

District Continuous Improvement Plan

School Year	2019-20
District	Corbett School District

District Direction Section

Vision	A committee made up of staff, parents/guardians, community members and students is currently working to develop a new vision statement for Corbett School District. This statement should be finalized by Spring 2020
Mission	To foster intellectual development, social awareness and civic responsibility among the members of our school community.

Comprehensive Needs Assessment Summary

What data did our team examine?

The team analyzed a variety of student data including: Graduation rate, 9th grade on track, attendance data, discipline data, SBAC achievement data, SBAC student growth percentiles (SGP), and Kindergarten assessment data related to 3rd grade ELA achievement.

The team also conducted the ORIS.

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

Corbett is a small rural school district. Generally evaluating subgroup achievement is not possible due to small student populations. Subgroup data was analyzed whenever the sample size was large enough for the data to be reliable. In most cases the achievement of traditionally underserved races/ethnicities combined was examined rather than each group separately.

Were inequities in student outcomes examined?

All subgroups were considered and evaluated for inequities.

What needs did our data review elevate?

- Math achievement as measured by passing rates on the SBAC, especially at the 8th grade. This was true for all subgroups.
- Individual student growth as measured by the SGP. Student who scored a 1 or 2 on the Math and ELA SBAC in 2017-18 & 2018-19 had lower SGPs than students who scored 3 or 4 those years. This was true for all subgroups.
- Kindergarten readiness and supports - Students who scored the lowest on the letter recognition component of the Statewide Kindergarten Assessment in 2013-14, 2014-15 & 2015-16 had a higher chance of earning 1 or 2 on the ELA SBAC in 3rd grade. This was true for all subgroups.
- Attendance
 - In 2017-18 19% of all students missed 10% or more of the school days (chronically absent).
 - In 2018-19 20.8% of all students were chronically absent
 - Chronically absent subgroup data
 - Traditionally underserved race/ethnicities - 18.9%.
 - Economically disadvantaged - 26%
 - Ever English Learners - 25%
 - Combined disadvantaged - 22%

Issues and needs elevated by the ORIS review include:

- Stakeholder Engagement & Partnerships
 - A formal system to gather and evaluate stakeholder feedback.
- Inclusive Policies & Practices
 - Implementation of diversity and culturally responsive practices K-12.
 - Increased levels of intervention to ensure students have equitable access to rigorous curriculum.
- Well Rounded, Coordinated Learning Principles
 - The implementation of a comprehensive K-12 social-emotional learning program to assist with issues that are getting in the way of academic achievement.
 - Increased formal and informal data-based decision making.

Which needs will become priority improvement areas?

As a result of these reviews five areas for improvement were identified. Five initiative committees were created to facilitate the improvement process. Each of the district administrators chose a committee to oversee. All classified and certified staff were asked to choose one of the initiatives in which to participate. The staff was then divided so that there are teachers and classified staff representing Kindergarten through 12th grade on each committee. These committees will work together over the next three years to analyze data, set goals, develop strategies, oversee implementation, and monitor progress.

The goals and strategies in this document represent the work we plan to complete during the 2019-20 school year. In the spring of 2020, the committees will finalize their strategies for the 2020-21 school year. This first year is a planning phase and student achievement will not be evaluated. The next two years represent the implementation phase where student progress will be monitored, and strategies adjusted as needed.

All of the committees will address the overall need for increased formal, meaningful stakeholder feedback throughout the three-year process. This fall, parents/guardians and community members were invited to a student engagement evening where we requested feedback related to the five initiatives. The initiative committees are also in the process of developing staff and student surveys to be administered this fall. The data from these surveys will be analyzed and incorporated into the initiative strategies and activities. Additional feedback will be collected throughout the three-year process to ensure stakeholder opinions, ideas and concerns are valued and utilized.

The five initiatives and their missions are listed below:

- Academic Equity: Develop a foundation of high expectations striving toward continual growth that equitably meets the diverse social and academic achievement needs of all learners.
- K-12 Math Program: Design a math program that is engaging, challenging and fully articulated K-12.
- Academic Engagement: Ensure students have a love of learning, a desire to succeed and are genuinely engaged with their school and education.

