

Oregon School Continuous Improvement Plan Template

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| School Year | 2019-2020 |
| School | Mosier Community School |

School Direction Section

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| Vision | |
| Mission | Fostering independent learning and citizenship, in partnership with and for the benefit of, our Mosier community. Students will become global citizens who analyze their work in a critical and equitable manner, while respecting the richness and diversity of all living things. |

Comprehensive Needs Assessment Summary

What data did our team examine?

Systems Data: ORIS Needs Assessment, Tiered Fidelity Inventory (PBIS Apps), ESD Behavior System Implementation Summary

Perception Data: PBIS Assessment Climate Surveys (student, family, and staff. Surveys also broken down by race, ethnicity, and student populations), School Implementation Scale, and TELL Survey

Student Outcome Data: SBAC results (math and ELA), State School Report Card and Accountability Details (broken down by student population), attendance data, and STAR Reading and STAR Math Data.

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

Data was disaggregated by student population in detailed accountability reports from state assessments. The team looked deeply at ELL students, the Special Education population, Latino students, and economically disadvantaged students.

Were inequities in student outcomes examined?

The team spent a great deal of time looking at student outcomes of all students in ELA and Math. Math performance is a significant concern and a focus of work in 2019-2020.

MCS' highest risk populations consistently experienced greater gaps in their learning than did their less impacted peers. This included MCS' Latino students, students with disabilities, English Language Learners, and migrant students.

What needs did our data review elevate?

Including the gaps listed above for historically underserved populations, in the 2019 testing window several groups of MCS students struggled significantly in math as reflected by their Smarter Balanced scores. In particular, MCS students in grades 4, 6, 7, and 8 all struggled to meet state benchmarks, showing a marked decline from previous years.

Data yielded from several sources including referral reports and the report by the Superintendent of the Columbia Gorge ESD also show a wide disparity in behavior interventions throughout the school, particularly in Mosier Middle School.

How were stakeholders involved in the needs assessment process?

Stakeholders were engaged in multiple ways throughout the process. Families and students were involved in Spring of 2019 in a community cafe in which they responded to prompts to collect feedback and thoughts on the school-wide behavior system. Students, families, and staff participated in school climate surveys and the data was used to elevate priorities and needs in school-wide systems. The staff participated in collaborative process of reviewing behavior system data (Tiered Fidelity Inventory) and identified priorities and need for further implementation of the tiered system for behavior, and those ideas were incorporated into this plan. The team that completed the ORIS Needs Assessment and the School Improvement Planning process included staff (SPED, ELL, Student Support), parent representation, and school board representation.

Which needs will become priority improvement areas?

Priority One: Improve growth and achievement in ELA and Math.
Priority Two: Increase student social, emotional, and behavioral skills.
Priority Three: Ensure equitable practices in all school and district systems.

Long Term School Goals & Metrics

All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in ELA.*

Metrics are outlined for the year(s) to come.

