

Oregon District Continuous Improvement Plan Template
[Monitoring Routine Template](#)

School Year	2019-2020
District	Centennial School District 28J

District Direction

Vision	Centennial School District builds authentic relationships with our diverse community that equitably engages and honors all voices. We intentionally implement rigorous, culturally relevant, and evidence-based practices to cultivate academic excellence for each student.
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Mission	Collaborating in Community - Cultivating Equity - Inspiring Excellence
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Comprehensive Needs Assessment Summary

Over the 2017-18SY, all stakeholders in Centennial were engaged in a highly collaborative Strategic Planning process facilitated by Education for the Future, a nonprofit based at CSU Chico, California. Schools sent teams (approximately 65 total participants) comprised of licensed, classified, and administrative staff to four two-day work sessions. Over these eight days of PD, school teams analyzed demographic, achievement, perception, and program/process data. In order to ensure that an equity lens was applied, each day included equity professional development for the entire group, and all data was disaggregated by race and other student groups including language, poverty, and disability. Themes were aggregated across the district and were used to create district wide priority areas.

A draft plan of priority areas was shared with community partners for feedback, as well as to families through school-based events. Feedback was incorporated into the final four priority areas with an implementation plan for each. The district maintains a multi-channel communication process with Principals and their leadership teams in order to support schools in aligning their building plans for 19-20 with the overarching district plan.

Major themes in data analysis included:

- An urgent need to improve student achievement in both ELA and Math, with implications for curriculum, instruction, assessment, teaming, and professional development
- Disparities in achievement, attendance, behavior, and graduation data (4- and 5-year completion rates) showing inequitable access by race, language, poverty, ability
- High rates of chronic absenteeism
- Student perception survey data indicated less agreement with statements about their experience of relevance and engaging learning
- Need for district systems to support alignment across schools and K-12
- English Learners' progress was noted across state summative exams, showing promising upward trends as a result of recent focus on PD on language development and programmatic adjustments

The district goals and strategies were developed in alignment with building improvement plans. Since the 2017-18 school year the Continuous School and District Improvement work has been embedded in professional development structures to create iterative processes which inform cyclical

analysis of achievement, demographic, perception and program/process data so that the school and district plans are living documents. Centennial also participated in a District Engagement Protocol in January 2019 with Oregon Department of Education staff. The Continuous School Improvement processes have been integrated into school and district routines and data is consistently analyzed in order to inform and update the schools' and district's plan, kicking off the 2019-20 school year with the August 2019 Administrative Preservice, devoting a significant portion of time towards data analysis and continuous improvement.

New for the 2019-2020 school year is the quarterly monitoring routine. Each quarter, the Superintendent & Director of Curriculum & Student Learning will meet with each principal to review timely data connected to the school and district strategic plan. The purpose of the meeting is to focus on next steps- what is working, and what should be revised in response to the data. Multiple measures of data are reviewed, including formative, interim, and summative academic data for math and literacy, attendance data, discipline data and perception data.

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.

Goal 1	All students will meet their annual growth targets in reading.		
Metrics	By 2019	By 2020	By 2021
	Gr. 3-11 ELA Smarter Balanced scores increase by 5%* over prior year	Gr. 3-11 ELA Smarter Balanced scores increase by 5%* over prior year	Gr. 3-11 ELA Smarter Balanced scores increase by 5%* over prior year
Goal 2	All students will meet their annual growth targets in math.		
Metrics	By 2019	By 2020	By 2021
	Gr. 3-11 Math Smarter Balanced scores increase by 5%* over prior year	Gr. 3-11 Math Smarter Balanced scores increase by 5%* over prior year	Gr. 3-11 Math Smarter Balanced scores increase by 5%* over prior year
Goal 3	Increase the graduation rate for all students.		
Metrics	By 2019	By 2020	By 2021
	Overall 77% Students with Disabilities: 54% Economically Disadvantaged: 78% Hispanic/Latino: 79% White: 81% Black/African American: 54%	Overall: 82% Students with Disabilities: 59% Economically Disadvantaged: 83% Hispanic/Latino: 84% White: 86% Black/African American: 64%	Overall: 87% Students with Disabilities: 64% Economically Disadvantaged: 88% Hispanic/Latino: 89% White: 91% Black/African American: 74%
Goal 4	Decrease the overall disproportionate discipline rates for specific student groups.		
Metrics	By 2019	By 2020	By 2021