- Social Emotional Learning: Meet students’ mental and behavioral health needs so that all Corbett School District citizens acquire and apply the skills necessary to:
 - understand and manage emotions
 - set and achieve positive goals
 - feel and show empathy for others
 - establish and maintain positive relationships
 - make responsible decisions
- Diversity and Culturally Responsive Practices - Support diversity and culturally responsive practices to increase the sense of safety and acceptance for all students, and to promote empathy.

How were stakeholders involved in the needs assessment process?

All certified and classified staff are involved in the initiative committees. Students, staff, parents/guardians and the community either have or will be asked to participate in surveys regarding needs, concerns, ideas and suggestions through outreach and community feedback sessions. Presentations were made at school board meetings, site council meetings, principal chats, staff inservices, and a community engagement evening.

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 demonstrate typical or higher growth, as measured by student growth percentile (SGP) on the ELA and Math SBAC, as a result of the implementation of a comprehensive K-12 social emotional learning program and diversity & culturally responsive practices.		
Metrics	<p style="text-align: center;">By (2019-20)</p> <p>1. 100% of K-12 staff (certified and classified) will participate in one or more professional growth opportunity in the area of social emotional learning</p> <p>2. 100% of K-12 staff (certified and classified) will participate in one or more professional growth opportunity in the area of diversity & culturally responsive practices</p>	<p style="text-align: center;">By (2020-21)</p> <p>1. 75% of staff (certified and classified) will self-report the implementation of at least one new practice related to social emotional learning</p> <p>2. 75% of staff (certified and classified) will self-report the implementation of at least one new practice related to diversity & culturally responsive practices</p> <p>3. Percent of students (total population and disaggregated subgroups) whose SGP is above the 50th percentile will increase by 5% (use 2018-19 ELA and Math SBAC as baseline)</p>	<p style="text-align: center;">By (2021-22)</p> <p>1. 100% of staff (certified and classified) will self-report the implementation of at least one new practice related to social emotional learning</p> <p>2. 100% of staff (certified and classified) will self-report the implementation of at least one new practice related to diversity & culturally responsive practices</p> <p>3. Percent of students (total population and disaggregated subgroups) whose SGP is above the 50th percentile will increase by an additional 6% (use 2018-19 ELA and Math SBAC as baseline)</p>

Goal 2	Increase attendance for all students K-12 by improving student engagement through a focus on classroom community building, consistently communicating clear expectations, and supporting best teaching practices.		
Metrics	By (2019-20)	By (2020-21)	By (2021-22)
	<p>1. Academic Engagement committee will have created and be ready to implement metrics for tracking K-12 consistency in classroom community building, communicating clear expectations, and supporting best teaching practices</p> <p>2. The Academic Engagement committee will be ready to implement training and programs related to community building, communicating clear expectations and best teaching practices</p>	The percent of students (total population and disaggregated subgroups) who are chronically absent will decrease by 3% (use 2018-19 as baseline)	The percent of students (total population and disaggregated subgroups) who are chronically absent will decrease an additional 3% (use 2018-19 as baseline)
Goal 3	All students will make appropriate progress towards proficiency in English/Language Arts and Math as measured by the SBAC assessments.		
Metrics	By (2019-20)	By (2020-21)	By (2021-22)
	<p>1. The Math Program Review committee will be prepared to make recommendations regarding the adoption of a Math K-12 scope & sequence, instructional materials and staff training</p> <p>2. The Academic Equity committee will be prepared to recommend the adoption of classroom assessment systems for grades K-8 calibrated to state curriculum standards and SBAC achievement data</p> <p>3. The Academic Equity committee will be prepared to recommend the adoption of at least two methods to increase intervention supports for struggling students K-12</p>	The percent of students (total population and disaggregated subgroups) who score at the proficient level on the ELA and Math SBAC will increase by 5% (use 2018-19 as a baseline)	The percent of students (total population and disaggregated subgroups) who score at the proficient level on the ELA and Math SBAC will increase by an additional 5% (use 2018-19 as a baseline)

