

Oregon School Continuous Improvement Plan Template

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| School Year | 2023-2024: Updated June 28, 2023, July 27, 2023 |
| School | Tumwata Middle School |

School Direction Section

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| Vision | <p><i>We strive to exemplify:</i></p> <p><i>A community of care and collaboration, an ethic of excellence, a culture of joy, a commitment to all means all.</i></p> |
| Mission | <p><i>Tumwata Middle School is committed to preparing all students for career and college readiness and success in a global society.</i></p> |

Comprehensive Needs Assessment Summary

What data did our team examine?

- School Report Card 2020-21, 21-22, 22-23
- Student Climate Survey , 2018-2019, 2019-20, 2020-21
- School Implementation Scale (2017-18, 2018-19, 2019-20)
- SWIS Equity Reports for 21-22
- Synergy Equity Reports for 22-23
- Student Health Survey 22-23

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

We reviewed the student climate data which is disaggregated. We utilized our equity lens questions (who are we serving/not, who is included/excluded?) and our core value: A Commitment to 'All Means All'.

Were inequities in student outcomes examined?

Yes, in the student climate survey and the discipline equity reports. The 22-23 Student Health Survey also revealed inequities in the climate data,

What needs did our data review elevate?

We surfaced the need of belonging to a community for all stakeholders. We need to do a better job of getting input from our families.

Which needs will become priority improvement areas?

Belonging, elimination of barriers (emphasis on use of UDL), and a focus on Deeper Learning

How were stakeholders involved in the needs assessment process?

Parent & student survey, staff systems survey, report card data (testing, attendance, etc).

Long Term School Goals & Metrics

All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

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| Goal 1 | <p>Culture -</p> <p>By the end of 25-26, all students will report "I belong at Tumwata Middle School ".</p> <p>(Aligned to OCSD Priority III: Robust Systems for Belonging and Wellbeing.)</p> |
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| Metrics | By (23-24) | By (24-25) | By (25-26) |
| Student survey data (scale of 1-4, 1 = strongly disagree, 4 = strongly agree) | Student Climate Survey with 85% 3 or 4. | Student Climate Survey with 100% 3 or 4. | Student Climate Survey with 100% 3 or 4. |
| Goal 2 | Systems - By the end of 25-26, Tumwata will establish a Tier I instructional model that supports the development of each student into an expert learner by using all three UDL principles in 90% of their instructional planning. | | |
| Metrics | By June 2024 | By June 2025 | By 2026 |
| Staff Survey Walk through data | All teachers will incorporate all three UDL principles in 51% of their instructional planning. | All teachers will incorporate all three UDL principles in more than 75% of their instructional planning | All teachers will incorporate all three UDL principles in more than 90% of their instructional planning. |
| Goal 3 | Instruction- In all courses, students will consistently engage in the six Deeper Learning Competencies (effective communication, master core content, academic mindset, collaboration, self-directed learning, critical thinking & problem solving). | | |
| Metrics | By June (22-23) | By (23-24) | By (24-25) |
| | More than 70% of observational walkthroughs provide direct evidence of at least one Deeper Learning Competency | More than 80% of observational walkthroughs provide direct evidence of at least two Deeper Learning Competencies | More than 80% of observational walkthroughs provide direct evidence of at least three Deeper Learning Competencies |

Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

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| Initiative/Program | How this initiative/program supports the school to meet goals |
| AVID | AVID Schoolwide culture: Community Activities |
| No Place for Hate | Student leadership/engagement opportunities. Belonging, equity, anti-bullying\ |
| Attendance Team | Analyzes student attendance and supports interventions |
| AVID Culture Team | Tracks and supports belonging, college and career readiness |
| Culturally responsive teaching | Increases belonging and using instructional practices that reach all students. |
| Universal Design for Learning (UDL) | Effective and rigorous instructional practice for all students. |
| Deeper Learning & Project Based Learning (PBL) | Collaborative, meaningful, joyful learning that emphasizes depth over breadth |
| Positive Behavior Interventions and Supports (PBIs) | Positive school culture |
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Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

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| District or School Goal this strategy supports | Goal: CULTURE Aligned to OCSD Priority III: Robust Systems for Belonging and Wellbeing. By the end of 25-26, all students will report "I belong at Tumwata Middle School ". | | | |
| What are we going to do? | Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices | If educators develop skills around addressing bias behavior; then educators will interrupt every instance of bias behavior and language, and students will feel and report a greater sense of safety and belonging. | | |
| How we will know the plan is working | Measures of Evidence | <u>Fall</u> Student Climate Survey "I belong at this school." 1 Strongly disagree and 4 Strongly agree. Activity participation question - TMS created Belonging and identity questions from the Student Health Survey October 15, 2023 | <u>Winter</u> Student Climate Survey - benchmark February 1, 2024 | <u>Spring</u> Student Climate Survey May 1, 2024 |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | Ben, Stephanie, Christina, Jana | 1. Develop staff capacity to interrupt bias language and behavior through PD. | | Jan. 2024 |
| | Advisory Committee & Equity Team | 2. Develop advisory lessons on inclusive language, interrupting bias language for every student. | | Oct. 2023 |
| | Advisory committee and admin | 3. Implement Wayfinder Curriculum (focused on belonging) or continue to implement Second Step Lessons (curated toward belonging) in advisory. | | Start Sept 2023, continue throughout year |
| | Advisory Committee | 4. Use intentional community building activities in advisory such as Wayfinder Activities, Stokes, or Circle Forward lessons. | | Start Sept 2023, continue throughout year |
| | Admin | 5. Use benchmarking survey and Waypoints to check progress | | Oct 15, 2023 Feb 1, 2024 |
| | Leadership Team | 6. Identify ways of increasing engagement through all school assemblies (4-6 per year), activities, competitions, etc. | | August 2-3, 2023 |
| | Admin | 7. Reconvene the No Place for Hate student group | | September, 2023 |
| | Systems Team | 8. Identify barriers to student engagement and problem solve solutions. | | May 15, 2023 |

