Strategy 3.1: If we provide all students with a guaranteed and viable literacy curriculum, then teachers will be able to teach the necessary standards for students to be successful in learning essential literacy skills.

Measures of Adult Actions: Teachers will use a comprehensive curriculum which is mapped to the Common Core Standards, and teach with units maps paced to meet necessary targets.

Responsible for this Strategy: Building Administrators and District Curriculum Team

Measures of Evidence for Students:

Data from formative and summative classroom assessments administered throughout each unit of study.

Strategy 3.2: If we provide students with instruction that is clear and comprehensible to all learners, and supports the needs of individual learners, then students will have the opportunity to successfully learn essential literacy skills.

Measures of Adult Actions: Teachers will implement Constructing Meaning practices in their daily instruction, and school administrators will observe the implementation on a formal and informal basis, and will provide coaching support and feedback, as needed. Teachers will provide multi-tiered levels of support for students who need additional instruction to be successful.

Responsible for this strategy: Building administrators and District Literacy Team

Measures of Evidence for Students:

Data from formative and summative classroom assessments administered throughout each unit of study.

Goal 4: All students will attend at least 95% of school days per year.

Strategy 4.1: If we determine root causes of student absences, we will be able to specifically target the removal of barriers to attendance.

Measures of Adult Actions: Adults on the District Attendance Team will conduct empathy interviews with students and parents to determine reasons for absences and work with students and their families to create solutions.

Responsible for this strategy: District K-12 Attendance Team.

Measures of Evidence for Students:

On-going attendance data  
Follow up interviews

Strategy 4.2: If we engage community partners in providing support for our students, then we will be able to target external barriers to attendance.

Measures of Adult Actions: Adults on the District Attendance Team will do outreach to community partners such as health care and dental care to prioritize scheduling appointments for students outside school hours. The team will also contact local businesses about avoiding late work hours for student workers. In addition, the team will work with local providers, businesses and citizens to raise awareness of the importance of attendance and to display encouraging signs and materials.

Responsible for this strategy: District K-12 Attendance Team.

Measures of evidence for Students:

On-going attendance data  
Data on number of partner conversations