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| Goal 1 | All students will demonstrate typical growth and achievement in ELA. | | |
| Metrics | By Spring 2020 | By Spring 2021 | By Spring 2022 |
| | 1 year “typical growth” as shown in STAR Reading. Cohort SBAC scores in grades 3-8 will increase 5%. | 1. 5 years “typical growth” as shown in STAR Reading. Cohort SBAC scores in grades 3-8 will increase an additional 5% (10% total). | 1.5 years “typical growth” as shown in STAR Reading. Cohort SBAC scores in grades 3-8 will increase an additional 5% (15% total). |
| Goal 2 | All students will demonstrate typical growth and achievement in math. | | |
| Metrics | By Spring 2020 | By (year) | By (year) |
| | 1 year “typical growth” as shown in STAR Math. Cohort SBAC scores in grades 3-8 will increase 5%. | 1. 5 years “typical growth” as shown in STAR Math. Cohort SBAC scores in grades 3-8 will increase an additional 5% (10% total). | 1.5 years “typical growth” as shown in STAR Math. Cohort SBAC scores in grades 3-8 will increase an additional 5% (15% total). |
| Goal 3 | All students will develop social, emotional and behavioral skills needed to be independent learners who are prepared to successfully participate and partner as global citizens while respecting the richness and diversity of all living things. | | |
| Metrics | By Spring 2020 | By Spring 2021 | By Spring 2022 |
| | Climate and culture survey results will average a 3 (on a scale of 1-4). See an increase in regular attender rates and decrease in chronic absenteeism by 3% Reduction in exclusionary disciplinary measures by 10%. | Climate and culture survey results will average a 3.25 (on a scale of 1-4). See an increase in regular attender rates and decrease in chronic absenteeism by 6% Reduction in exclusionary disciplinary measures by 25%. | Climate and culture survey results will average a 3.5 (on a scale of 1-4). See an increase in regular attender rates and decrease in chronic absenteeism by 9% Reduction in exclusionary disciplinary measures by 50%. |
| Goal 4 | Each student will flourish in a school community that guarantees equitable practices are in place in all settings and all adults will support them in everything they strive to do. | | |
| Metrics | By Spring 2020 | By Spring 2021 | By Spring 2022 |
| | Collect and analyze data (particularly for student populations/traditionally | Use data collected evidence of system practices to make | Publish school equity plan. |

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| | marginalized student groups) and assess current systems, structures, and procedures for equitable outcomes. | necessary adjustments with equity in mind. | Continue assessment of systems and practices, making necessary adjustments based on data (improvement cycle). |
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Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

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| Initiative/Program | How this initiative/program supports the school to meet goals |
| State Personnel Development Grant | Implementation of tiered systems of support. |
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Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

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| <i>District or School Goal this strategy supports</i> | Goal: All students will demonstrate typical growth and achievement in ELA. | | | |
| <i>What are we going to do?</i> | Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices | If we provide an aligned, evidence-based curriculum and materials in grades K-8 with resources and effective professional learning supports, then teachers will deliver effective, research based practices, improving instruction, and student outcomes for growth and achievement will improve. | | |
| <i>How we will know the plan is working</i> | Measures of Evidence for Adult Actions (“then” statements”) | Fall K-5 Initial Benchmark Training has occurred. 6-8 curriculum committee formed and research begun. Walkthrough tool and system created. | Winter Agreed upon observation tool and walkthrough system is used to collect data that shows implementation of common instructional practices in the classroom. 75% of data collected show “strong” markers of implementation for agreed upon instructional strategies. | Spring Agreed upon observation tool and walkthrough system is used to collect data that shows implementation of common instructional practices in the classroom. 90% of data collected show “strong” markers of implementation for agreed upon instructional strategies. |
| | Measures of Evidence for Students (“and” statement) | Fall Collect fall benchmark, baseline data. K-8: STAR Reading Establish process for creating and monitoring goals over winter/ spring. | Winter Goals will be determined after fall benchmarking and common instructional practices will be developed to address those needs. | Spring Establish protocol to assess progress on winter goals. Check progress using STAR data. Use results to develop plans for instructional changes for following year. |

