

## Redmond School District Continuous Improvement Plan

School Year	2019-2020
District	REDMOND SCHOOL DISTRICT

### District Direction Section

Vision	Making Success Possible for Every Student. <i>Inspiring, empowering, and unifying for a better future.</i>
Mission	Investing in educational excellence for all. Ensuring inclusive school communities. Building confidence and character.

### Comprehensive Needs Assessment Summary

#### What data did our team examine?

#### 1. Student Outcome Data (demographics, achievement, growth, grad rates):

- Oregon School Report Card – (district, special ed., schools)
- Smarter Balanced data: Math, English Language Arts (divided by grade and disaggregated by specific student groups: 3<sup>rd</sup>-11<sup>th</sup>) - achievement and growth data, participation
- OAKS data: Science (divided by grade and disaggregated by specific student groups: 5th, 8th, 11th)
- English Learner Data: (see above for disaggregated academic measures), ELPA results, State Report Card for ELs, District Report Card: On-track to ELP, Diagnostic/Screening Data, SBA for ELs (Math, ELA), Grad Rates, Attendance, Behavior Data
- SPR&I Review: Disproportionality, Grad Rates, Attendance, LRE, Child Find, State SpEd Report Card, Behavior Data, SBA for ELs (Math, ELA)
- iReady Math Diagnostic Data - (K-8 district, schools)
- Algebra I completed by 9th gr.
- Essential Skills Data
- Attendance data (overall and chronic absentee) – three year trend (district, school)
- Behavioral Data (ISS and OSS)
- 4 year Graduation and 5 year Completer Rates
- CTE Concentrators
- College Credits
- Title IA PreK data (Literacy, Math, SEL)
- State Kindergarten Assessment
- Early Literacy Measures
- Safe Oregon Data
- TAG identification
- StepUP supports

#### School Data (programs, safety, climate):

- Oregon School Report Card (school data)
- Common formative assessments
- Course failure rates
- Behavioral Data (SWIS, SRSS, Synergy)
- easyCBM Reading data – (K-5 district, school)
- Intervention Program Data
- Essential Skills Data
- Attendance data (overall and chronic absentee) – three year trend (district, school)
- Stakeholder Data (from surveys, listening sessions)

## 2. Systems Health Data

- ORIS Systems Assessment (done by a stakeholder team)

## 3. Perception Data

- Stakeholder Engagement Process (Fall 2019)
  - Surveys - *Staff, Parents, Community*
    - (Open-ended input: 1) What is going well? 2) What are the challenges you experience? 3) What suggestions do you have?)
  - Face-to-Face Listening Sessions
    - Staff
    - Student Groups (Representing all populations)
    - Student Affinity Groups: Hispanic/Latinx, Students w/ Disabilities
    - Parents Affinity Groups: Hispanic/Latinx, Students w/ Disabilities
    - Community Organizations

### **Educator Data (effectiveness, retention rates, areas of expertise and shortages, job satisfaction):**

- Staff Survey Results (TELL Survey)
- Feedback from district-wide weekly early-release professional development sessions
- Feedback from teachers and administrators on professional development needs
- Feedback from new teacher induction training and mentor training
- Analysis of teacher and administrator evaluation results
- Staff Exit Survey Data
- Staff retention data
- Staff assignment reports
- Stakeholder Survey Results (see above in Perception Data)

### **Other Data:**

- Title IA Parent Involvement Meetings – input from parents
- Parent feedback from community meetings and polling results (in preparation for school bond measure)

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

In all three parts of our Comprehensive Needs Assessment (Student Outcomes, Systems Health, and Perception Data), we applied an equity filter:

- **Student Outcome Data:** For each data set (or measure..both academic and behavioral) that we examined, data was disaggregated by specific student groups and compared to results for all students to identify disparities. Then, we examined results across all student populations to identify any patterns of “chronic disparity.” This analysis revealed that our EL and Student with Disabilities groups showed up as consistently underperforming, compared to all students, on most measures we examined.
- **Systems Health:** As part of our ORIS assessment, we set norms for the team to apply the filter to all students AND specific student groups as we analyzed/assessed the implementation of specific indicators in each of the domains.
- **Perception Data:** As part of our fall Stakeholder Engagement campaign, we specifically engaged parent and student affinity groups in face-to-face listening sessions, for the two populations that we identified in our Student Outcome data review as most consistently underperforming (Hispanic/Latinx and Students w/ Disabilities). We also ensured that our general student listening sessions included students from representative populations. Additionally, we analyzed our survey results through the filter of specific populations.

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

As mentioned above, we applied an equity filter in our examination/analysis of all three parts of the Comprehensive Needs Assessment. Out of this analysis, we determined that two specific student populations showed consistently in the achievement/access gap: English Learners and Students with Disabilities. Our CIP will indicate an explicit focus on these two groups.

Furthermore, as a result of our Systems Health review (ORIS Assessment), we selected an Equity priority with two indicators showing up as strong opportunities for our district (see below). Our analysis highlighted the need for us to address equity at the systemic level, ensuring that we have policy/procedural systems in place that serve as drivers for this work in our district.

