

John Muir Outdoor School
Ashland School District
School Improvement Plan (SIP) for 2019 - 2020

The School Improvement Plan (SIP) is a document outlining the status of the school's student achievement. It is revised annually based on the achievement of the previous school year and trends for recent school years. The SIP should align to the Oregon Department of Education (ODE) Multi-tiered Support Systems (MTSS) model. This alignment will ensure students are receiving differentiated instruction based on their academic and social needs.

The SIP lists the district goals, the school vision/mission statement and the quantitative academic and behavioral goals for the upcoming school year. It aligns with the MTSS model in that it allows the school to monitor reading, math, and behavior data.

Ashland School District Goals for 2018-2023:

- 1. Improve Student Achievement.**
- 2. Increase the Recruitment and Retention of High Quality and Culturally Diverse Staff.**
- 3. Create and Maintain a Safe, Welcoming, Supportive and Inclusive Environment of all Students and Staff.**

School Vision/Mission Statement:

Vision: Inspiring our students to deepen their connection with the Earth through integrity, the arts, stewardship, and authentic learning experiences.

Mission: At John Muir Outdoor School, we value the outdoors, the arts, collaboration, responsibility, and kindness. We guide students to become resilient, independent learners who give back to their community.

* A facilitator will bring the group together to ensure the work gets done and will have the bottom line accountability.

** G (Green) = Goal Achieved Y (Yellow) = On-track to Achieve Goal

Note: A1, A2, A3 = Activity 1, Activity 2, Activity 3 (Add or subtract activities, depending on how many activities are needed to achieve a strategy)

School Improvement Plan for 2019 – 2020

GOAL 1: Improve Student Achievement

SMART GOAL: 93% Student Graduation by 2023.

	Key Indicator	Whom*	By When	Success Rating (G or Y)**
<p>SMART Goal for Reading: Increase in our Easy CBM data from Fall to Spring with more students scoring in the 70th percentile or above, in turn increasing our SBA achievement to 84% or more meeting or exceeding.</p> <p>Current data: Reading data: 54/125 students scored in the 70%tile or above in letter sounds, word reading, or passage reading fluency. SBA Data (grades 3-8) 2019: 80% of students met or exceeded (scored a 3 or 4)</p> <p>Goal: 69/125 in the 70% tile on EasyCBM, increase to 84% of students meeting or exceeding on SBA, in 2018 we did achieve 84% of students meeting or exceed and we want to get back to that level of achievement.</p>				
<p>Strategy 1: All teachers using learning targets, formative assessment and benchmarking systems in order to facilitate large and small group learning.</p>				
A1: Classroom observations/feedback/PLC time-vertical alignment	Observation feedback, teacher feedback, increase in student performance on Easy CBM (69 students at 70th percentile) from fall to spring, increase our SBA score back 84% meeting or exceeding	Principal, Teachers, Title 1/SPED	6/2020	
A2: PD for teachers and EA's	Teacher/EA feedback sheets on effectiveness of training	Principal, Teachers, Title 1/ SPED	6/2020	
A3: Targeted intervention for intensive and strategic students	Growth on progress monitoring measures	Principal, Title 1/SPED	6/2020	
A4: Materials for targeted reading interventions with K-5 students	Growth on progress monitoring measures	Principal, Teachers, Title 1/SPED	6/2020	
A5: 3 times a year data team with teachers, principal, and specialists	Data team meeting notes, progress monitoring, benchmark data	Principal, Teachers, Title 1/SPED	6/2020	

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SMART Goal for Math: Increase in our Easy CBM data from Fall to Spring with more students scoring in the 70th percentile, in turn increasing our SBA achievement to 69% meeting or exceeding.

**Math Data: 42/125 students scored in the 70%tile or above in CCSS Math. SBA Data 2018: 59% of students met or exceeded (scored a 3 or 4)
Goal: 62/125 in the 70% tile on EasyCBM, increase percentage of students scoring at level 3 or 4 on SBA to 69% or more.**

Strategy 1:

All teachers using learning targets, formative assessment and benchmarking systems in order to facilitate large and small group learning.

A1: Classroom observations/feedback/PLC time-vertical alignment	Observation feedback, teacher feedback,	Principal, Teachers, Title 1/SPED	6/2020	
A2: Possible walk-throughs with math coach.	Observation feedback, teacher feedback,	Principal, Teachers, Title 1/SPED	6/2020	
A3: Targeted intervention for intensive and strategic students	Growth on progress monitoring measures	Principal, Teachers, Title 1/SPED	6/2020	
A4: 3 times a year data team with teachers, principal, and specialists	Data team meeting notes, progress monitoring, benchmark data	Principal, Teachers, Title 1/SPED	6/2020	

Strategy 1: Improve state science scores (2018 scores TBD) by 5% and increase rigor of our outdoor education program

A1: Implement an Experiential Education Reflection Rubric, all teachers made this one of their SLG's	Data from PLC meetings, pre and post data, teacher feedback	Principal, Teachers	6/2020	
A2: Training on new science curriculum-Amplify	Observation, student pre and post assessments	Principal, Teachers	6/2020	
A3: Continue to develop middle school field research program	Unit study rubrics, formative assessments	Principal, Teachers	6/2020	
A4: Continue to develop K-5 Outdoor Education program	Unit study rubrics, formative assessments	Principal, Teachers	6/2020	

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GOAL 2: Increase the Recruitment and Retention of High Quality and Culturally Diverse Staff

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SMART GOAL: The cultural diversity of our staff will match the cultural diversity of our students by 2023.

	Key Indicator	Whom*	By When	Success Rating (G or Y)**
Strategy 1: We will strive to retain our staff by providing high quality support and training. We have 10 certified staff and 8 classified. We will have a turnover of staff of less than 5 in a school year.				
A1: Continuous Restorative Justice Training	Increase in staff knowledge in how to problem solve with students, decrease in student referrals	Principal, Staff	6/2020	
A2: Positive Discipline Training	Increase in knowledge of proactive strategies, decrease in student referrals	Principal, Staff	6/2020	
A3: Monthly EA Meeting	Feedback quadrant-formative assessment	Principal, Classified Staff	6/2020	
A4: EDI work with district EDI coordinator	Staff in-service in January, formative assessment	Principal, District EDI support, Staff	6/2020	
A5: Dedicated Restorative Justice practices to resolve staff disagreements	Feedback quadrant, formative assessment	Principal, Staff	6/2020	
Strategy 2:				
A1:				
A2:				
A3:				
A4:				

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GOAL 3: Create and maintain a safe, welcoming, supportive and inclusive environment of all students and staff				
SMART GOAL: Students and staff will report a “welcoming, supportive, and inclusive environment” by 2023.				
	Key Indicator	Whom*	By When	Success Rating (G or Y)**
Strategy 1:				
A1: Conduct Climate Survey in May of 2020	80% of responses in the "always" or "most of the time" category	Principal, Site Council	6/2020	
A2: Evaluate results of Youth Truth Survey	Get baseline data to compare for next year, set goals	Principal, Teachers	6/2020	
A3: Conduct 3 times a year strengths and difficulties survey	See an increase in pro-social skills and a decrease in total difficulties	Principal, Teachers	6/2020	
A4: Expectation Stations 2 times a year, in-class Expectation Station Jeopardy game	Decrease in referrals	Principal, Teachers	6/2020	
Strategy 2:				
A1:				
A2:				
A3:				
A4:				
Strategy 3:				
A1:				
A2:				
A3:				
A4:				
Strategy 4:				
A1:				

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