



Colton School District Continuous Improvement Plan 2018-2019

Mission Statement: *A partnership of parents, students, school and community dedicated to quality learning and the continual pursuit of excellence.*

District Core Beliefs: *Champion for Kids, Expect Excellence, Carry the Banner, and Merchant of Hope*

District Goals

1. Support Professional Growth & Instructional Effectiveness
 - Focus on supporting student growth through an effective instructional program
 - Work in collaboration with administration and employee groups to enhance evaluation, training and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations.
2. All students will demonstrate appropriate individual growth in literacy as indicated by the Measures of Academic Progress (MAP).
 - Implement [Literacy Plan](#) to fidelity
 - All students will be reading at grade level by the end of the 3rd grade
 - All educators will utilize data to inform teaching, learning, and leading
 - Implement [Technology Plan](#) to fidelity with a focus on instructional technology
3. All students will demonstrate appropriate individual growth in mathematics as indicated by Measures of Academic Progress (MAP).
 - Implement the new Math curriculum to fidelity
 - Increase activities/programs/opportunities in Science, Technology, Engineering, and Mathematics (STEM)
 - All educators will utilize data to inform teaching, learning, and leading.
 - Implement Technology Plan to fidelity with a focus on instructional technology

4. Colton School District Graduation Rate will be at least 90%.

- Focus on College and Career Readiness Standards District Wide
- RTI model implemented to fidelity
- Focus on preparing all students for high school graduation and beyond
- Increase partnerships with local businesses and colleges to promote College and Technical Education (CTE) programs, internships, dual credit options, and school to work programs.
- Increase student grade level achievement at each grade level

ACTION PLAN

1.) Support Professional Growth & Instructional Effectiveness: With a focus on supporting student growth through an effective instructional program, work in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations.

Priority	Action	Lead	Timeline	Success Criteria	Progress Check
<p>Talent Development Indicator: 2.2 Professional Learning</p> <p>Effective professional learning offerings are informed by trends in student outcomes and professional goals</p>	<p>Ongoing Training of New Staff for full Implementation of Danielson Performance Evaluation Framework;</p> <p>Utilize Danielson Framework and Collaboration Grant to develop a Teacher-directed, student-centered professional development framework.</p> <p>Building the capacity of teacher leadership through teacher-directed, student-centered professional learning opportunities and CCR.</p> <p>Develop and implement instructional agreements K-12</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p> <p>Educator, parent, and Student feedback</p>	<p>Fall – Trained all new staff on Danielson Framework and CSD Performance Evaluation Process / Timeline.</p> <p>Developed Instructional Agreements K-12</p> <p>1.) Learning Targets 2.) Academic Language</p> <p>Collected Instructional data via mini informal observation. Provide regional, state and national opportunities for professional learning aligned with our CIP.</p>

	<p>Educators created Student Learning Growth Goals (SLGGs) and progress Monitor with MAP data (Fall, Winter, Spring)</p> <p>Data conferencing with admin and educators</p>				<p>All staff participate in professional learning opportunities to meet our goals.</p> <p>Monthly data conferences with principals</p> <p>Monthly Admin Instructional rounds with mini informal observations monitoring the implementation of the academic agreements & Danielson Framework indicators.</p> <p>Educators developed SLGGs using Fall MAP data</p> <p>Winter- Continue using instructional data and student outcome to inform professional learning.</p> <p>Creating formal systems to monitor progress for individual students (I-team; Collaboration time; Cycle of Inquiry and Action).</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					<p>Ongoing teacher-directed, student-centered professional development.</p> <p>Educators will monitor progress towards goals with winter MAP data and conference with admin</p>
<p>Leadership Indicators: 1.2 Routines and Structures</p> <p>Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL students, with an emphasis on protected classes and groups historically underserved, marginalized and disenfranchised.</p>	<p>Building the capacity to implement systems to fidelity to promote sustainability.</p> <p>Reviewing multiple data points (attendance, discipline/behavior, academic and instructional) on a regular bases through the process of inquiry and action.</p> <p>Equity training to ensure inclusive learning environments with a focus on equity & access.</p> <p>Developing communication with families to engage them earlier when students are struggling in school.</p> <p>Developing shared messaging with our District Core Beliefs: <i>Champion for Kids</i></p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p> <p>Educator, parent, and Student feedback</p>	<p>Fall – MTSS for Reading and Math K-12 w/progress monitoring</p> <p>Educators / Admin working collaboratively to monitor student progress and ensure all students on-track to graduate CCR.</p> <p>Winter – Using midyear data to inform MTSS, master scheduling, course offerings, strategies and interventions within Core, and individual student progress.</p> <p>Providing equity training to educators to ensure inclusive learning environments continue</p>