- **Equity and Access:** *A welcoming, safe and inclusive environment is expected and reinforced across all district activities and settings.*
- **Identify and Remove Barriers to Success:** *Barriers to advancement, participation, and opportunity are identified and replaced with inclusive and equitable practices in all settings.*

Our schools will be developing School Continuous Improvement Plans that are aligned with our District CIP goal. Their Needs Assessment Process will also include an equity filter, and goals will reflect a focus on disparities for historically and currently underserved groups.

### **What needs did our data review elevate?**

- **Address disparities in Student Performance**
  - Students w/ Disabilities: Suspension rates, academic achievement, 9th Grade On-Track, 4-year Graduation and 5-year Completer rates, Engagement in CTE and extra-curricular programs, Attendance
  - English Learners: Academic achievement (English Language Arts and Math) and English Language Proficiency (MS/HS), 9th Grade On-Track, 4-year Graduation and 5-year Completer rates
- **Equity - Identify and Remove Barriers to Success** (*Barriers to advancement, participation, and opportunity*)
- **Use of data:**
  - To inform support for improved foundational reading skills focus, to improve reading proficiency by 3rd grade
  - To assess on-track performance for secondary students and instructional/behavioral interventions
- **Educator growth and development**
  - Instruction Levers (foundational reading, math)
  - Culturally responsive practices (equity)
  - Culture of Care (trauma-informed practices)
- **Improve our MTSS for students with significant behavioral, social-emotional and mental health needs.**

### **How were stakeholders involved in the needs assessment process?**

During our needs assessment, we were intentional in making sure that representation from stakeholders was included in all aspects of the process, including representation from district staff, school administrators, licensed and classified staff (including association representative), parent/community, students and our school board. We also paid attention to representation from specific populations, with an explicit focus on Hispanic/Latinx and Students with Disabilities.

**Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.**

### **Improve On Track for Success Rates:**

- Strong Start
  - Reading Prof. by 3rd Gr.

- Reduce Chronic Absenteeism
- On Track (Middle School)
  - 8th Gr. Math
  - Reduce Chronic Absenteeism
- On Track to Graduate (High School)
  - 9th Grade On Track
  - 4-Year Graduation Rates
  - Reduce Chronic Absenteeism

**Improve Culture of Care** (all levels):

- Improve MTSS for SEL/behavior, mental health to reduce barriers for students who struggle with behavioral, social-emotion, and/or mental health challenges.

**Equity:**

- Improve Outcomes for for ELs and Students w/ Disabilities
- Attend to systems health indicators for equity (developing a strong foundation) for the evolution of equity work in our district

**Long Term District Goals & Metrics**

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.

<b>Goal 1</b>	<b>Strengthen early literacy systems so all students and all student populations meet their annual growth targets toward becoming proficient readers by 3rd gr.</b>		
Metrics	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
	Smarter Balanced Assessment: <ul style="list-style-type: none"> <li>● 3rd Gr. ELA: Increase 1% to 55% Meet/Exceed</li> </ul>	Smarter Balanced Assessment: <ul style="list-style-type: none"> <li>● 3rd Gr. ELA: Increase 2% to 57% Meet/Exceed</li> </ul>	Smarter Balanced Assessment: <ul style="list-style-type: none"> <li>● 3rd Gr. ELA: Increase 2% to 59% Meet/Exceed</li> </ul>
<b>Goal 2</b>	<b>Increase the percent of all students and all student populations graduating high school in four years.</b>		
Metrics	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
	4-Year Cohort Graduation Rate <ul style="list-style-type: none"> <li>● Increase 1% to 84%</li> </ul> Smarter Balanced Assessment: <ul style="list-style-type: none"> <li>● 8th Gr. Math: Increase 1% to 42% Meet/Exceed</li> </ul> 9th Gr. On-Track <ul style="list-style-type: none"> <li>● Increase 1% to 88%</li> </ul>	4-Year Cohort Graduation Rate <ul style="list-style-type: none"> <li>● Increase 1% to 85%</li> </ul> Smarter Balanced Assessment: <ul style="list-style-type: none"> <li>● 8th Gr. Math: Increase 2% to 44% Meet/Exceed</li> </ul> 9th Gr. On-Track <ul style="list-style-type: none"> <li>● Increase 1% 89%</li> </ul>	4-Year Cohort Graduation Rate <ul style="list-style-type: none"> <li>● Increase 1% to 86%</li> </ul> Smarter Balanced Assessment: <ul style="list-style-type: none"> <li>● 8th Gr. Math: Increase 2% to 46% Meet/Exceed</li> </ul> 9th Gr. On-Track <ul style="list-style-type: none"> <li>● Increase 1% to 90%</li> </ul>
<b>Goal 3</b>	<b>Improve culture of care practices/systems to create safe, engaging school environments for all students.</b>		
Metrics	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
	Reduce Chronic Absenteeism	Reduce Chronic Absenteeism	Reduce Chronic Absenteeism