	<p><i>Students with Disabilities Enrollment: 14%</i> <i>Students with Disabilities Suspensions: 35%→30%</i> <i>African American Enrollment: 7%</i> <i>African American: 13%→12%</i> <i>Multi-racial Enrollment: 6%</i> <i>Multi-racial: 13%→12%</i></p>	<p><i>Set goals decreasing based on prior year's data & Students with Disabilities Enrollment: 14%</i> <i>Students with Disabilities Suspensions: 30%→23%</i> <i>African American Enrollment: 7%</i> <i>African American: 12%→10%</i> <i>Multi-racial Enrollment: 6%</i> <i>Multi-racial: 12%→10%</i></p>	<p>In relationship to overall district percentages <i>Students with Disabilities Enrollment: 14%</i> <i>Students with Disabilities Suspensions: 23%→14%</i> <i>African American Enrollment: 7%</i> <i>African American: 10%→8%</i> <i>Multi-racial Enrollment: 6%</i> <i>Multi-racial: 10%→7%</i></p>
Goal 5	Decrease Chronic Absenteeism (CA) rates for all students; Increase Regular Attendance (RA) rates for all students		
Metrics	By 2019	By 2020	By 2021
	<p>Basis: Decrease the current % of CA by 1/10th annually.</p> <p>Overall: from 28% CA to 25.2%</p> <p>Students with Disabilities: <i>from 35.40% to 31.9%</i></p> <p>Economically Disadvantaged: <i>from 30.10% to 27.09%</i></p> <p>Sts. Experiencing Homelessness: <i>from 55.40% to 49.86%</i></p> <p>Underserved Race/Ethnicities: <i>From 32.80% to 29.52%</i></p>	<p>Basis: Decrease the current % of CA by 1/10th annually.</p> <p>Overall: from 28% CA to 25.2%</p> <p>Students with Disabilities: <i>from 35.40% to 31.9%</i></p> <p>Economically Disadvantaged: <i>from 30.10% to 27.09%</i></p> <p>Sts. Experiencing Homelessness: <i>from 55.40% to 49.86%</i></p> <p>Underserved Race/Ethnicities: <i>From 32.80% to 29.52%</i></p>	<p>Basis: Decrease the 2020 % of CA by 1/10th annually.</p> <p>Overall: from 22.7% CA to 20.4%</p> <p>Students with Disabilities: <i>from 28.7% to 25.83%</i></p> <p>Economically Disadvantaged: <i>from 24.38% to 21.94%</i></p> <p>Sts. Experiencing Homelessness: <i>from 44.87% to 40.38%</i></p> <p>Underserved Race/Ethnicities: <i>from 26.56% to 23.90%</i></p>
Goal 6	All LEP students will meet annual language growth targets.		
Metrics	By 2019	By 2020	By 2021
	<ul style="list-style-type: none"> The percentage of students who met the ELPA21 growth target will increase by 5% in 2019-20 The percentage of students identified as EL for fewer than 5 years exiting EL services will increase by 5% in 2019-20 The percentage of long term (5+ years in EL) students exiting the EL 	<ul style="list-style-type: none"> The percentage of students who met the ELPA21 growth target will increase by 5% The percentage of students identified as EL for fewer than 5 years exiting EL services will increase by 5% The percentage of long term (5+ years in EL) students exiting the EL program will increase by 5% 	<ul style="list-style-type: none"> The percentage of students who met the ELPA21 growth target will increase by 5% The percentage of students identified as EL for fewer than 5 years exiting EL services will increase by 5% The percentage of long term (5+ years in EL) students exiting the EL program will increase by 5%

	program will increase by 5% in 2019-20		
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Initiative Alignment to Support District Goals