	<p><i>Expect Excellence</i> <i>Carry the Banner</i> <i>Merchant of Hope</i></p>				<p>focus on equity & access.</p> <p>Revisiting purpose and core beliefs to ensure shared messaging for clear communication loops.</p> <p>At FEB 8th in-service, staff collaborated over midyear data to develop better systems to improve student outcomes; Began identifying power standards at each grade level (vertical alignment); Identified key indicators for instructional agreements.</p> <p>Spring –</p>
<p><i>Well Rounded Coordinated Learning Principles</i> <i>Indicator: 4.2 Materials & Practices to inform Instruction.</i></p> <p>Effective instructional practices attend to the essential knowledge and</p>	<p>Using technology to differentiate for individualized learning opportunities for students</p> <p>Focus on 4Rs – Relationships, Relevance, Rigor & Results</p> <p>Established I-team protocol K-12 – Utilize the I-team process</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p>	<p>Fall – Ensured adequate distribution of technology K-12</p> <p>Provide technical support as needed</p> <p>Implement the I-Team Process effectively across district</p>

<p>skill expected for ALL students.</p>	<p>to inform interventions and instructional practices for students struggling with learning.</p>			<p>Adequate monthly progress on district continuous improvement plan.</p> <p>Educator, parent, and student feedback</p>	<p>Student-centered, teacher-directed professional learning</p> <p>Winter – Ongoing professional learning opportunities aligned with CIP; Student-centered, teacher-directed professional learning</p> <p>Using midyear data and I-team process to insure effective instructional practices</p> <p>Spring –</p>
<p><i>Inclusive Policy & Practice Indicator: 5.1 Equity & Access</i> A welcoming, safe, and inclusive environment is expected and reinforced across all school activities and settings.</p>	<p>Professional Learning as follows: Restorative Practices, Trauma Informed Practices, Equity in Education, UDL, and 4Rs to lift core instruction</p> <p>Implement the District Core Beliefs as Norms/Agreements in Everyday actions/practices</p> <p>Utilize disaggregated data to ensure all student groups are making adequate progress and to eliminate any barriers</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p>	<p>Fall – Equity PD for all staff / Restorative & Trauma Informed Practices</p> <p>Kick-off the year with District 4 Core Beliefs at ALL Staff In-service</p> <p>Establish instructional agreements K-12 so all students have access to a viable standards based curriculum</p>

	<p>Ensure adequate human resources and supports dispersed equitably across district</p> <p>Train educational assistance with educators and ensure all EAs meet the highly qualified criteria (coursework / paraprofessional certification)</p>			<p>Educator, parent, and student feedback</p>	<p>EAs participate in all PD and attend regional and state level opportunities</p> <p>Begin paraprofessional certification process with EAs</p> <p>Winter – Using midyear data to inform slight shifts in our systems to ensure welcoming, safe, and inclusive across all school activities</p> <p>EAs continue to participate in PD</p> <p>EAs taking ParaPro exam for certification</p> <p>Spring –</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2.) All students will demonstrate appropriate individual growth in Literacy as indicted by the Measures of Academic Progress (MAP): Implement Literacy Plan to fidelity; All students will be reading at grade level by the end of the 3rd grade; All educators will utilize data to inform teaching, learning, and leading; and Implement Technology Plan to fidelity with a focus on instructional technology.

Priority	Action	Lead	Timeline	Success Criteria	Progress Check
<p>Leadership</p> <p>Indicators: 1.2</p> <p>Routines and Structures</p> <p>Effective routines and structures are installed, supported, and monitored to ensure focus remains</p>	<p>Continued implementation of the District Literacy Plan and Technology Plan K-12</p> <p>Building the capacity to implement systems to</p>	<p>Superintendent</p> <p><i>In collaboration with:</i></p> <p>Administrators</p> <p>Educators</p> <p>FIT Team *</p>	<p>2018-2019</p> <p>Fall</p> <p>Winter</p> <p>Spring</p>	<p>All students reading at grade level by the end of 3rd grade</p> <p>Student Achievement Indicators</p> <p>Performance Evaluation</p>	<p>Fall – MTSS for Reading K-12 (Walk-to-Read & Parallel Supports)</p> <p>Using Fall MAP and SBAC data to inform systems and practice.</p>