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| Strategic Plan Alignment | Strategic Plan Priority that this strategy supports | <input type="checkbox"/> Instructional Excellence <input type="checkbox"/> Career & College Readiness <input checked="" type="checkbox"/> Robust Systems for Belonging & Wellbeing <input type="checkbox"/> Engaged Community <input checked="" type="checkbox"/> Safe & Engaging Learning Environments |
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| District or School Goal this strategy supports | Goal: SYSTEMS Aligned to OCSD Priority I: Instructional Excellence. By the end of 24-25, Tumwata will establish a Tier I instructional model that supports the development of each student into an expert learner by using all three UDL principles in 90% of instructional planning. |
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| What are we going to do? | Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices | If as a staff we develop a collective belief that all students can make progress towards proficiency in grade level standards by becoming expert learners; Then staff will utilize the three UDL principles in instructional planning, And each student will learn at high levels |
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| How we will know the plan is working | Measures of Evidence | <u>Fall Baseline</u> UDL Use Staff Survey Walk through data UDL Use Staff Survey: 100% of respondents indicated they incorporate all 3 dimensions of UDL into more than half of their lesson plans. | <u>Winter</u> UDL Use Staff Survey Walk through data | <u>Spring</u> UDL Use Staff Survey Walk through data |
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| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | Due Date |
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| | Instruction / Systems Team | 1. Analyze the survey results with a team to determine which indicators are being well represented, and which need to be addressed in PD. | ongoing |
| | Ben/Stephanie /Christina | 2. Ongoing PD in UDL | ongoing |
| | Ben/Stephanie /Christina | 3. Ongoing leadership capacity building in order to develop collective efficacy | ongoing |
| | Team leaders, learning specialists, counselors | 4. Engagement in asset-based discussion about students in team meetings | ongoing |
| | All staff | 5. Instructional planning collaboration between specialists and general education teachers | ongoing |
| | Stephanie | 6. IA training to support implementation of UDL | ongoing |
| | Christina/Ben/ Stephanie/ Instruction Team | 7. Implement 3-year PLC Implementation Plan | ongoing |

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| District or School Goal this strategy supports | Goal: INSTRUCTION Aligned to OCS D Priority I: Instructional Excellence. In all courses, students will consistently engage in the six Deeper Learning Competencies (effective communication, master core content, academic mindset, collaboration, self-directed learning, critical thinking & problem solving). |
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| What are we going to do? | Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices If we continue to develop our understanding of and commitment to Deeper Learning (utilizing AVID strategies, UDL, PBL, Design Thinking, and more); Then we will create increasingly meaningful learning experiences for students, And students will be engaged in barrier-free deeper learning. |
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| How we will know the plan is working | Measures of Evidence | Fall | Winter | Spring |
| | | More than 70% of observational walkthroughs provide direct evidence of at least one Deeper Learning Competencies 67% of observations (16 out of 24) provided strong evidence for at least 1 deeper learning competency | More than 50% of observational walkthroughs provide direct evidence of at least two Deeper Learning Competencies | More than 70% of observational walkthroughs provide direct evidence of at least two Deeper Learning Competencies |

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| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | Christina, Stephanie, Ben | 1. Opportunities for Learning about High Quality Project Based Learning throughout the year | | Multiple Times per year |
| | Christina, Stephanie, Ben | 2. Professional development and/or coaching will be provided on PBL, Deeper Learning, and UDL | | Multiple Times per year |
| | Instructional Leadership Team | 3. Initial learning about the 5 Dimensions (+1) of Teaching and Learning to develop instructional excellence | | Monthly |
| | Instructional Team | 4. Staff will be given the opportunity for learning walks throughout the year. | | Fall 2023, Winter 2023-24 and Spring 2024 |

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School Plan Self-Monitoring Routine Preview

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

| | Update Date | Strategy | What does your evidence show? | What is working? What is not? | What will you do? What adjustments are needed? | What supports are being provided? Are they helpful? What more is needed? |
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| <i>Performance Updates</i> | October 2023 | Goal 1: Wayfinder, SOS, Student Cards, ASAs | Goal 1: 62.8% | Goal 1: Wayfinder is going well. SOS was a struggle with non-attenders. Student Cards only started at the end of Oct. ASAs have been a challenge because of busing and days off. | Goal 1: Continue with these strategies. Target students that we don't know via the Student Cards. Use Waypoints to target Wayfinder lessons. | Goal 1: Staff meeting and team time for Student Cards. PD on Wayfinder. Not |
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| | February 2024 | | | | | |
| | May 2024 | | | | | |
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