



Monument School District #8

Continuous Improvement Plan

2019/2020 – 2021/2022

District Vision Statement

Monument School District will provide a supportive and safe environment to foster social/emotional and academic growth.

District Mission Statement

The Monument School District, in partnership with the community and the parents of its students, will offer a secure environment which will build self-confidence and wisdom in order to promote life-long learning and to achieve career success in our ever-changing technological world.

Comprehensive Needs Assessment Summary

What data did our team examine?

- District State Report Card
- State Assessment data
- Easy CBM data
- Attendance data
- ORIS Framework
- Community surveys
- Student surveys
- Staff surveys

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

- Elementary teachers regularly review attendance, data, and classroom performance to determine student progress and identify any students who are of concern to be able to individualize instruction and support when necessary.
- 7th – 12th grade teachers meet monthly to discuss student progress and any students who are of concern to be able to individualize instruction and support when necessary.
- Through the CIP process the certified teaching staff has spent time reviewing survey/engagement feedback along with reviewing and analyzing the multiple data sources.

How were inequities in student outcomes examined and brought forward in planning?

In our small district, current K-12 enrollment of 54, we have minimal subgroups and no inequities were apparent in our review of data.

What needs did our data review elevate?

The data reviewed showed a need in the content area K-12 of mathematics.

How were stakeholders involved in the needs assessment process?

<i>Date/Event Title</i>	<i>Description</i>	<i>Target Audience</i>	<i>Promotional Tools</i>
August 21, 2019 Staff In-Service	During our annual in-service meeting I discussed the components of the SSA, SIA, and CIP. I had the staff complete a needs assessment survey which addressed areas of success and need, then we prioritized needs.	<ul style="list-style-type: none"> • Monument School District staff 	<ul style="list-style-type: none"> • Email • USPS mailer
October 17, 2019 Board Meeting	During our monthly board meeting I discussed the components of the SSA, SIA, and CIP. I had the board complete a needs assessment survey which addressed areas of success and areas of need.	<ul style="list-style-type: none"> • Board members • Community 	<ul style="list-style-type: none"> • Meeting agenda • Flyer • USPS Mailing
October 29, 2019 Community Engagement: Monument Senior Center	I discussed the components of SSA, SIA, and CIP and asked willing individuals to complete the needs assessment.	<ul style="list-style-type: none"> • Monument community 	<ul style="list-style-type: none"> • Facebook • Flyers
October 29, 2019 Community Engagement: Monument School	I discussed the components of SSA, SIA, and CIP and asked those present to discuss the five questions at their tables and record answers.	<ul style="list-style-type: none"> • Parents • Community members 	<ul style="list-style-type: none"> • Facebook • Flyers • Email • Daily Bulletin • Phone calls
November 12, 2019 7 th – 12 th Grade Student Survey	I discussed the components of SSA, SIA, and CIP and asked the students to fill out the survey.	<ul style="list-style-type: none"> • 7th – 12th grade students 	<ul style="list-style-type: none"> • None
November 12, 2019 Kindergarten – 6 th Grade Student Survey	I very simply discussed components of the SSA, SIA, and CIP and asked the students to fill out the survey.	<ul style="list-style-type: none"> • Kindergarten – 6th grade students 	<ul style="list-style-type: none"> • None
November 5, 2019 Staff Meeting	I reviewed the components of the SSA, SIA, and CIP and we discussed general commonalities in findings.	<ul style="list-style-type: none"> • Monument School District staff 	<ul style="list-style-type: none"> • Email • Word of mouth
November 13, 2019 Data Review & Goal Setting Meeting	I reviewed the components of the SSA, SIA, and CIP and we discussed at great length the needs assessment findings and worked on the CIP goal.	<ul style="list-style-type: none"> • Certified teaching staff 	<ul style="list-style-type: none"> • Email • Word of mouth
November 20, 2019 CIP Review Meeting	The staff reviewed the CIP document to ensure it was focused in the direction of the needs addressed in previous meetings.	<ul style="list-style-type: none"> • Certified teaching staff 	<ul style="list-style-type: none"> • Email
November 21, 2019 CIP Review Meeting	The CIP was reviewed with the Board of Directors to ensure their support of the goals and direction of improvement.	<ul style="list-style-type: none"> • Board Members • Community 	<ul style="list-style-type: none"> • Meeting agenda • Flyer • USPS Mailing

Which needs will become priority improvement areas?