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

Initiative/Program	How this initiative/program supports the district to meet goals
Chronic Absenteeism	Reduce Chronic Absenteeism rates, building upon 2018-19 3% district-wide reduction
High School Success	Increase graduation rate, post-secondary readiness for students
21st Century Grant	Align after-school supports to school day
Improvement Partnership	Support improvement planning and build district leadership capacity
Recently Arrived EL Grant	Increase supports for recently-arrived English Learners
TechSmart (MHCRC) Grant	Increase culturally relevant, authentic learning experiences for students by building capacity in teachers
Meyer Memorial Equity Grant	Build capacity in staff to implement culturally responsive practices
Comprehensive School Counseling Program	Focused and committed to providing programs, supports and services to maximize each students ability to actualize their own excellence through academic, career and social/emotional development with community involvement.
SPR&I Consolidated Plan	Focuses specifically on factors impacting students with disabilities. Areas identified for district include: disproportionality, placement, child find, lever, post-school outcomes and assessment.
Oregon Healthy Schools Grant	Brings all aspects of the Whole School, Whole Community, Whole Child (WSCC) model into the educational framework to increase healthier students.

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

Goal 1: All students will meet their annual growth targets in reading.				
CSD Priority Area	<input checked="" type="checkbox"/> Student Focused Teaching and Learning <input checked="" type="checkbox"/> Effective Systems and Programs <input type="checkbox"/> Healthy School Culture and Climate <input type="checkbox"/> Community and Partnerships			
What are we going to do?	Strategy # 1 Written as a Theory of Action and reflects evidence-based practices	If we align district reading PD to goals and metrics Then instructional practices will improve And student achievement will increase		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Desired instructional practices & resources evident in at least 20% of K-1 classrooms.	Winter Desired instructional practices & resources evident in at least 20% of K-1 classrooms.	Spring Desired instructional practices & resources evident in at least 20% of K-1 classrooms.

	Measures of Evidence for Students (“and” statement)	Fall BOY DIBELS Achievement & Growth	Winter MOY DIBELS Achievement & Growth	Spring EOY DIBELS Achievement & Growth	
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date	
	Hubbs/Principals Acker	1. Implement revised K-6 master schedule to include differentiation/intervention time and tighter definition of Core instruction (K-6)		August 2019	
	Hubbs	2. 95% Group PD & Coaching Visits; aligned evidence-based intervention program (K-1)		Fall 2019	
	Hubbs, Acker, Lucas	3. Build capacity in coaches to support effective reading instruction (K-6)		Ongoing	
	Acker, Lucas, Kendall	4. Clearly defined dyslexia processes & related PD (K-1)		August 2019, ongoing	
	Curriculum & Student Services	5. District-wide PD calendar & programmatic “look-fors” (K-12)		September 2019	
	Ad Council, Coaches	6. Collect data on implementation via Google Forms, along defined schedule-baseline Fall, mid-year, year-end. (K-12)		Fall, Winter, Spring; ongoing	
	Systems-Level Actions				
	Student Services, Ad Council and Building Level Teams	7. Implement Multi-tiered Systems of Support, including Early Warning Systems		Ongoing; monthly EWS meetings	
	Student Services, Ad Council and Building Level Teams	8. Implement leadership tools and structures at the department, building and district level to support Multi-tiered Systems of Support teams		Ongoing	
	Ad Council, Building Level Teams	9. Implement Continuous School Improvement processes and data analysis protocols		Ongoing	
	Owens, Educator Effectiveness Committee	10. Implement modified Danielson framework which includes CRP		Ongoing	
	Cabinet and Ad Council	11. Improve communication processes with staff and community regarding strategic plan and implementation progress		Ongoing	
Principals, Coaches	12. Ensure high functioning PLCs analyzing CFA data in order to adjust instructional interventions		Ongoing		
Ad Council, Cabinet	13. Resourced and coordinated K-12 Library/Media program		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 type="checkbox"/> Inclusive Policy and Practice			