| | Person or Team Responsible | Action Steps To be completed this year | Due Date |
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| How we will get the work done | Executive Director | 1.Ensure K-5 teachers have adequate Benchmark materials and resources to implement core curriculum to fidelity. Order necessary materials for K-5 teachers. | 8/19/2019 |
| | Curriculum Committee including at least 6th-8th grade Humanities instructor, ED, and 4th-5th grade teacher. | 2. Research and adopt a 6-8 core curriculum that aligns with Benchmark. | 3/21/2020 |
| | Executive Director | 3. Provide teachers with professional learning and support in core curriculum resources/materials to implement to fidelity. Schedule Benchmark curriculum training. | 1/31/2020 |
| | MTSS Leadership Team | 4. Provide professional learning and support for K-5 teachers to use Benchmark teaching practices and strategies with source material within the place-based model. Scheduling with place-based trainer, Sarah Anderson. | 08/19/2020 |
| | MTSS Leadership Team | 5.Provide professional learning and support for 6-8 teachers to implement core curriculum approaches within a place-based model and humanities block approach. Scheduling with place-based trainer, Sarah Anderson. | 08/19/2020 |
| | MTSS Leadership Team | 6. Provide training and support for IAs in core curriculum instructional practices and small group facilitation. Include IAs in Benchmark curriculum training. | 1/31/2020 |
| | MTSS Leadership Team | 7. Create and implement a calendar of continuous professional learning supports for teachers and IAs. | 02/28/2020 |
| | ED, Student Support Specialist, and ELD Teacher | 8. Grades 4-5 teachers and middle school humanities trained in Constructing Meaning and new primary staff (K-1st grade) in Systematic ELD. | 06/30/2021 |
| | ED, Student Support Specialist, and ELD teacher | 9. Provide ongoing professional learning support within the calendar for Constructing Meaning and Systematic ELD to braid it into Benchmark curriculum and other content areas. | 06/30/2022 |
| | ED, Student Support | 10. Create a walkthrough/look-for tool and a system for conducting walkthroughs that includes look-fors | 06/30/2020 |

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| | Specialist, ELD teacher | from CM/SysELD, Benchmark and Responsive Classroom. | | |
| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice | | |
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| What are we going to do? | Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices | If we develop and implement a systematic, data-driven approach to identifying students in need of tier 2 and 3 interventions and supports, then staff will be able to effectively implement strategies at each tier, and students will receive the appropriate level of intervention support needed to increase academic growth. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | Fall Form MTSS Leadership Team (learning specialist, ELD, Student Support Specialist, K-2, 3-5 and 6-8 reps, executive director) Master schedule to accommodate intervention groups. Decision Rules created for entering and exiting. Core Review Meeting minutes, student intervention groups. Intervention review meeting minutes | Winter Core Review Meeting minutes, student intervention groups. Intervention review meeting minutes | Spring Core Review Meeting minutes, student intervention groups. Intervention review meeting minutes |
| | Measures of Evidence for Students (“and” statement) | Fall Student lists at each intervention level. Intervention attendance documented. | Winter Student lists at each intervention level. Intervention attendance documented. | Spring Student lists at each intervention level. Intervention attendance documented. |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | Staff | 1. Form MTSS Leadership Team. (learning specialist, ELD, Student Support Specialist, K-2, 3-5 and 6-8 reps, executive director) | | August, 2019 |

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| | MTSS Team | 2. Create schedule for core review meetings, intervention review meetings, and MTSS Leadership Team meeting. | August, 2019 |
| | MTSS Team | 3. Create intervention schedule to align with current reading blocks in master scheduling. | August, 2019 |
| | Executive Director, Student Support Specialist | 4. Schedule and provide STAR data analysis training for all teachers. | 1/31/2020 |
| | Staff | 5. Reading enrichment time scheduled (last 30 min of reading blocks). Intervention decision rules will determine which students go to Title dept and students in the classroom will receive their reading instruction in the classroom in appropriate groups. IAs will facilitate the middle group, while the classroom teacher facilitates high and low-middle. | 9/15/2019 |
| | Staff | 6. Intentional master scheduling to include enrichment times for 2020-2021. | 9/15/2019 |
| | ED, Student Support Specialist, Special Education Team | 7. Dyslexia screening protocols to align with SB 1003 and dyslexia training for staff. | 1/31/2020 |
| | Staff | 8. TAG screening for all students K-8 in 2019-2020 and for K-1 for subsequent years. | 5/31/2020 |
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| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice | |

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

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| District or School Goal this strategy supports | Goal: All students will demonstrate typical growth and achievement in math. | |
| What are we going to do? | Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices | If we provide an aligned, evidence-based curriculum and materials in grades K-8 with resources and effective professional learning supports, then teachers will deliver effective, research based practices, improving instruction, and student outcomes for growth and achievement will improve. |

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| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | Fall Math Curriculum Committee Formed Meeting Minutes Curriculum samples ordered Common instructional agreements identified and included on walkthrough tool. | Winter Curriculum pilots (if necessary) Curriculum chosen, board presentation. Agreed upon observation tool and walkthrough system is used to collect data that shows implementation of common instructional practices in the classroom. 50% of data collected show “strong” markers of implementation for agreed upon instructional strategies. | Spring Budgeting/ordering curriculum PD calendar Agreed upon observation tool and walkthrough system is used to collect data that shows implementation of common instructional practices in the classroom. 60% of data collected show “strong” markers of implementation for agreed upon instructional strategies. |
| | Measures of Evidence for Students (“and” statement) | Fall STAR Baseline Screening for all students. | Winter STAR Growth of 2-3 months. Need a STAR measure goal. | Spring STAR Growth of 2-3 months. Need a STAR measure goal. |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | All Staff | 1. Provide PD to teachers around evidence based instructional practices in math. Develop an ongoing coaching/professional learning model to continue support. | | Fall |
| | | 2. Implementation of common instructional practices in all grade levels: vocabulary development (Constructing Meaning strategies), and fact fluency/number sense. Include these two practices on walkthrough tool. | | Begin in fall, carry out all year. |
| | Math Adoption Committee | 4. Research and adopt research-based math curriculum. a. Research approved programs by ODE. b. Research other place-based schools and the math curriculums they adopt. | | September - December Curriculum chosen by February |
| | All math staff | 5. After adopting curriculum, provide professional learning in effective implementation. (possibly as early as winter or spring 2020). | | Spring 2020 |
| | All math staff | 6. School year 2020-2021 provide ongoing professional learning for teachers in the initial full year of implementation. | | 2020-2021 |

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| | | 7.School year 2020-2021 determine common instruction practices based on adopted curriculum, include in walkthrough tool. | 2020-2021 | |
| | | 8. Braid Constructing Meaning student talk, academic language practices with adopted curriculum. | Always | |
| | | 9. School year 2021-2022 begin systematic implementation of tiered interventions for math (tier 2 and 3). Will become strategy 2.2. | | |
| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice | | |
| What are we going to do? | Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices | <p>If we develop and implement a systematic, data-driven approach to identifying students in need of tier 2 and 3 interventions and supports, then staff will be able to effectively implement strategies at each tier, and students will receive the appropriate level of intervention support needed to increase academic growth.</p> <p>*This goal will be completed and a systematic plan for implementation of a tiered system for interventions in math will start after choosing a core curriculum K-8, vertical alignment, and core instructional practices have been evaluated. Target to begin math intervention planning Summer/Fall 2020.</p> | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | Fall | Winter | Spring |
| | Measures of Evidence for Students (“and” statement) | Fall | Winter | Spring |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
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Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