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
Title 1A	Title IA is dedicated to student achievement and support for under-performing students. The goals we have identified support this endeavor by increasing intervention, teacher training in key areas, and staff collaboration to create an articulated system K-12.
HB3499	This grant funds activities which directly support our Academic Equity, Social Emotional Learning and Diversity & Culturally Responsive Practices CIP initiatives. Grant money is used to fund training for SEL and Trauma Informed Practices, the purchase of classroom resources which support ELP standards, and teacher training around equity issues. The committees will work closely with the team overseeing the grant to guarantee coordination of programs and spending towards the district's improvement goals.
IDEA and Title III	IDEA funds are focused upon providing professional development activities that support CIP goals including the SPR&I math scores that indicate slippage for students at the middle school level and the need to identify more aligned screeners for K-8. Title III funds are also aligned to CIP goals in that they are providing professional development to K-12 teachers who are implementing ELD strategies in their classrooms. ODE provides cross disciplinary trainings to special education, general education, and ELD teachers at Corbett School District in order to support Culturally Responsive Practices systems wide.
High School Success	This grant funds activities which directly support our Academic Equity, and Academic Engagement CIP initiatives. Grant money is used to fund positions to offer CTE courses and advanced courses to underserved populations. Further, grant money is used to provide support for high school students who are struggling with maintaining adequate attendance.
Everyday Matters	The Everyday Matters project provides resources and tools to assist schools with outreach and planning for improved attendance. The Academic Engagement committee will utilize these resources when they match the committee's strategies and goals.

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

<p><i>District Goal this strategy supports</i></p>	<p>Goal: All students will demonstrate typical or higher growth, as measured by student growth percentile (SGP) on the ELA and Math SBAC as a result of the implementation of a comprehensive K-12 social emotional learning program and diversity & culturally responsive practices.</p>			
<p><i>What are we going to do?</i></p>	<p>Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices</p>	<p>SEL Initiative If we provide effective professional learning supports aligned to SEL implementation, Then teachers will acquire and apply a variety of effective research-based practices, improving SEL instruction, And K-12 student outcomes for emotional and academic growth will improve.</p>		
<p><i>How we will know the plan is working</i></p>	<p>Measures of Evidence</p>	<p>Fall 1. Baseline surveys related to SEL have been conducted with staff, students, and parents/guardians 2. Five professional growth opportunities have been developed by the SEL committee</p>	<p>Winter 100% of staff have committed to a SEL professional growth opportunity</p>	<p>Spring 100% of staff have completed a SEL professional growth opportunity</p>
<p><i>How we will get the work done</i></p>	<p>Person or Team Responsible</p>	<p align="center">Action Steps To be completed this year</p>		<p align="center">Due Date</p>
<p>DeeDee & committee</p>		<p>1. Conduct and analyze baseline survey. Review and analyze survey results, and plan for how to incorporate the feedback into actions going forward.</p>		<p align="center">December 1</p>
<p>Anthony, Lisa, Brian, Andrew</p>		<p>2. Create a list of quality books for SEL book groups</p>		<p align="center">December 1</p>
<p>Bekah Stacey Brittany</p>		<p>3. Create a list of upcoming quality conferences/workshops related to SEL.</p>		<p align="center">December 1 & ongoing</p>
<p>Caroline, Sara</p>		<p>4. Find and schedule guest speakers related to SEL: Possibly - Self-directed learning module for teachers Speakers from Boys Town: Denise Pratt, Courtney Dealey Student Voice: Michelle Hammond</p>		<p align="center">December 1</p>

	Angela Sis	5. Design collaborative sharing opportunities for above trainings - including watching <i>Paper Tigers & Resilience</i> movies	December 1
	DeeDee	6. Organize admin topics for staff meetings	November 1
	DeeDee	7. Create and maintain a spreadsheet in Google Docs for tracking 100% participation in a training	November 1
	DeeDee	8. Coordinate with administrators regarding encouraging staff participation in professional development	Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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	