K-12 math is the area of priority.

Long Term District Goals & Metrics

Goal 1

Monument School District will maintain K-12 high average daily attendance while continuing to strive decrease any chronic absenteeism.

Metric

By June 2020: Maintain a minimum of 90% average daily attendance for the school year.	By June 2021: Maintain a minimum of 90% average daily attendance for the school year.	By June 2022: Maintain a minimum of 90% average daily attendance for the school year.
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Annual Evidence Based Strategies, Measures, and Actions

What are we going to do?	Strategy 1.1	We will systematically analyze student attendance data to see trends then we will develop strategies to help those students increase their attendance which will help to decrease chronic absenteeism.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements)	Fall: Data review and planning meeting minutes showing interventions and supports needed.	Winter: Data review and planning meeting minutes showing interventions and supports needed.	Spring: Data review and planning meeting minutes showing interventions and supports needed.
	Measures of Evidence for students (“and” statements)	Fall: Student attendance data	Winter: Student attendance data	Spring: Student attendance data
How we will get the work done	Responsible Party	Action Steps		Due Date
	Administration	Schedule data and intervention planning meetings		Fall 2019, Winter 2020, Spring 2020
	Certified Staff	Participation in data and intervention planning meetings		Fall 2019, Winter 2020, Spring 2020
	Designated Staff	Continued implementation of positive attendance rewards		Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

Goal 2

Monument School District will increase K-12 academic performance in the area of mathematics.

Metrics

By June 2020:

Increase students achieving Level 3 or higher on math state assessment scores by 5% or more (from 2019 scores).

By June 2021:

Increase students achieving Level 3 or higher on math state assessment scores by 10% or more (from 2019 scores).

By June 2022:

Increase students achieving Level 3 or higher on math state assessment scores by 15% or more (from 2019 scores).

Annual Evidence Based Strategies, Measures, and Actions

What are we going to do?	Strategy 2.1	We will systematically analyze student data to determine need, then we will be able to identify area to implement interventions and support, and student outcomes will improve.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements)	Fall: Data review and planning meeting minutes showing interventions and supports needed.	Winter: Data review and planning meeting minutes showing interventions and supports needed.	Spring: Data review and planning meeting minutes showing interventions and supports needed.
	Measures of Evidence for students (“and” statements)	Fall: Benchmark testing	Winter: Benchmark testing	Spring: Benchmark testing State Assessment test scores
How we will get the work done	Responsible Party	Action Steps		Due Date
	Administration and Designated Staff	Implementation of Benchmark testing program		Fall 2019
	Administration	Schedule data and intervention and support planning meetings		Fall 2019, Winter 2020, Spring 2020
	Certified Staff	Participation in data and intervention and support planning meetings		Fall 2019, Winter 2020, Spring 2020
	Designated Staff	Implementation of interventions and support		Ongoing
	Designated Staff	Support the pursuit of professional development as appropriate for staff		Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

What are we going to do?	Strategy 2.2	Strive to maintain no more than two combined grades per elementary teacher for Kindergarten – 4 th grade.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements)	Fall: Grade level splits per classroom	Winter: n/a	Spring: Review of grade level splits per classroom.
	Measures of Evidence for students (“and” statements)	Fall: n/a	Winter: n/a	Spring: Student achievement data
How we will get the work done	Responsible Party	Action Steps		Due Date
	Administration	Appropriate grade split class assignments, striving to maintain no more than two grade levels are combined at the K-4 level.		July2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

Initiative Alignment to Support District Goals

High School Success

The goals listed above coincide with High School Success by providing resources which empower the school district to help improve student achievement and growth.

Chronic Absenteeism

Success in the goals listed above will help minimize chronic absenteeism which will help improve student achievement and growth.

Review/Monitoring of Plan

This plan will be reviewed Fall, Winter, and Spring with certified staff input and documented in the table below updated.

Date	Strategy	What does the evidence show?	What is working?	What isn't working?	What adjustments are being made?