	<ul style="list-style-type: none"> <li>5% reduction from 2018-19 = 25.4%</li> </ul> <p>Tiered Fidelity Inventory (TFI)</p> <ul style="list-style-type: none"> <li>Elem: All schools - 70% avg. Tier I</li> </ul>	<ul style="list-style-type: none"> <li>5% reduction from 2019-20 = 24%</li> </ul> <p>Tiered Fidelity Inventory (TFI)</p> <ul style="list-style-type: none"> <li>Elem: All schools achieve at least 70% Tier I and an avg. of 70% for Tier II</li> <li>MS/HS: TBD</li> </ul>	<ul style="list-style-type: none"> <li>5% reduction from 2020-21 = 22.8%</li> </ul> <p>Tiered Fidelity Inventory (TFI)</p> <ul style="list-style-type: none"> <li>Elem: All schools maintain at least 70% for Tier I-II and an avg. of 70% for Tier III</li> <li>MS/HS: TBD</li> </ul>
<b>Goal 4</b>	<b>Equity: Identify and remove barriers to success for all students (<i>barriers to advancement, participation, and opportunity</i>).</b>		
	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
	<p>District Equity Team</p> <ul style="list-style-type: none"> <li>Established</li> <li>Long-Short Term Goals Developed</li> </ul> <p>ORIS</p> <ul style="list-style-type: none"> <li>School-Based Needs Assessment Administered (Spring)</li> </ul> <p>SPR&amp;I:</p> <ul style="list-style-type: none"> <li>Disproportionality: Stay under the ODE-established risk ratio target <ul style="list-style-type: none"> <li>Discipline</li> <li>Identification</li> <li>Placement</li> </ul> </li> <li>LRE: Stay above the ODE-established % of students in regular ed.</li> </ul>	<p>District Equity Team</p> <ul style="list-style-type: none"> <li>Team completes formal equity training</li> <li>Meet at least 3x per year</li> </ul> <p>Building-Based Equity Lens</p> <ul style="list-style-type: none"> <li>Install</li> <li>Training completed by building-level teams</li> </ul> <p>ORIS</p> <ul style="list-style-type: none"> <li>School-Based Needs Assessment Administered (Spring)</li> <li>School Continuous Improvement Plans <b>created</b> at each school in alignment with District Continuous Improvement Plan</li> </ul> <p>SPR&amp;I:</p> <ul style="list-style-type: none"> <li>Disproportionality: Stay under the ODE-established risk ratio target <ul style="list-style-type: none"> <li>Discipline</li> <li>Identification</li> <li>Placement</li> </ul> </li> <li>LRE: Stay above the ODE-established % of students in regular ed</li> </ul>	<p>District Equity Team</p> <ul style="list-style-type: none"> <li>Meet at least 5x per year</li> </ul> <p>Building-Based Equity Lens</p> <ul style="list-style-type: none"> <li>Advanced training completed by team</li> </ul> <p>ORIS</p> <ul style="list-style-type: none"> <li>School-Based Needs Assessment Administered (Spring)</li> <li>School Continuous Improvement Plans <b>updated</b> at each school in alignment with District Continuous Improvement Plan updates</li> </ul> <p>SPR&amp;I:</p> <ul style="list-style-type: none"> <li>Disproportionality: Stay under the ODE-established risk ratio target <ul style="list-style-type: none"> <li>Discipline</li> <li>Identification</li> <li>Placement</li> </ul> </li> <li>LRE: Stay above the ODE-established % of students in regular ed</li> </ul>

	<p>class greater than 80% of the time.</p> <ul style="list-style-type: none"> <li>○ Get baseline for # of Students with Disabilities enrolled in CTE, higher level courses and participating in extracurricular activities</li> </ul> <ul style="list-style-type: none"> <li>● SpEd Child Find <ul style="list-style-type: none"> <li>○ Evaluations for SpEd completed within 60 school days of parent consent at 100%</li> </ul> </li> </ul> <p>EL State Report</p> <ul style="list-style-type: none"> <li>● ELPA: Maintain a Level 3 or above on District Report Card (On Track to ELP).</li> <li>● Get baseline for # of Student with Disabilities enrolled in CTE, higher level courses and participating in extracurricular activities</li> </ul>	<p>class greater than 80% of the time.</p> <ul style="list-style-type: none"> <li>○ Increase # of Students with Disabilities enrolled in CTE, higher level courses and participating in extracurricular activities</li> </ul> <ul style="list-style-type: none"> <li>● SpEd Child Find <ul style="list-style-type: none"> <li>○ Evaluations for SpEd completed within 60 school days of parent consent at 100%</li> </ul> </li> </ul> <p>EL State Report</p> <ul style="list-style-type: none"> <li>● ELPA: Maintain a Level 3 or above on District Report Card (On Track to ELP).</li> <li>● Increase # of Student with Disabilities enrolled in CTE, higher level courses and participating in extracurricular activities</li> </ul>	<p>class greater than 80% of the time.</p> <ul style="list-style-type: none"> <li>○ Increase # of Students with Disabilities enrolled in CTE, higher level courses and participating in extracurricular activities</li> </ul> <ul style="list-style-type: none"> <li>● SpEd Child Find <ul style="list-style-type: none"> <li>○ Evaluations for SpEd completed within 60 school days of parent consent at 100%</li> </ul> </li> </ul> <p>EL State Report</p> <ul style="list-style-type: none"> <li>● ELPA: Maintain a Level 3 or above on District Report Card (On Track to ELP).</li> <li>● Increase # of Student with Disabilities enrolled in CTE, higher level courses and participating in extracurricular activities</li> </ul>
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**Initiative Alignment to Support District Goals**