Research-Effective Practices Connection	<ul style="list-style-type: none"> Align classroom observations with professional development Assess student learning frequently Make decisions to assist students based on data. Deliver sound instruction in a variety of modes. Engage instructional teams in assessing and monitoring student mastery.
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Goal 2: All students will meet their annual growth targets in math.				
CSD Priority Area	<input checked="" type="checkbox"/> Student Focused Teaching and Learning <input checked="" type="checkbox"/> Effective Systems and Programs <input type="checkbox"/> Healthy School Culture and Climate <input type="checkbox"/> Community and Partnerships			
What are we going to do?	Strategy # 2 Written as a Theory of Action and reflects evidence-based practices	If we align district math PD to goals and metrics Then instructional practices will improve And student achievement will increase		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Desired instructional practices evident in at least 20% of classrooms of teachers who are part of Teachers Development Group Cohorts.	Winter Desired instructional practices evident in at least 60% of classrooms of teachers who are part of Teachers Development Group Cohorts.	Spring Desired instructional practices evident in at least 80% of classrooms of teachers who are part of Teachers Development Group Cohorts.
	Measures of Evidence for Students (“and” statement)	Fall CFAs Math Interim data	Winter CFAs Math Interim data	Spring CFAs Math Interim data
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Hubbs	1. TDG Math best practices 3-day Cohort 2 (Grades 4-12)		August 2019-October 2019
	Acker, MESD	2. Implementation support for Cohorts 1 & 2-learning walks, continued learning (K-12)		Quarterly
	Hubbs/Acker, Math Leadership Teams	3. Implement math interim assessment (K-12)		August 2019-June 2020
	Curriculum, Student Services and HR	4. District-wide PD calendar & identified “look-fors” (K-12)		September 2020
	Admin, Coaches	5. Collect data on implementation through classroom observations. (K-12)		Fall, Winter, Spring; ongoing
	Systems-Level Actions			
Student Services, Ad Council and Building Level Teams	6. Implement MTSS & EWS		Ongoing; monthly EWS meetings	

	Ad Council, Building Level Team	7. Implement Continuous School Improvement processes and data analysis protocols	Ongoing
	Owens, Educator Effectiveness Committee	8. Implement modified Danielson framework which includes CRP	Ongoing
	Cabinet and Ad Council	9. Improve communication processes with staff and community regarding strategic plan and implementation progress	Ongoing
	Principals, Coaches	10. Ensure high functioning PLCs analyzing CFA data in order to adjust instructional interventions	Ongoing
	Hubbs/Acker, Castillo, Scott-Aguirre	11. Implement <i>TechSmart</i> PBL project in grades 7-9 math	Through SY 2020-2021
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 type="checkbox"/> Inclusive Policy and Practice	
Research-Effective Practices Connection	<ul style="list-style-type: none"> Align classroom observations with professional development Assess student learning frequently Make decisions to assist students based on data. Deliver sound instruction in a variety of modes. Engage instructional teams in assessing and monitoring student mastery. 		

Goal 3: Increase the graduation rate for all students.				
CSD Priority Area	<input checked="" type="checkbox"/> Student Focused Teaching and Learning <input checked="" type="checkbox"/> Effective Systems and Programs <input checked="" type="checkbox"/> Healthy School Culture and Climate <input checked="" type="checkbox"/> Community and Partnerships			
What are we going to do?	Strategy # 3 Written as a Theory of Action and reflects evidence-based practices	If we implement evidence-based best practices to support high school students Then staff and systems will proactively meet students' needs And student engagement, credit-acquisition, achievement, and graduation rates will improve		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall HSS imp plan Meyer Imp Plan OR Healthy Schools Comp. School Counseling Program MTSS/EWS SPR&I Consolidated Plan Monitoring Routine	Winter HSS imp plan Meyer Imp Plan OR Healthy Schools Comp. School Counseling Program MTSS/EWS SPR&I Consolidated Plan Monitoring Routine	Spring HSS imp plan Meyer Imp Plan OR Healthy Schools Comp. School Counseling Program MTSS/EWS SPR&I Consolidated Plan Monitoring Routine