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| District or School Goal this strategy supports | Goal: All students will develop social, emotional and behavioral skills needed to be independent learners who are prepared to successfully participate and partner as global citizens while respecting the richness and diversity of all living things. | | | |
| What are we going to do? | Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices | If we provide resources and professional learning supports, then teachers and staff will effectively implement Responsive Classroom as the universal behavior system, and a school climate will exist where students and staff feel safe, cared for, and supported socially, emotionally, and academically. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | Fall Common school-wide Responsive Classroom practices and look-fors have been identified and included in walkthrough tool. | Winter Using school walkthrough process and the agreed upon observation tool, staff will exhibit 75% “strong” markers of implementation of common Responsive Classroom practices. | Spring Using school walkthrough process and the agreed upon observation tool, staff will exhibit 90% “strong” markers of implementation of common Responsive Classroom practices. |
| | Measures of Evidence for Students (“and” statement) | Fall Collect/review baseline data for Office Discipline Referrals in 2018-2019 school year. | Winter Office Discipline Referrals will decrease by 15%. | Spring Office Discipline Referrals will decrease by 30% from Spring of last year. |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | Behavior Team | 1. Research Hope Survey, compare to current climate and culture survey through SWIS. Determine the best fit. | | 3/15/2020 |
| | ED, Student Support Specialist | 2. Provide professional learning around crisis prevention intervention and trauma-informed practices. | | 12/15/2019 |
| | Staff | 3. Responsive Classroom training around what logical consequences look like in the classroom. | | 12/15/2019 |
| | Staff | 4. The 5 Bs are explicitly taught (in fall using rotations to each space) and retaught in each setting (each trimester). Teachers and/or students will determine what the 5 Bs look like within each classroom. 5 B expectations will be posted in each setting throughout the school. | | 9/15/2019 |
| | Staff and Behavior Team | 5. Include common RC practices in classroom walkthrough tool. | | September/October, 2019 |

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| | Behavior Team | 6. Create walkthrough system for fall, winter, and spring. | | |
| | Behavior Team and select staff | 7. Revisit/training around morning meeting protocols (possibly use early adopters to train staff). | | September, 2019 |
| | Behavior Team | 8. Create a schedule for all staff to be a part of morning meetings (include ELD, learning specialists, and IAs). | | August, 2019 |
| | Behavior Team | 9. Develop and implement a system for recognizing positive student behaviors and regular and improved attendance. | | 10/31/2019 |
| | Teachers | 10. Add RC practices and highlights into monthly teacher newsletters. | | 11/5/2019 |
| | Student Support Specialist, Behavior Team | 11. Conduct RC family nights in fall, winter, and spring. | | 5/31/2020 |
| | | 12. RC highlights, professional learning supports, revisit major/minor behavior protocols, progress, and behavior data presented monthly at staff meetings. | | 10/15/2019-6/15/2020 |
| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice | | |
| What are we going to do? | Strategy # 3.2 Written as a Theory of Action and reflects evidence-based practices | If we establish comprehensive and equitable communication and engagement practices, then all stakeholders will be knowledgeable of protocols in place and utilize communication methods, and be more authentically engaged in the school community. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | Fall Calendar of stakeholder engagement events/opportunities has been created AND a comprehensive communication plan has been documented. | Winter Feedback collected and recorded (in the form of short even surveys paper/pencil or google forms) from all engagement events. Feedback will be used to refine and adjust communication. | Spring Feedback collected and recorded (in the form of short even surveys paper/pencil or google forms) from all engagement events. Feedback will be used to refine and adjust communication. |

