

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

School Year	2019-2021
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.
Mission	Collaborating in Community - Cultivating Equity - Inspiring Excellence
Comprehensive Needs Assessment Summary	
<p>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.</p> <p>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.</p> <p>Major themes in data analysis included:</p> <ul style="list-style-type: none"> ● 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 <p>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</p>	

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.

CIP Goals - At-a-Glance

Reading	Math	Grad Rate	Discipline	Absenteeism	LEP	Environments
Annual Growth Targets	Annual Growth Targets	Increase	Decrease Disproportionate	Decrease CA Increase RA	Annual ELPA Growth Targets	Safe Secure

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%		Overall: 82% Students with Disabilities: 59% Economically Disadvantaged: 83%		Overall: 87% Students with Disabilities: 64% Economically Disadvantaged: 88%	

	Hispanic/Latino: 79% White: 81% Black/African American: 54%	Hispanic/Latino: 84% White: 86% Black/African American: 64%	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
	<i>Students with Disabilities Enrollment: 14%</i> Students with Disabilities Suspensions: 35%→30% <i>African American Enrollment: 7%</i> African American: 13%→12% <i>Multi-racial Enrollment: 6%</i> Multi-racial: 13%→12%	<i>Set goals decreasing based on prior year's data & Students with Disabilities Enrollment: 14%</i> Students with Disabilities Suspensions: 30%→23% <i>African American Enrollment: 7%</i> African American: 12%→10% <i>Multi-racial Enrollment: 6%</i> Multi-racial: 12%→10%	In relationship to overall district percentages <i>Students with Disabilities Enrollment: 14%</i> Students with Disabilities Suspensions: 23%→14% <i>African American Enrollment: 7%</i> African American: 10%→8% <i>Multi-racial Enrollment: 6%</i> Multi-racial: 10%→7%
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
	Basis: Decrease the current % of CA by 1/10th annually. Overall: from 28% CA to 25.2% Students with Disabilities: <i>from 35.40% to 31.9%</i> Economically Disadvantaged: <i>from 30.10% to 27.09%</i> Sts. Experiencing Homelessness: <i>from 55.40% to 49.86%</i> Underserved Race/Ethnicities: <i>From 32.80% to 29.52%</i>	Basis: Decrease the current % of CA by 1/10th annually. Overall: from 28% CA to 25.2% Students with Disabilities: <i>from 35.40% to 31.9%</i> Economically Disadvantaged: <i>from 30.10% to 27.09%</i> Sts. Experiencing Homelessness: <i>from 55.40% to 49.86%</i> Underserved Race/Ethnicities: <i>From 32.80% to 29.52%</i>	Basis: Decrease the 2020 % of CA by 1/10th annually. Overall: from 22.7% CA to 20.4% Students with Disabilities: <i>from 28.7% to 25.83%</i> Economically Disadvantaged: <i>from 24.38% to 21.94%</i> Sts. Experiencing Homelessness: <i>from 44.87% to 40.38%</i> Underserved Race/Ethnicities: <i>from 26.56% to 23.90%</i>
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 will increase by 5% in 2019-20 The percentage of students identified as EL 	<ul style="list-style-type: none"> The percentage of students who met the ELPA21 growth target will increase will increase by 5% The percentage of students identified as EL 	<ul style="list-style-type: none"> The percentage of students who met the ELPA21 growth target will increase will increase by 5% The percentage of students identified as EL

	for fewer than 5 years exiting EL services will increase by 5% in 2019-20 <ul style="list-style-type: none"> The percentage of long term (5+ years in EL) students exiting the EL program will increase by 5% in 2019-20 	for fewer than 5 years exiting EL services will increase by 5% <ul style="list-style-type: none"> The percentage of long term (5+ years in EL) students exiting the EL program will increase by 5% 	for fewer than 5 years exiting EL services will increase by 5% <ul style="list-style-type: none"> The percentage of long term (5+ years in EL) students exiting the EL program will increase by 5%
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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
	Acker/Principals	1. Implement revised K-6 master schedule to include differentiation/ intervention time and tighter definition of Core Instruction (K-6)		August 2019
	Acker	2. 95% Group PD & Coaching Visits; aligned evidence-based intervention program (K-1)		Fall 2019
	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
	Ad Council, Coaches	5. Collect data on implementation via Google Forms, along with defined schedule- baseline Fall, mid-year, year-end.(K-12) Adult Actions: Tied to Evidence-Based Practices Work (Walk-through Tool)		Fall, Winter, Spring; ongoing
	Ad Council, Cabinet	6. 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. 			

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?	<p>Strategy # 2 Written as a Theory of Action and reflects evidence-based practices</p> <p>If we align district math PD to goals and metrics</p> <p>Then instructional practices will improve</p> <p>And student achievement will increase</p>

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
	Acker	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
	Acker, Math Leadership Teams	3. Implement math interim assessment (K-9)		August 2019-June 2020
	Admin, Coaches	4. Collect data on implementation through classroom observations. (K-12) Tied to Evidence-Based Practices Work (Walk-through Tool)		Fall, Winter, Spring; ongoing
	Acker, Castillo, Scott-Aguirre	5. 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?	<p>Strategy # 3 Written as a Theory of Action and reflects evidence-based practices</p> <p>If we implement evidence-based best practices to support high school students</p> <p>Then staff and systems will proactively meet students’ needs</p>

		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
	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
	Ramberg, Acker, Building Level Admin & Staff	6. Implement HSS Plan		Ongoing
	Ad Council, Cabinet	7. Identify resources to improve and expand elective/extracurricular opportunities for students.		Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input 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.