Examples: High School Success, Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
Oregon Literacy Plan	Implementing the Oregon Literacy Plan in the Redmond School District will help ensure that students develop strong reading and writing skills in preparation to succeed in school, college, and career, without need for remediation.
High School Success	The High School Success Act (Measure 98) provides resources to Redmond School District in an effort to help support the improvement of students' progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college or career.
Chronic Absenteeism (HB 4002)	Oregon HB 4002 provided funding to Redmond School District to support efforts towards reducing chronic absenteeism. Helping to identify and solve a student's root causes for regularly missing school is fundamental in the effort to improve high school graduation.

Culture of Care Grant (Better Together)	The Culture of Care initiative aims to provide educators in the Redmond School District with information about how trauma shows up in schools and how to keep students engaged when symptoms of trauma show up in the classroom.
MTSS (SPDG)	Redmond School District leverages the resources from the State Personnel Development Grant to focus on creating a sustainable Response to Intervention system (RTI) in its two middle schools. An expected result of tiered support systems is an increase in an organization's capacity to improve student outcomes through equitable and inclusive practices with an emphasis on protected classes and historically underserved and marginalized student populations.
AVID	Advancement Via Individual Determination provides professional learning for educators in select schools within the Redmond School District in an effort to improve college readiness and success for all students, especially those traditionally underrepresented in higher education.
HB 3499 English Language Learners Strategic Plan	The Redmond School District has used HB 3499 funds to improve equity and access in the school district through the lens of English Learners. The district has targeted use of the funds within three specific areas; 1) to develop a dual language program, 2) to increase the fidelity of our ELD programming, and 3) to broaden our understanding of culturally responsive educational practices and ensure families have access to interpretation and translation of school communications within their native language.

### Annual Evidence Based Strategies, Measures and Actions (to meet district goals)

<i>District Goal this strategy supports</i>	<b>Goal 1: Strengthen early literacy systems so students are proficient readers by 3rd gr.</b>			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	<p><b>If</b> we provide quality resources, ongoing professional learning supports aligned to ELA standards and foundational reading skills research, quality assessments, and we employ effective data analysis/response systems...</p> <p><b>Then</b> our K-3 teachers will 1) implement effective ELA instruction using a variety of aligned resources and supports, and 2) provide early identification and strategic intervention for students who struggle to gain proficiency in foundational reading skills...</p> <p><b>And</b>, our 3rd grade students will meet their ELA growth targets.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall  Evidence of instructional response plan for each K-1 teacher after analysis of Fall Literacy Assessment results.	Winter  Evidence of instructional response plan for each K-1 teacher after analysis of Winter Literacy Assessment results.  Observation look-fors developed with principals (evidence of instruction aligned to standards and reading foundations)	Spring  Pilot Observation Look-for tool and review data as a team to set goals for improvement.

	Measures of Evidence for Students (“and” statement)  <i>NOTE: Due to the incremental roll out of this goal, this year’s focus is on K-1. Next year that will extend to 2-3.</i>	Fall  Review Fall Literacy Assessment Baseline results for K-1 students and establish expected growth.	Winter  Literacy Assessment: Increase results (% TBD) for K-1 students.	Spring  Literacy Assessment: Increase results (% TBD) for K-1 students.
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps</b> To be completed this year		<b>Due Date</b>
	District Reading Specialist,  Elementary Instructional Coach	1. As part of a multi-year roll out of targeted professional development, we will provide job-embedded training for all K and 1st grade teachers and elementary principals in foundational reading skills and use of K-3 literacy assessment.  Also provide separate training for Special Education and EL teachers in foundational reading skills and use of K-3 literacy assessment. Work with Student Services team to discuss strategies for greater alignment of instructional methodologies, resources and assessments between gen. ed. and SpEd for students supported by IEPs and for English Learners.		August Inservice 2019  Spring 2020
	District Reading Specialist,  Elementary Instructional Coach	2. For new K teachers who missed last year’s training, we will provide job-embedded professional development in deeper review of foundational reading skills and use of K-3 literacy assessment.		Fall 2019
	District Reading Specialist,  Elementary Instructional Coach	3. Conduct follow up coaching support to all K and 1st grade teachers 1) in the analysis of K-3 literacy assessment data from Fall baseline, and 2) in planning for strategic instructional intervention for students identified at-risk. Data will further be disaggregated by EL and Stud. w/Disability student groups to assess and address any emerging disparities.		Fall 2019
	District Reading Specialist,	4. Provide follow-up mini-trainings and coaching on use of literacy data to drive instructional planning via early-release days (as requested by teachers and/or principals).		On-going throughout 2019-20 school year.