	Measures of Evidence for Students (“and” statement)	Fall EWS data- prior year (10-12) Progress report data Interim assessment data Alt Options & Reconnections data AP/CTE enrollment	Winter EWS data Semester 1 Data Interim assessment data Reconnections data Grad Data (prior year) Alt Options & Reconnections data	Spring EWS data Progress report data Interim assessment data AP/CTE forecasting Alt Options & Reconnections data	
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date	
	CHS/CPS Admin Team	1. 9th grade teaming & data analysis		Weekly; Ongoing	
	Ramberg	2 Increase AP, CTE, dual credit opportunities & ensure equitable access		Each Spring for following year via HSS plan/funds	
	Hubbs/Acker	3. Implement math interim assessment		By August 2019	
	CHS/CPS Admin Team	4. Implement culturally specific supports		Each Spring for following year via HSS plan/fund	
	Ramberg, Acker, Wright	5. Align roles and systems to personalize learning opportunities for students (reconnections, grad coach, counselor)		Each Spring for following year via HSS plan/fund	
	Systems-Level Actions				
	Student Services, Ad Council and Building Level Teams	6. Implement MTSS & EWS		Ongoing; monthly EWS	
	Ad Council, Building Level Team	7. Implement Continuous School Improvement processes and data analysis protocols		Ongoing	
	Owens, Educator Effectiveness Committee	8. Implement modified Danielson framework which includes CRP		Ongoing	
	Cabinet and Ad Council	9. Improve communication processes with staff and community regarding strategic plan and implementation progress		Ongoing	
	Principals, Coaches	10. Ensure high functioning PLCs analyzing CFA data in order to adjust instructional interventions		Ongoing	
	Ramberg, Hubbs/Acker, Building Level Admin & Staff	11. Implement HSS Plan		Ongoing	
	Ad Council, Cabinet	12. Identify resources to improve and expand elective/extracurricular opportunities for students.		Ongoing	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning			

		<input checked="" type="checkbox"/> Inclusive Policy and Practice
Research-Effective Practices Connection	<ul style="list-style-type: none"> • Make decisions to assist students based on data. • Ensure content mastery and graduation. • Prepare students for postsecondary options. • Assist students with transitions. 	

Goal 4: Decrease the overall disproportionate discipline rates for specific student groups.

CSD Priority Area	<input type="checkbox"/> Student Focused Teaching and Learning <input checked="" type="checkbox"/> Effective Systems and Programs <input checked="" type="checkbox"/> Healthy School Culture and Climate <input checked="" type="checkbox"/> Community and Partnerships			
What are we going to do?	<p>Strategy # 4 Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we align PD, systems, and resources to data showing disproportionate outcomes for students</p> <p>Then we will build staff capacity to implement culturally relevant practices and develop systems at the school and district level to support this work</p> <p>And discipline rates will become proportionate across student groups.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Meyer Imp Plan Coaching PD Building & District Equity PD Plans MTSS/EWS OR Health Schools Grant Plan Monitoring Routine	Winter Meyer Imp Plan Coaching PD Building & District Equity PD Plans MTSS/EWS OR Health Schools Grant Plan Monitoring Routine	Spring Meyer Imp Plan Coaching PD Building & District Equity PD Plans MTSS/EWS OR Health Schools Grant Plan Monitoring Routine
	Measures of Evidence for Students (“and” statement)	Fall Parent perception data School discipline data EWS	Winter School discipline data EWS	Spring Student perception data School discipline data EWS
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Curriculum & Student Services	1. PD- Trauma Informed Practices, Coaching for equity, SEL		Ongoing
	Student Services	2. Implement MTSS & MTSS Steering Committee (link to implementation steps)		Ongoing monthly MTSS Steering Committee meetings
	EWS Committee	3. Implement behavioral systems recommendations K-12		Ongoing
Systems-Level Actions				

	Ad Council	4. Implement Continuous School Improvement processes and data analysis protocols	Ongoing
	Owens, Educator Effectiveness Committee	5. Implement modified Danielson framework which includes CRP	Ongoing
	Ad Council	6. Improve communication processes with staff and community regarding strategic plan and implementation progress	Ongoing
	CA Leadership and Building Level Teams	7. Implement Chronic absenteeism plan	Ongoing
	Hubbs/Acker	8. NTC Coach PD & Community of Practice	Ongoing
	Principals/coaches	9. Ensure high functioning PLCs analyzing CFA data in order to adjust instructional interventions	Ongoing
	Ad Council, Cabinet	10. Identify resources to improve and expand elective/extracurricular opportunities for students.	Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	
Research-Effective Practices Connection	<ul style="list-style-type: none"> Establish a team structure with specific duties and time for instructional planning. Make decisions to assist students based on data. 		