District Goal this strategy supports	Goal: All students will demonstrate typical or higher growth, as measured by student growth percentile (SGP) on the ELA and Math SBAC as a result of the implementation of a comprehensive K-12 social emotional learning program and diversity & culturally responsive practices.			
What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	Diversity & culturally responsive practices initiative If we provide training and workshop opportunities for staff in the area of diversity & culturally responsive practices, Then this knowledge will be used in curriculum, lessons, and instruction to identify potential areas for growth leading to an increase in students’ belonging, safety, and empathy, And K-12 student outcomes for academic growth will improve.		
How we will know the plan is working	Measures of Evidence	Fall 1. Baseline surveys related to culturally responsive practices have been conducted and analyzed with staff, students, and parents/guardians 2. At least three professional growth opportunities related to culturally responsive practices have been identified	Winter 100% of staff have committed to participation in one or more professional growth opportunities related to culturally responsive practices	Spring 1. 100% of staff have completed a professional growth opportunity related to culturally responsive practices. 2. A classroom library inventory related to diversity of collection has been completed. A plan is in place to purchase materials to meet the diversity needs identified by the inventory 3. A follow up survey related to culturally responsive practices has been conducted
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Katelyn	1. Investigate funding sources (diversify classroom libraries)		December 1
	Zach	2. Identifying research validated surveys		December 1
	Committee-coordinated by Lori	3. Create a list of upcoming training/workshops in culturally responsive practices		December 1
	Becky & Lori	4. Develop and administer a staff survey on what they know and would like to know relating to culturally responsive practices		December 1 & June1
	Lori	5. Create and maintain a spreadsheet in Google Docs for tracking 100% participation in a training		December 1

	Lori and Katelyn	6. Develop a system for classroom library inventory	March 1
	Lori	7. Plan for classroom library purchases	June 1
	Lori	8. Coordinate with administrators regarding encouraging staff participation in professional development	Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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	

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

<p><i>District Goal this strategy supports</i></p>	<p>Goal: Increase attendance for all students K-12 by improving student engagement through a focus on classroom community building, consistently communicating clear expectations and supporting best teaching practices.</p>		
<p><i>What are we going to do?</i></p>	<p>Strategy # 2.1. Written as a Theory of Action and reflects evidence-based practices</p>	<p>Student Engagement Initiative</p> <p>If we</p> <ol style="list-style-type: none"> 1. clearly communicate expectations through establishing school-wide “norms,” which will increase students' relationships with their peers, themselves and their teachers, 2. focus our teaching strategies on hands-on, inquiry-based learning by incorporating student choice, place-based teaching strategies where a variety of learning preferences are being met 3. Increase involvement in school community for students, staff, and parents through increasing communication with families, incorporating strategies for establishing community in the classroom, establishing a student advisory board, and creating opportunities for further team building for staff members <p>Then students will demonstrate an increased love of learning, a desire to succeed and will genuinely be engaged with their school and education,</p> <p>And K-12 student attendance will increase.</p>	
<p><i>How we will know the plan is working</i></p>	<p>Measures of Evidence</p>	<p>Fall Baseline surveys have been conducted with staff, students, and parents/guardians related to classroom community building, communicating clear expectations, and supporting best teaching practices</p>	<p>Winter A metrics for tracking K-12 consistency in classroom community building, communicating clear expectations, and supporting best teaching practices has been developed</p> <p>Spring Training and programs related to community building, communicating clear expectations and best teaching practices have been developed for implementation in the 2020-21 school year</p>
<p><i>How we will get the work done</i></p>	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p> <p>Due Date</p>	
<p>Kathy Childress and Student Engagement committee</p>	<p>1. Develop and conduct surveys with staff, students, and parents/guardians related to classroom community building, communicating clear expectations, and supporting best teaching practices</p>	<p>December 1</p>	
<p>Kathy Childress and Student Engagement committee</p>	<p>2. Review and analyze survey results, and plan for how to incorporate the feedback into actions going forward</p> <p>3. Create a metrics for tracking K-12 consistency in classroom community building, communicating clear expectations, and supporting best teaching practices</p>	<p>January 6</p> <p>March 1</p>	

	Kathy Childress and Student Engagement committee	4. Investigate strategies for establishing community in the classroom	March 1
	Kathy Childress and Student Engagement committee	5. Develop a system for clearly communicating expectations through establishing district/school-wide “norms,”	June 1
	Kathy Childress and Student Engagement committee	6. Develop training for the staff for related to community building, communicating clear expectations and best teaching practices	June 1
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	