	Elementary Instructional Coach		
	Curriculum - Instruction - Assessment Team  Elementary Principals and Leadership Teams	5. Conduct review of our district and school MTSS (multi-tiered systems of support, including RtI) for K-3 literacy: <ul style="list-style-type: none"> <li>● Monitor district-wide data using K-3 literacy assessment results (Fall-Winter-Spring) to map improvement trends (district as a whole, and by each elementary school).</li> <li>● Support elementary schools in monitoring their own MTSS for K-3 literacy, using data to focus on effectiveness of intervention and resources aligned with Tier II and III supports.</li> <li>● Identify and address gaps (district and school)</li> </ul>	Winter/Spring 2020
	District Reading Specialist	6. Continue to increase awareness of Dyslexia among K-3 teachers and specialists. <ul style="list-style-type: none"> <li>● Provide ongoing training for READ (Redmond Educators raising Awareness of Dyslexia) team members (2 from each elem. school)</li> <li>● Provide training for SpEd, SLPs and School Psychs, ELD teachers</li> </ul>	Ongoing 2019-20
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	X Leadership X Talent Development Stakeholder Engagement and Partnership X Well-Rounded, Coordinated Learning X Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<b>District Goal this strategy supports</b>	<b>Goal #2: Increase the percent of all students and all student populations graduating high school in four years.</b>		
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices  (Hattie effect size 1.5 Collective Efficacy)	<b>If</b> we create teams of middle school, high school and district leaders (principals, directors, assistant principals, teacher leaders) who meet monthly to review data, and develop plans that utilize evidence based strategies to target students who are not on track to graduate with a specific focus on traditionally underserved groups...  <b>Then</b> school improvement efforts designed to support students at risk of not graduating will be monitored monthly for impact, grounded in data, shared collaboratively with district leadership and aligned to district resource...  <b>And</b> , graduation rates will continue to steadily improve for all students and for all student groups.	

<b><i>How we will know the plan is working</i></b>	Measures of Evidence for Adult Actions (“then” statements”)	<p>Fall</p> <p>Teams established and scheduled monthly for the year</p> <p>Common language of improvement developed and in place (based in Improvement Science research)</p> <p>Plan Do Study Act cycle introduced and in place</p> <p>Systems to review data Multi-tiered systems approach in place (data dashboard)</p>	<p>Winter</p> <p>Teams complete “See The System” activities and complete listening sessions for 100 students, focusing on traditionally underserved students. All schools use the same set of questions.</p> <p>Teams develop AIM for the year. Principals review student feedback and conduct fishbone root cause analysis</p> <p>School teams create PDSA cycle (schools focus on 9th grade on track, 8th grade math or attendance)</p> <p>Teams identify data points to track that are timely and accurate</p> <p>All principals post AIM and PDSA cycle in their office</p> <p>Principals conduct first follow up meeting on first round of plans</p> <p>Training is provided on early warning system (Schoolzilla)</p>	<p>Spring</p> <p>Principals revise PDSA plans to reflect new learning</p> <p>Data is reviewed as a group and shared collectively amongst principals</p> <p>Data tracking/early warning system is implemented (Schoolzilla)</p> <p>Short cycles of improvement are in place and quick learning outcomes are shared each month.</p>
	Measures of Evidence for Students (“and” statement)	<p>Fall</p> <p>Students will participate in face to face listening sessions to share what’s working well, what’s not, and ideas to improve schools. Specific focus will be put on listening to traditionally underserved groups.</p> <p>Math course pass rates for trimester one will be collected and reviewed.</p>	<p>Winter</p> <p>9th grade credits earned are collected and compared to winter of 18/19</p> <p>Review of student attendance (regular attenders) for improvement.</p>	<p>Spring</p> <p>Reduction in numbers of 9th grade students failing two or more courses vs previous year</p> <p>Increase in regular attenders at both middle school and high school</p>

	<b>Person or Team Responsible</b>	<b>Action Steps</b> To be completed this year	<b>Due Date</b>
<b>How we will get the work done</b>	Director of Secondary Programs  School Principals and Assistant Principals	1. Build Principal and District Collective Efficacy: Develop a common language of improvement for school leaders utilizing the Improvement Science model to build cycles for improvement: <ol style="list-style-type: none"> <li>a. See the system work, review school level data and conduct student interviews at each school - specific focus on traditionally underserved student groups</li> <li>b. Cause analysis from stakeholder perspective with fishbone activity</li> <li>c. PLAN DO STUDY ACT cycle introduced</li> <li>d. Data selection and monitoring - one month cycles</li> </ol> Rational (Hattie, Leader Collective Efficacy: effect size 1.57)	Spring 2020
	Director of Secondary Programs  Director of School Improvement  Principals  Counselors  Teachers	2. Develop RTI collaboration meetings including systems and processes (beginning with 6th grade students) for reviewing attendance, grades, credit accumulation and disciplinary referrals to identify students at risk of dropping out of high school within four years. Focus on 9th grade transition as measurement of success. <ul style="list-style-type: none"> <li>● Utilize early warning system (Schoolzilla)</li> <li>● Review school tiered systems of support and identify opportunities for support</li> <li>● Develop clear protocol for responding to student needs</li> <li>● Scale up Read 180 and System 44: track literacy data through middle school for all subgroups of students</li> </ul> Rational (Hattie, Response to Intervention: effect size 1.29)	Spring 2020
	Math Instructional Coach  Director of Secondary Programs  Principals  Math Teachers	3. Deepen partnership with research driven, evidence based best practice in math by collaborating with Teachers Development Group to ensure equity of opportunity and achievement in math in grades 6-12. <ul style="list-style-type: none"> <li>● Deepen knowledge of common language of mathematical practices</li> <li>● Resource data snap math classroom walkthroughs with math instructional coach and principals</li> <li>● Provide leadership training through Teachers Development Group for classroom teachers and school leaders focusing on engaging, rigorous and accessible math tasks</li> </ul>	Fall 19 - Spring 20