Goal 5: Decrease Chronic Absenteeism (CA) rates for all students; Increase Regular Attendance (RA) rates for all students				
CSD Priority Area	<input checked="" type="checkbox"/> Student Focused Teaching and Learning <input checked="" type="checkbox"/> Effective Systems and Programs <input checked="" type="checkbox"/> Healthy School Culture and Climate <input checked="" type="checkbox"/> Community and Partnerships			
What are we going to do?	Strategy # 5 Written as a Theory of Action and reflects evidence-based practices	If we implement evidence-based best practices to reduce chronic absenteeism Then student attendance will increase And student achievement will increase with regular attendance		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall CA imp plan Monitoring Routine	Winter CA imp plan Monitoring Routine	Spring CA imp plan Monitoring Routine
	Measures of Evidence for Students (“and” statement)	Fall CA rates/RA rates	Winter CA rates/RA rates	Spring CA rates/RA rates

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	CA Leadership and Building Level Teams	1. Implement ODE district Chronic Absenteeism Plan	Sept 2019-June 2021
	CA Leadership and Building Level Teams	2. Conduct attendance awareness campaign	Sept 2019
	CA Leadership, MTSS Steering Committee and Building Level Teams	3. Integration of attendance expectations to MTSS work	Ongoing
	CA Leadership, MTSS Steering Committee and Building Level Teams	4. Technical assistance to access and analyze data, deliver Tier 1, 2 and 3 supports for attendance	Tier 1 2019-20 Tier I, 2, & 3 2010-21
	CA Leadership, Computer Resource Teachers, MTSS Steering Committee	5. Implement Remind district wide	Training Aug. 2019 Usage Ongoing
	Systems-Level Actions		
	Ad Council	6. Implement Continuous School Improvement processes and data analysis protocols	Ongoing
	Owens, Educator Effectiveness Committee	7. Implement modified Danielson framework which includes CRP	Ongoing
	CA Leadership and Building Level Teams	8. Implement Chronic absenteeism plan	Ongoing
	ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice
Research-Effective Practices Connection	<ul style="list-style-type: none"> • Make decisions to assist students based on data. • Positive phone calls and communications with families • Determine drivers and associated interventions • Focus on attendance improvement instead of perfect attendance 		

Goal 6: All students identified as LEP will meet annual language growth targets.	
CSD Priority Area	<input checked="" type="checkbox"/> Student Focused Teaching and Learning <input checked="" type="checkbox"/> Effective Systems and Programs <input type="checkbox"/> Healthy School Culture and Climate <input type="checkbox"/> Community and Partnerships

What are we going to do?	Strategy # 6 Written as a Theory of Action and reflects evidence-based practices	If we implement evidence-based best practices to support language development Then we will build capacity in staff to support students' language development And students' language proficiency will increase			
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Instructional practice change evidenced by walk-throughs in 20% of classrooms of teachers participating in CM cohorts.	Winter Instructional practice change evidenced by walk-throughs in 60% of classrooms of teachers participating in CM cohorts.	Spring Instructional practice change evidenced by walk-throughs in 80% of classrooms of teachers participating in CM cohorts.	
	Measures of Evidence for Students ("and" statement)	Fall, winter and spring writing CFAs with embedded language supports for instruction will be developed (grades 3-6), The winter writing CFA will be administered in grades 3-6 and will be part of a Monitoring Routine.			
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		By When?	
	Fed Programs	1. Constructing Meaning (new cohort- 5 sessions)		March 2020	
	Fed Programs	2. CM Leadership Institute (Cohort 1 staff)		August 2019	
	Fed Programs	3. Instructional coaching and implementation support from CM TOSAs		Ongoing	
	Fed Programs	4. Recently Arrived EL PD for staff		August 2019	
	Fed Programs	5. Increased collaboration opportunities between EL and T1 staff (K-12)		3x per year	
	Hubbs/Fed Programs/Acker	6. Master scheduling supports targeted language instruction (K-6)		By August 2019	
	CM TOSA	7. Develop Writing CFAs for implementation in 19-20 (K-6)		Ongoing	
	CM TOSA	8. Identify opportunities for CM integration with Math (K-12)		Ongoing	
	Systems-Level Actions				
	Fed Programs	9. Build socio-cultural competencies in staff via PD and strategic partnerships		Ongoing	
	Principals	10. Ensure high functioning PLCs analyzing CFA data in order to adjust instructional interventions		Ongoing	
	Fed Programs	12. Convene a committee to develop a multi-year implementation plan for Dual Language Immersion.		August 2019-May 2020	
	Curriculum, Student Services and HR	13. District-wide PD calendar & identified "look-fors" (K-12)		September 2020	
Ad Council, Coaches	14. Collect data on implementation via Google Forms, along defined schedule-baseline Fall, mid-year, year-end. (K-12)		Fall, Winter, Spring; ongoing		