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| | Measures of Evidence for Students (“and” statement) | Fall N/A for Fall 2019 | Winter Feedback surveys indicate an average of a “satisfactory” rating. | Spring Feedback surveys indicate an average of “above satisfactory”. |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Date Due |
| | ED, Board, MTSS Team | 1.Share relevant data with stakeholder groups (CGESD Report, student outcome data, perception surveys, etc). | | 9/30/2019 |
| | ED, Board, MTSS Team | 1.Establish regular community forums (one in early winter/late fall and spring). | | 9/30/2019 |
| | ED, Board, MTSS Team | 2. Provide monthly parent meetings (Coffee Klatch). Vary times to adjust for parent schedules. | | 9/30/2019 |
| | ED, Board, Executive Secretary | 3. Revisit, adjust if necessary, the school complaint policy. Communicate to all stakeholders. | | 9/30/2019 |
| | ED, Board, Executive Secretary | 3. Establish clear board complaint policy. | | 9/30/2019 |
| | Board, Executive Secretary | 4. OSBA training for school board members. | | 10/15/2019 |
| | ED, MTSS Team, Board | 5. Establish a parent advisory committee or problem solving group (members a combination of board members, parents, and staff). | | 12/15/2019 |
| | Staff, Board, ED, MTSS Team | 6. Establish group norms in all teams and committees. | | 10/15/2019 |
| | Staff, MTSS Team | 7. Establish routines for sharing out meeting minutes. | | 9/30/2019 |
| | Staff, MTSS Team, ED | 8. Establish a book club/book study with parents, staff, and other stakeholders related to work the school is engaged in (ex: Parenting with Responsive Classroom). | | 1/31/2020 |
| | Staff, MTSS Team, ED | 9. Establish routines for sharing relevant data with stakeholders (attendance, academic/benchmark outcomes, and behavior data, CGESD Report). | | 12/15/2019 |
| | MTSS Team, Student Support Specialist, ED | 10. Provide teachers with essential communication components for monthly teacher newsletters (ex: including responsive classroom practices). | | 9/30/2019 |
| | | 11. Create feedback surveys to be used at all engagement events. | | |
| 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 type="checkbox"/> Well-Rounded, Coordinated Learning | | |

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| | | <u>X</u> Inclusive Policy and Practice |
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Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

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| District or School Goal this strategy supports | Goal: Each student will flourish in a school community that guarantees equitable practices are in place in all settings and all adults will support them in everything they strive to do. | | | |
| What are we going to do? | Strategy # 4.1 Written as a Theory of Action and reflects evidence-based practices | If we define equity, address our own bias, and develop policy and practices to support all students, then the staff will support and monitor equity in all services and resources, and all students will experience success and reach their potential in a community where diversity and differences are celebrated, and all students are seen as capable and accomplished learners, valued for their uniqueness. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | Fall MTSS Team and Behavior Team will analyze data and systems through an equity lens. | Winter Create a plan to address systemic inequities and adjust as necessary. | Spring Published plan for continued examination of equitable practices (data and systems monitoring routines). |
| | Measures of Evidence for Students (“and” statement) | Fall Review 2018-2019 behavior, attendance, course performance, and STAR data with an equity lens to determine 2019-2020 goals. | Winter Monitor data in identified student populations: Behavior = + ____% Attendance = + ____% STAR = + ____% | Spring Monitor data in identified student populations: Behavior = + ____% Attendance = + ____% STAR = + ____% |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | Staff, Board | 1. Define equity and communicate to all stakeholders (parents, students, board members, staff, and community). | | 4/30/2020 |
| | ED, Staff | 2. Provide equity training to all staff. | | 11/30/2020 |
| | ED, Board, Staff | 3. Create and publish school equity plan (systematic changes, hiring practices, etc). | | 5/31/2021 |
| | Staff, MTSS, Behavior Team | 4. Establish regular monitoring routines with behavior data. | | 5/31/2021 |
| | Staff, MTSS, Behavior Team | 5. Establish regular monitoring routines with attendance data. | | 5/31/2021 |
| | Staff, MTSS, Behavior Team | 6. Expand family engagement/involvement opportunities. | | 1/31/2021 |

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| | Staff, MTSS, Behavior Team | 7. Have a regular communication protocol with families using a variety of methods (Tuesday folders, newsletters, phone, social media, website, etc.). | 1/31/2021 |
| | Staff, MTSS, Behavior Team | 8. Ensure compliance with state and federal guidelines for student populations we serve. | 10/31/2019 |
| | Staff, MTSS, Behavior Team | 9. Provide students with equity/tolerance training (ex: Basic Rights Oregon, GLSEN Oregon, OWL, etc). | 5/31/2021 |
| 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 type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice | |

School Plan Self-Monitoring Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart 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? |
|---------------------|-------------|----------|-------------------------------|----------------------------------|--|--|
| | Fall 2019 | | | | | |
| | Winter 2020 | | | | | |
| | Spring 2020 | | | | | |
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