<p><b>What are we going to do?</b></p>	<p>Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices</p>	<p><b>If</b> we develop an inclusive college going culture based in student self efficacy through a systematic implementation and scale up of AVID elective and AVID schoolwide in grades 6-12 (Advancement Via Individual Determination) while providing ongoing deep professional learning for staff</p> <p><b>Then</b> all teachers will have in-depth, job embedded professional learning on AVID strategies which will unify and focus efforts on raising the level of rigor and expectation for all students while creating a college going culture schoolwide</p> <p><b>And</b>, all students, including all student populations will be more likely to attend school regularly (90% or more), achieve passing grades and graduate high school in four years with a plan to attend post secondary education.</p> <p>Rational (Hattie, Self Efficacy: effect size .92)</p>		
<p><b>How we will know the plan is working</b></p>	<p>Measures of Evidence for Adult Actions (“then” statements)</p>	<p style="text-align: center;"><b>Fall</b></p> <p>Establish School Improvement Wednesday calendar. AVID professional learning for staff is happening at least once a month if not twice a month.</p> <p>Begin implementing AVID classroom walk throughs. Conduct team walk throughs at secondary schools with AVID regional coordinator and collect feedback for improvement</p> <p>Determine WICOR walk through look for document</p> <p>Review and learn fidelity measure and plan for utilization in spring</p>	<p style="text-align: center;"><b>Winter</b></p> <p>Conduct ongoing classroom walk throughs looking at teacher expectations for ALL students and identify WICOR strategies.</p> <p>Schools begin implementing surveys to collect data on teacher expectations of students. Example: “Do you expect all of your students to attend college?”</p>	<p style="text-align: center;"><b>Spring</b></p> <p>Collect teacher input on AVID professional learning opportunities for the year.</p> <p>Final school fidelity measures finalized and reviewed with school leadership team.</p> <p>Plans in place for professional learning for teachers for summer and for 20/21 school year</p> <p>Identify clear measures of adult actions for 20/21</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p style="text-align: center;"><b>Fall</b></p> <p>Attendance rates (90% or greater) for AVID students</p> <p>Number of students failing 2 or more courses</p> <p>Suspension &amp; Referral Data</p>	<p style="text-align: center;"><b>Winter</b></p> <p>Attendance rates (90% or greater) for AVID students</p> <p>Number of students failing 2 or more courses</p> <p>Suspension &amp; Referral Data</p>	<p style="text-align: center;"><b>Spring</b></p> <p>Attendance rates (90% or greater)</p> <p>Number of students failing 2 or more courses</p> <p>Suspension &amp; Referral Data</p>

		Beginning of year survey student self perception survey: (Do you believe you will attend college after high school?)		End of year student self perception survey: (Do you believe you will attend college after high school?)  ACT test data for 11th grade
<b>How We will Get the Work Done</b>	<b>Person or Team Responsible</b>	<b>Action Steps</b> To be completed this year		<b>Due Date</b>
	Director of Secondary Programs  Teachers  AVID site coordinators  Principals	1. Scale up AVID school wide in all middle and high schools <ul style="list-style-type: none"> <li>● Conduct school-wide fidelity measures for all middle schools and high schools</li> <li>● Continue to scale up and measure AVID schoolwide and WICOR strategies being utilized in all courses - raise the level of rigor and expectation for ALL students - use walk through protocol and student work as evidence of rigor</li> <li>● Provide ongoing professional learning for staff and explore AVID equity training</li> </ul>		
	Director of Secondary Programs  Academic Learning Coach  Principals  Teachers & AVID Site Coordinators	2. Provide job embedded professional learning for all staff 6-12 with the focus on raising rigor and implementing WICOR across all secondary schools. <ul style="list-style-type: none"> <li>● Utilize School Improvement Wednesday time to focus on AVID strategies WICOR</li> <li>● Identify district teacher leaders as trainers and facilitators of AVID training within the district</li> <li>● Follow up and review all trainings and implement fidelity tool to measure implementation of AVID in all secondary schools.</li> </ul>		Spring 2020
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	X Leadership X Talent Development X Stakeholder Engagement and Partnership X Well-Rounded, Coordinated Learning X Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