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

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

<p>District Goal this strategy supports</p>	<p>Goal: All students will make appropriate progress towards proficiency in English/Language Arts and Math as measured by the SBAC assessments.</p>			
<p>What are we going to do?</p>	<p>Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices</p>	<p>Math Initiative If we</p> <ol style="list-style-type: none"> 1. Review & revise the math program to ensure a fully articulated K-12 scope and sequence 2. Review current and prospective instructional materials in order to make a recommendation for adoption in the 2020-21 school year 3. Plan for staff training to ensure effective implementation. <p>Then teachers will effectively and consistently implement the adopted math standard and instructional materials to meet student needs,</p> <p>And K-12 student achievement in math will improve.</p>		
<p>How we will know the plan is working</p>	<p>Measures of Evidence</p>	<p>Fall The committee will have conducted and analyzed surveys with staff, students, and parents/guardians related to the current math program, needs, concerns and suggestions for improvement</p>	<p>Winter 1. The committee members will have visited at least two schools with successful math programs 2. The committee will have developed a fully articulated K-12 math scope and sequence</p>	<p>Spring The committee will be ready to make recommendations regarding the adoption of a math K-12 scope and sequence, instructional materials and staff training.</p>
	<p>Person or Team Responsible</p>	<p align="center">Action Steps To be completed this year</p>		<p align="center">Due Date</p>
	<p>Phil</p>	<p>1. Develop and conduct surveys with staff, students, and parents/guardians related to the current math program, needs, concerns and suggestions for improvement</p>		<p align="center">November 1</p>
	<p>Phil and the committee</p>	<p>2. Review and analyze survey results and plan for how to incorporate the feedback into actions going forward. 3. Develop an articulated K-12 math scope and sequence</p>		<p align="center">December 1 March 1</p>
	<p>Michelle</p>	<p>4. Visit schools with successful math programs as measures by SBAC achievement</p>		<p align="center">March 1</p>
	<p>Phil and the committee</p>	<p>5. Review current and prospective instructional materials</p>		<p align="center">May 1</p>

	Phil and the committee	6. Design K-12 staff training around math standards and instructional materials implementation	June 1 Implementation 2020-21
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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 type="checkbox"/> Inclusive Policy and Practice	

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

<i>District Goal this strategy supports</i>	Goal: All students will make appropriate progress towards proficiency in English/Language Arts and Math as measured by the SBAC assessments.														
<i>What are we going to do?</i>	Strategy # 3.2 Written as a Theory of Action and reflects evidence-based practices	<p>Academic Equity Initiative If we investigate how well current and prospective classroom assessments in ELA and Math calibrate to SBAC achievement data and train teachers in the implementation of the most effective systems</p> <p>Then teachers will have the data they need to design instruction which meets the needs of individual students</p> <p>And student academic achievement on the ELA and Math SBAC will improve</p>													
<i>How we will know the plan is working</i>	Measures of Evidence	<p>Fall The committee will have reviewed the current ELA classroom assessments to determine their accuracy at predicting achievement on the ELA SBAC</p>	<p>Winter 1. The committee will have reviewed current math classroom assessments to determine their accuracy at predicting achievement on the math SBAC 2. Committee will have reviewed for possible adoption at least two prospective classroom assessments tools which are evidence-based and aligned to state standards</p>	<p>Spring 1. The committee will be prepared to recommend the adoption of classroom assessment systems for grades K-8 calibrated to state curriculum standards and SBAC achievement data for implementation 2020-21 school year. 2. The committee will be prepared to provide training on the assessment systems to appropriate staff beginning the 2020-21 school year</p>											
	<table border="1"> <thead> <tr> <th data-bbox="310 1560 505 1667">Person or Team Responsible</th> <th data-bbox="505 1560 1183 1667">Action Steps To be completed this year</th> <th data-bbox="1183 1560 1529 1667">Due Date</th> </tr> </thead> <tbody> <tr> <td data-bbox="310 1667 505 1740">Cassie</td> <td data-bbox="505 1667 1183 1740">1. Check calibration of current classroom reading assessment to SBAC reading achievement</td> <td data-bbox="1183 1667 1529 1740">January 2019</td> </tr> <tr> <td data-bbox="310 1740 505 1845">Cassie</td> <td data-bbox="505 1740 1183 1845">2. Check calibration of current classroom math assessment to SBAC math achievement</td> <td data-bbox="1183 1740 1529 1845">March 2019</td> </tr> <tr> <td data-bbox="310 1845 505 1953">Jeanne, Cassie, Dan and Jennifer</td> <td data-bbox="505 1845 1183 1953">3. Investigate alternative classroom assessment systems such as EasyCBM</td> <td data-bbox="1183 1845 1529 1953">March 2019</td> </tr> </tbody> </table>	Person or Team Responsible	Action Steps To be completed this year	Due Date	Cassie	1. Check calibration of current classroom reading assessment to SBAC reading achievement	January 2019	Cassie	2. Check calibration of current classroom math assessment to SBAC math achievement	March 2019	Jeanne, Cassie, Dan and Jennifer	3. Investigate alternative classroom assessment systems such as EasyCBM	March 2019		
Person or Team Responsible	Action Steps To be completed this year	Due Date													
Cassie	1. Check calibration of current classroom reading assessment to SBAC reading achievement	January 2019													
Cassie	2. Check calibration of current classroom math assessment to SBAC math achievement	March 2019													
Jeanne, Cassie, Dan and Jennifer	3. Investigate alternative classroom assessment systems such as EasyCBM	March 2019													