<p>CSD Priority Area</p>	<p><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</p>			
<p>What are we going to do?</p>	<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>		
<p>How we will know the plan is working</p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall Meyer Imp Plan Coaching PD Building & District Equity PD Plans MTSS/EWS OR Health Schools Grant Plan Monitoring Routine</p>	<p>Winter Meyer Imp Plan Coaching PD Building & District Equity PD Plans MTSS/EWS OR Health Schools Grant Plan Monitoring Routine</p>	<p>Spring Meyer Imp Plan Coaching PD Building & District Equity PD Plans MTSS/EWS OR Health Schools Grant Plan Monitoring Routine</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall Parent perception data School discipline data EWS</p>	<p>Winter School discipline data EWS</p>	<p>Spring Student perception data School discipline data EWS</p>
<p>How we will get the work done</p>	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>
	<p>Curriculum & Student Services</p>	<p>1. PD- Trauma Informed Practices, Coaching for equity, SEL</p>		<p>Ongoing</p>
	<p>Student Services</p>	<p>2. Implement MTSS & MTSS Steering Committee (link to implementation steps)</p>		<p>Ongoing monthly MTSS Steering Committee mtgs</p>
	<p>EWS Committee</p>	<p>3. Implement behavioral systems recommendations K-12</p>		<p>Ongoing</p>
	<p>CA Leadership and Building Level Teams</p>	<p>4. Implement Chronic absenteeism plan</p>		<p>Ongoing</p>
	<p>Acker</p>	<p>5. NTC Coach PD & Community of Practice</p>		<p>Ongoing</p>
	<p>Ad Council, Cabinet</p>	<p>6. Identify resources to improve and expand elective/extracurricular opportunities for students.</p>		<p>Ongoing</p>

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
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	CA Leadership and Building Level Teams	1. Implement ODE district Chronic Absenteeism Plan		Sept 2019-June 2021
	CA Leadership, MTSS Steering Committee and Building Level Teams	2. Technical assistance to access and analyze data, deliver Tier 1, 2 and 3 supports for attendance		Tier 1 2019-20 Tier 1, 2, & 3 2010-21
	CA Leadership, Computer Resource Teachers, MTSS Steering Committee	3. Implement Remind district wide		Training Aug. 2019 Usage 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
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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
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What are we going to do?	<p>Strategy # 6 Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we implement evidence-based best practices to support language development</p> <p>Then we will build capacity in staff to support students' language development</p> <p>And students' language proficiency will increase</p>
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How we will know the plan is working	<p>Measures of Evidence for Adult Actions ("then" statements")</p>	<p>Fall Instructional practice change evidenced by walk-throughs in 20% of classrooms of teachers participating in CM cohorts.</p>	<p>Winter Instructional practice change evidenced by walk-throughs in 60% of classrooms of teachers participating in CM cohorts.</p>	<p>Spring Instructional practice change evidenced by walk-throughs in 80% of classrooms of teachers participating in CM cohorts.</p>
	<p>Measures of Evidence for Students ("and" statement)</p>	<p>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.</p>		

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
	Acker/Fed Programs	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
	Fed Programs	9. Build socio-cultural competencies in staff via PD and strategic partnerships	Ongoing

	Fed Programs	10. Convene a committee to develop a multi-year implementation plan for Dual Language Immersion.	August 2019-May 2020
	Ad Council, Coaches	11. Collect data on implementation via Google Forms, along defined schedule-baseline Fall, mid-year, year-end. (K-12)	Fall, Winter, Spring; 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"> ● 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?	<p>Strategy # 7 Written as a Theory of Action and reflects evidence-based practices</p>	<p>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</p> <p>Then we will improve systems for communication, student support and safety</p> <p>And ensure optimal environment for teaching and learning</p>		
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 presence, calendars of events, and internal communication structures) and internal structures (e.x. District-wide messaging -- frequency and methods) • Continue providing a Community Mailer twice 		Ongoing

		<ul style="list-style-type: none"> a year to all district residents Incorporate update on district vision and strategic plan into communication updates 	
	Student Services, Ad Council, Bldg. Level Teams	9. Implement Comprehensive School Counseling Programs	Ongoing; monthly EWS
	WOW Committee and Building Level Teams	10. 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. 		

Systems-Level Actions - Across Multiple Goals (All goals unless otherwise specified)			
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		
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	By When?
	Student Services, Ad Council, Bldg. Level Teams	1. Implement Multi-tiered Systems of Support, including Early Warning Systems (Goals 1-6)	Ongoing; monthly EWS meetings
	Student Services, Ad Council and Bldg Level Teams	2. Implement leadership tools and structures at the dept., bldg. and district level to support MTSS teams (Goals 1-6)	Ongoing
	Principals, Coaches	3. Ensure high functioning PLCs analyzing CFA data in order to adjust instructional interventions (Goals 1-6)	Ongoing
	Owens, Educator Effectiveness Committee	4. Implement modified Danielson framework which includes CRP (Goals 1-6)	Ongoing
	Curriculum, Student Services and HR	5. District-wide PD calendar & identified "look-fors" (K-12) (Goals 1-6)	September 2020
	Ad Council, Building Level Teams	6. Implement Continuous School Improvement processes and data analysis protocols	Ongoing
	Cabinet and Ad Council	7. Improve communication processes with staff and community regarding strategic plan and implementation progress	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"> • Stated in related goal areas 	

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