<b>District Goal this strategy supports</b>	<b>Goal #3: Improve culture of care practices/systems to create safe, engaging school environments for all students.</b>			
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	<p><b>If</b> we provide strategic support to improve our district and school-level MTSS (Multi-Tiered Systems of Support) for positive behavior and social-emotional support for all students...</p> <p><b>Then</b> our school and district staff will more effectively and comprehensively implement Tier I, II and III strategies/supports for all students, and for those who require individualized supports...</p> <p><b>And</b>...students who experience behavioral / social-emotional challenges will experience fewer barriers and improved access to learning.</p>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall  Resiliency Survey <ul style="list-style-type: none"> <li>● Implementation at each school</li> </ul>	Winter  Resiliency Survey <ul style="list-style-type: none"> <li>● Analysis of data</li> </ul> TFI (Tiered Fidelity Inventory) conducted at Elem. Schools (Tier I) <ul style="list-style-type: none"> <li>● Analysis of results</li> <li>● School Teams use data to focus improvement in gap areas</li> </ul>	Spring  Resiliency Survey <ul style="list-style-type: none"> <li>● Use of data in planning for 2020-21 (CIP and SIPs)</li> </ul> TFI (Tiered Fidelity Inventory) conducted at Elem. Schools (Tier I) <ul style="list-style-type: none"> <li>● Analysis of results</li> <li>● School Teams use data to focus improvement in gap areas</li> </ul>
	Measures of Evidence for Students (“and” statement)	Fall	Winter  Work with elem. principal team to establish metrics to measure improvement as a result of Tier I supports.	Spring  Beta test metrics to track improvement as a result of Tier I supports.
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps</b> To be completed this year		<b>Due Date</b>
	Director of School Improvement  University of Oregon Partners,	1. As part of a multi-year approach, provide PBIS reboot training (in a multi-year partnership with Univ. of Oregon) to school teams from each elementary school. <ul style="list-style-type: none"> <li>● Focus in this year will be on Tier I systems:               <ul style="list-style-type: none"> <li>○ Leadership Team</li> <li>○ School-wide Expectations</li> <li>○ Systems to Acknowledge Behavior</li> </ul> </li> </ul>		Aug. 2019 Nov. 2019 Spring 2020 (TBD)

	Elementary Principals	<ul style="list-style-type: none"> <li>○ Consequences for Problem Behaviors</li> <li>○ Classroom Systems</li> <li>○ Data and Decisions Systems</li> </ul> <p><i>NOTE: Middle Schools will be part of Year 2 rollout</i></p>	
		<p>2. Conduct TFI (Tiered Fidelity Inventory) at each district school (K-12) to determine a baseline of implementation of Tiered supports.</p> <ul style="list-style-type: none"> <li>● Schools will use this data, in conjunction with a broader needs assessment to set SIP (School Improvement Plan goal for improving Culture of Care).</li> </ul>	Jan. 2020
	District Culture of Care Team	<p>3. Conduct TFI at district level to determine baseline of implementation of Tier I, II, III supports.</p>	Jan. 2020
	District Culture of Care Team	<p>4. Using TFI, SWIS, SRSS data, conduct review of our district and school MTSS (multi-tiered systems of support) for positive behavior (K-12):</p> <ul style="list-style-type: none"> <li>● Develop clear delineation of who/how we support Tier I, II and III (consider both systems and staff). Identify and address gaps.</li> <li>● Based on needs assessment data, conduct a more extensive audit of district and school level supports for Tier III+ students to inform systems improvement.</li> <li>● Use data from MTSS review to support Culture of Care goals for district and schools.</li> <li>● Develop metrics (for elementary) on how to track student outcome progress based on Tier I improvements.</li> </ul> <p><i>NOTE: Comprehensive School Counseling Plan will be part of MTSS framework in Year 2</i></p>	By Spring 2020
	StepUP staff, RELC student support team	<p>5. Develop an onsite pilot model for behavioral / social-emotional Tier II-III supports at our Early Learning Center. Consider as possible scale up to other schools in subsequent years.</p> <p>Initiate planning team for development of middle school level onsite model for Tier II-III supports.</p>	<p>Ongoing Oct. - June 2019-20</p> <p>Winter/Spring 2020</p>
	District Culture of Care team Principals (K-12)	<p>6. In Year I of a partnership with the Culture of Care regional grant focus, we will:</p> <ul style="list-style-type: none"> <li>● Conduct and analyze data from Resiliency Surveys (K-12) to determine district and school grant focus.</li> <li>● Identify five pilot schools and outline strategic supports, developed in conjunction with</li> </ul>	Ongoing 2019-20

