

Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Sheridan School District

District Direction Section

Vision	Where all students learn, grow and succeed.
Mission	Each student will be engaged today, inspired for the future, ready for the next set of challenges, and accountable for their learning.

Comprehensive Needs Assessment Summary

What data did our team examine? **School report cards, attendance data, grade and behavior data, STAR data, parent, student and staff survey data.**

How did the team examine the different needs of all learner groups? **We have been looking at our disaggregated student data where available.**

How were inequities in student outcomes examined and brought forward in planning? **We noticed that our traditionally underserved students are not achieving as well as our White students. We have done empathy interviews to try to determine root causes.**

What needs did our data review elevate? **Our data review elevated the need for us to examine what is affecting our traditionally underserved students and how we can adjust our system to help them be more successful.**

How were stakeholders involved in the needs assessment process? **All staff were involved in the school needs assessments and our board along with our Teaching and Learning Team completed the district needs assessment at a public work session.**

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

Our team prioritized Talent Development, Stakeholder Engagement and Inclusive Practices. We are working to impact graduation, attendance, 9th grade on track and family engagement.

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 be regular attenders by June of 2024		
Metrics	By (year)	By (year)	By (year)
	80% by June 2020	90% by June 2022	100% by June 2024
Goal 2	All students will be on track to graduate at the end of 9 th grade by June 2024		
Metrics	By (year)	By (year)	By (year)
	75% by June 2020	85% by June 2022	100% by June 2024
Goal 3	All grade 1-10 students will achieve at grade level on the STAR Reading assessment by June of 2024.		

Vision	Where all students learn, grow and succeed.		
Metrics	By (year)	By (year)	By (year)
	60% by June 2020	80% by June 2022	100% by June of 2024

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	improves attendance; impacts on time graduation
SIG	Supports improved instruction with SEL and Student Support
SPDG	Supports improved instruction with SEL and Student Support
High School Success	Improves student engagement and on time graduation

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

<i>District Goal this strategy supports</i>	Goal 3: All grade 1-10 students will achieve at grade level on the STAR Reading assessment by June of 2024.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>train staff to use research based teaching strategies</u> Then <u>teachers will use research based teaching strategies more often</u> And <u>students will attend more often and have higher academic achievement.</u>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements’)	Fall - Percentage of time research based strategies observed per 100 observations of instruction.	Winter - Percentage of time research based strategies observed per 100 observations of instruction.	Spring - Percentage of time research based strategies observed per 100 observations of instruction.
	Measures of Evidence for Students (“and” statement)	Fall – D and F Lists, STAR data and attendance data	Winter - D and F Lists, STAR data and attendance data	Spring - D and F Lists, STAR data and attendance data
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	T & L Team	1. Train staff in research based teaching strategies		August 30, 2019
	Admin	2. Observe instruction		On going, report monthly
		3.		
		4.		
	5.			

<i>District Goal this strategy supports</i>	Goal 3: All grade 1-10 students will achieve at grade level on the STAR Reading assessment by June of 2024.	
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice

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

<i>District Goal this strategy supports</i>	Goal 2: All students will be regular attenders by June of 2024			
<i>What are we going to do?</i>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>engage in reflective conversations with staff</u> Then <u>Staff will treat all students with respect and care</u> And <u>students will feel more welcome at school, attend more regularly and have higher achievement. Including our students of color.</u>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall – Record reflective conversations with staff	Winter – Record reflective conversations with staff	Spring – Record reflective conversations with staff
	Measures of Evidence for Students (“and” statement)	Fall – Attendance percentage, STAR data, and student survey.	Winter – Attendance percentage and STAR data	Spring – Attendance percentage, STAR data, and student survey.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	T & L Team	1. Decide on form for reflective conversations		9/30/19
	Admin	2. Record reflective conversations		Ongoing Report Monthly
		3.		

<i>District Goal this strategy supports</i>	Goal 2: All students will be regular attenders by June of 2024		
		4.	
		5.	
<i>ORIS Domain Alignment</i>	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	

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

District Goal this strategy supports	Goal 1: All students will be on track to graduate at the end of 9 th grade by June 2024			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>use Remind and Class Dojo to communicate regularly with student guardians</u> Then <u>teachers and guardians will communicate more often</u> And <u>guardians and students will feel more engaged in our schools and student attendance and achievement will improve.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall – number of Remind and Class Dojo messages.	Winter – number of Remind and Class Dojo messages.	Spring – number of Remind and Class Dojo messages.
	Measures of Evidence for Students (“and” statement)	Fall – Attendance percentages and parent survey.	Winter – Attendance percentages	Spring – Attendance percentages and parent survey.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	T & L Team	1. Train staff on the use of Remind and Class Dojo		8/31/2019
	Admin	2. Monitor the # of communications to guardians		Ongoing and Report Monthly
		3.		
		4.		
		5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

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

District Plan Self-Monitoring Routines

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

We currently have our board meet with our Teaching and Learning Team quarterly to review data progress and next steps. We will continue the process. Our Teaching and Learning team is made up of the superintendent, school administrators, SPED director, and certified and classified staff representatives.

Routine Example:

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

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

Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?

SAMPLE District Self-Monitoring Routine Template