<p>ORIS Domain Alignment</p>	<p>ORIS Domain(s) this strategy supports</p>	<p><input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice</p>
<p>Research- Effective Practices Connection</p>	<ul style="list-style-type: none"> ● Align classroom observations with professional development ● Assess student learning frequently ● Make decisions to assist students based on data. ● Deliver sound instruction in a variety of modes. ● Engage instructional teams in assessing and monitoring student mastery. 	

Goal 7: Ensure safe and secure environments that support teaching and learning				
CSD Priority Area	<input type="checkbox"/> Student Focused Teaching and Learning <input type="checkbox"/> Effective Systems and Programs <input checked="" type="checkbox"/> Healthy School Culture and Climate <input checked="" type="checkbox"/> Community and Partnerships			
What are we going to do?	Strategy # 7 Written as a Theory of Action and reflects evidence-based practices	If we address elements that contribute to a safe and secure environment that supports teaching and learning, specifically an action plan for facilities, strategic partnerships, and multifaceted communication plan Then we will improve systems for communication, student support and safety And ensure optimal environment for teaching and learning		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Title IV Plan Long Range Facilities Plan School PD plans	Winter Title IV Plan Long Range Facilities Plan School PD plans	Spring Title IV Plan Long Range Facilities Plan School PD plans Staff Perception Surveys
	Measures of Evidence for Students (“and” statement)	Fall Parent Perception Surveys Monitoring Routine	Winter Student/Staff Perception Surveys Monitoring Routine	Spring Org Learning Perception Surveys Monitoring Routine
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		By When?
	Principals	1. Analyze perception survey data in order to inform school improvement plan		Annually each Spring
	Cabinet	2. Analyze Organizational Learning (admin) perception surveys in order to inform district processes		Annually each Spring
	Ad Council	3. Deliver centrally coordinated messaging regarding school plan alignment to district plan		May Inservice; ongoing
	Fenstermacher & Wangeman	4. Long Range Facilities Advisory Group provides recommendations to School Board		Summer 2019-Spring 2020
	Fenstermacher & Fed Programs	5. Create an accessible partner inventory with descriptions of services of partnering organizations- which schools utilize each, and clear district communication path for partnering		Ongoing
	Coakley	6. Implement community partner annual perception survey		Annually each Spring
	Fed Programs	7. Implement 21st CCLC Grant (Focus of CR, socio-cultural competencies, alignment of PD and evaluation)		Ongoing
	Fenstermacher	8. Implement multiple methods for community outreach <ul style="list-style-type: none"> • Include social media, web 		Ongoing

		<p>presence, calendars of events, and internal communication structures) and internal structures (e.x. District-wide messaging -- frequency and methods)</p> <ul style="list-style-type: none"> • Continue providing a Community Mailer twice a year to all district residents • Incorporate update on district vision and strategic plan into communication updates 	
Systems-Level Actions			
	Student Services, Ad Council and Building Level Teams	1. Implement Comprehensive School Counseling Programs	Ongoing; monthly EWS
	Ad Council, Building Level Team	2. Implement Continuous School Improvement processes and data analysis protocols	Ongoing
	WOW Committee and Building Level Teams	3. Implement Oregon Healthy Schools Grant	Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	
Research-Effective Practices Connection	<ul style="list-style-type: none"> • Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders. 		

Center on Innovations in Learning (2017) Effective Practices: Research Briefs and Evidence Ratings. Temple University, Philadelphia, PA