	School Leadership Teams (at pilot schools)	<p>Culture of Care coaches and school leadership teams.</p> <ul style="list-style-type: none"> <li>● Culture of Care Coaches will provide training on Tier I and II strategies to support improved Culture of Care practices (available to all schools and outlined for pilot schools).</li> </ul>	
	Director of School Improvement (Coordinator for state Chronic Abs. and MTSS grants), Principals	<p>7. Outline multi-tiered systems and resources focused on the reduction of chronic absenteeism for all students.</p> <ul style="list-style-type: none"> <li>● Continue with the implementation and improvement of a comprehensive positive messaging awareness campaign.</li> <li>● We will a) designate staffing at target locations and b) install/refine building-based attendance teams to review data and to coordinate Tier I campaign activities in addition to tiered interventions for students who are chronically absent or at risk of becoming chronically absent.</li> <li>● Continue with the implementation and expansion of a new EIS data tracking/review system and communication system designed to support improved attendance across the district.</li> </ul>	<p>By December 2019</p> <p>Ongoing throughout 2019-20</p>
	District Culture of Care team	<p>8. Develop a system for the 1) identification of students who experience behavioral / social-emotional challenges that create barriers to accessing educational opportunities, 2) monitoring of effectiveness of interventions for these students.</p>	By Spring 2020
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<p>Leadership</p> <p>X Talent Development</p> <p>Stakeholder Engagement and Partnership</p> <p>X Well-Rounded, Coordinated Learning</p> <p>X Inclusive Policy and Practice</p>	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

<b>District Goal this strategy supports</b>	<b>Goal 4: Equity: Identify and remove barriers to success for all students (<i>barriers to advancement, participation, and opportunity</i>)</b>	
<b>What are we going to do?</b>	<p>Strategy # 3.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p><b>If</b> our district adopts and uses an Equity Lens with fidelity at both the district and school levels, as a filter for needs assessment, decision-making, improvement planning, resource allocation and program evaluation...</p> <p><b>Then</b> our district and school teams will consistently identify and address disparities in access, opportunity, engagement, and outcomes for all students and specifically historically/currently underserved groups...</p>

		<b>And</b> will better serve the needs of <u>all</u> members of our district (students, staff, parents/guardians).		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall State Equity Summit - team attends	Winter Equity Team Established with representation from stakeholders groups.	Spring Equity Team short/long term goals established  Stakeholder Engagement: Equity team considers system for ongoing stakeholder engagement.  ORIS: School-Based Needs Assessment Administered (Spring)
	Measures of Evidence for Students (“and” statement)	Fall Students will participate in face to face listening sessions to share what’s working well, what’s not, and ideas to improve schools. Specific focus will be put on listening to traditionally underserved groups.	Winter Student membership selected for district Equity Team	Spring School-CIP plans will include activities to increase student input into school improvement efforts.
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps</b> To be completed this year		<b>Due Date</b>
	Super-intendent or Designee	1. Establish a district Equity Leadership Team <ul style="list-style-type: none"> <li>● Provide common training for members</li> <li>● Prepare for Equity Lens adoption</li> <li>● Begin development a long-range plan for use of Culturally Responsive Pedagogy</li> </ul>		Spring 2020
	Super-intendent or Designee	2. Stakeholder Engagement <ul style="list-style-type: none"> <li>● Develop a consistent, ongoing process of active stakeholder engagement, including those who represent historically/currently underserved and marginalized student groups. <ul style="list-style-type: none"> <li>○ How are stakeholder groups recruited?</li> <li>○ How is stakeholder input/feedback collected when making governance decisions?</li> </ul> </li> </ul>		Spring 2020

		<ul style="list-style-type: none"> <li>○ How are community partners engaged (e.g. early learning) to fully leverage community resources?</li> </ul>	
	<p>Exec. Dir. of Academic Programs,</p> <p>Director of School Improvement</p> <p>Director of Secondary Programs</p> <p>Title IA Coordinator</p> <p>Student Services</p>	<p>3. Each district school will be supported in the development of a new School Continuous Improvement Plan informed by school needs assessment and aligned with district CIP goals.</p> <ul style="list-style-type: none"> <li>● Use same template and process as district CIP (ORIS Framework, Needs Assessment)</li> <li>● Required elements: Align school goals to district CIP <ul style="list-style-type: none"> <li>○ Plans must specifically address any disparities in data for historically underserved groups (specifically ELs and SwD)</li> </ul> </li> </ul>	Completed by August 2020
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<ul style="list-style-type: none"> <li>X Leadership</li> <li>X Talent Development</li> <li>X Stakeholder Engagement and Partnership Well-Rounded, Coordinated Learning</li> <li>X Inclusive Policy and Practice</li> </ul>	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

## District Plan Self-Monitoring Routines

Please describe the district plan to install quarterly plan-review/monitoring routines (see example below):

- We will establish a review process and timeline (using template similar to the example below) to review/monitor our District CIP. For 2019-20:
  - Use District Leadership Mtgs. and Principal Mtgs. to conduct review process
    - End of Jan., End of April
    - *NOTE: Next year we will establish quarterly review dates.*
  
- School Continuous Improvement Plan reviews will also be installed:
  - Established quarterly through Leadership Team mtgs.
  - Part of school the principal evaluation process will include an on-going review of school level monitoring routines and outcomes.
  
- Report Progress to the Board
  - We will schedule School Board reviews for monitoring progress and updating outcomes on key goal metrics.

### Routine Example:

The chart below does not need to be completed prior to installation of district self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

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

Performance Updates	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?