	Jeanne and the committee	4. Decide on recommendation for classroom assessments and plan for implementation	June 2019
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 checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

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

<p><i>District Goal this strategy supports</i></p>	<p>Goal: All students will make appropriate progress towards proficiency in English/Language Arts and Math as measured by the SBAC assessments.</p>			
<p><i>What are we going to do?</i></p>	<p>Strategy # 3.3 Written as a Theory of Action and reflects evidence-based practices</p>	<p>Academic equity initiative If we investigate and plan effective ways to increase intervention supports for struggling students K-12, Then students will have the support they need to access a rigorous academic content regardless of social or academic needs, And student academic achievement on the ELA and Math SBAC will improve.</p>		
<p><i>How we will know the plan is working</i></p>	<p>Measures of Evidence</p>	<p>Fall - 1. The committee will have conducted surveys related to academic intervention needs and analyzed the results 2. The committee will have conducted an initial evaluation of the effectiveness of current interventions</p>	<p>Winter The committee will have investigated alternative/additional intervention strategies for each building</p>	<p>Spring 1. The committee will be ready to recommend at least one alternative/additional intervention strategy for each building 2. The committee will be prepared to provide training to appropriate staff on new intervention strategies to be implemented beginning the 2020-21 school year</p>
	<p>Person or Team Responsible</p>	<p align="center">Action Steps To be completed this year</p>		<p align="center">Due Date</p>
	<p>Dan</p>	<p>1. Develop and conduct surveys with staff, students, and parents/guardians related to the intervention program</p>		<p align="center">November 2019</p>
	<p>Jeanne and Dan</p>	<p>2. Review and analyze survey results and plan for how to incorporate the feedback into actions going forward.</p>		<p align="center">December 2019</p>
	<p>Jeanne and the committee</p>	<p>3. Evaluate current intervention system for effectiveness-develop common measure</p>		<p align="center">January 2019</p>
	<p>Dan and the committee</p>	<p>4. Investigate additional/alternative intervention systems PreK-12 (may include school visits)</p>		<p align="center">March 2019</p>
	<p>Jeanne, Dan Cassie and Jennifer</p>	<p>5. Plan for training and implementation 2020-21</p>		<p align="center">June 2019</p>

<p>ORIS Domain Alignment</p>	<p>ORIS Domain(s) this strategy supports</p>	<p><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</p>
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District Plan Self-Monitoring Routine Preview

As part of their work CIP initiative committees will be developing the self-monitoring routines this spring.

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?

<i>Performance Updates</i>	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?