<p>on the needs and outcomes of ALL students, with an emphasis on protected classes and groups historically underserved, marginalized and disenfranchised.</p>	<p>fidelity to promote sustainability.</p> <p>Reviewing multiple data points (attendance, discipline/behavior, academic and instructional) on a regular bases through the process of inquiry and action.</p> <p>Specifically utilizing Student Progress Summary Reports in MAP database to identify areas of growth and suggested interventions</p> <p>Equity training to ensure inclusive learning environments with a focus on equity & access</p> <p>Developing specific interventions such as teaching strategic reading skill and technical reading skills at all grade levels</p> <p>Developing communication with families to engage them</p>	<p>Students Parents</p>		<p>Overall improvement of teaching, learning and leading</p> <p>Adequate monthly progress on district strategic plan</p>	<p>Winter – Midyear data informing slight shifts in MTSS for reading as well as supplementing curriculum to ensure students’ individual lagging skills are addressed.</p> <p>Admin working collaboratively with teachers to use data to inform teaching and learning – Following-up to ensure educators are using the student summary reports in MAP database.</p> <p>At FEB 8th in-service, staff collaborated over midyear data to develop better systems to improve student outcomes in literacy; Began identifying power standards at each grade level (vertical alignment); Identified key indicators for instructional agreements.</p> <p>Spring –</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>earlier when students are struggling in reading</p> <p>Developing shared messaging with our District Core Beliefs: <i>Champion for Kids</i> <i>Expect Excellence</i> <i>Carry the Banner</i> <i>Merchant of Hope</i></p> <p>SAC Team monitor progress on district goals / Site Council Monitor Progress on school goals</p>				
<p>Well Rounded Coordinated Learning Principles Indicator: 4.2 Materials & Practices to inform Instruction.</p> <p>Effective instructional practices attend to the essential knowledge and skill expected for ALL students.</p>	<p>Using technology to differentiate for individualized learning opportunities for students</p> <p>Focus on 4Rs – Relationships, Relevance, Rigor & Results</p> <p>Established I-team protocol K-12 – Utilize the I-team process to inform interventions and instructional practices for students struggling with learning</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p> <p>Educator, parent, and student feedback</p>	<p>Fall – Ensured adequate distribution of technology K-12</p> <p>Provide technical support as needed</p> <p>Implement the I-Team Process effectively across district</p> <p>Student-centered, teacher-directed professional learning</p> <p>Winter – Ongoing professional learning opportunities aligned with CIP; Student-</p>

					<p>centered, teacher-directed professional learning</p> <p>Using midyear data and I-team process to insure effective instructional practices</p> <p>Spring –</p>
<p><i>Inclusive Policy & Practice Indicator: 5.1 Equity & Access</i> A welcoming, safe, and inclusive environment is expected and reinforced across all school activities and settings.</p>	<p>Professional Learning as follows: Restorative Practices, Trauma Informed Practices, Equity in Education, UDL, and 4Rs to lift core instruction</p> <p>Implement the District Core Beliefs as Norms/Agreements in Everyday actions/practices</p> <p>Utilize disaggregated data to ensure all student groups are making adequate progress and to eliminate any barriers</p> <p>Ensure adequate human resources and supports</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p> <p>Educator, parent, and student feedback</p>	<p>Fall – Equity PD for all staff / Restorative & Trauma Informed Practices</p> <p>Kick-off the year with District 4 Core Beliefs at ALL Staff In-service</p> <p>Establish instructional agreements K-12 so all students have access to a viable standards based curriculum</p> <p>EAs participate in all PD and attend regional and state level opportunities</p> <p>Begin paraprofessional certification process with EAs</p>

	dispersed equitably across district. Train educational assistance with educators and ensure all EAs meet the highly qualified criteria (coursework / paraprofessional certification).				<p>Winter – Using midyear data to inform slight shifts in our systems to ensure welcoming, safe, and inclusive across all school activities</p> <p>EAs continue to participate in PD</p> <p>EAs taking ParaPro exam for certification</p> <p>Spring –</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3.) All students will demonstrate appropriate individual growth in Mathematics as indicated by Measures of Academic Progress (MAP): Implement the new Math curriculum to fidelity; Increase activities/programs/opportunities in Science, Technology, Engineering, and Mathematics (STEM); All educators will utilize data to inform teaching, learning, and leading; and Implement Technology Plan to fidelity with a focus on instructional technology.

Priority	Action	Lead	Timeline	Success Criteria	Progress Check
<p>Leadership Indicators: 1.2 Routines and Structures Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL students, with an emphasis on protected classes and groups historically underserved, marginalized and disenfranchised.</p>	<p>Continued implementation of the District Technology Plan K-12</p> <p>Building the capacity to implement MTSS for Math to fidelity and promote sustainability</p> <p>Reviewing multiple data points (attendance,</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Administrators Educators FIT Team * Students Parents</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading</p> <p>Adequate monthly progress on district strategic plan</p>	<p>Fall – MTSS for Math K-12 (Intervention & Parallel Supports) Using Fall MAP and SBAC data to inform Math systems and practice</p> <p>Winter – Midyear data informing slight shifts in MTSS for Math as well as supplementing curriculum to ensure students’</p>

	<p>discipline/behavior, academic and instructional) on a regular bases through the process of inquiry and action</p> <p>Specifically utilizing Student Progress Summary Reports in MAP database to identify areas of growth and suggested interventions</p> <p>Equity training to ensure inclusive learning environments with a focus on equity & access</p> <p>Developing specific interventions to promote math literacy and CCR at all grade levels</p> <p>Developing communication with families to engage them earlier when students are struggling in reading</p> <p>Developing more STEM opportunities K-12</p>				<p>individual lagging skills are addressed</p> <p>Admin working collaboratively with teachers to use data to inform teaching and learning – Following-up to ensure educators are using the student summary reports in MAP database.</p> <p>At FEB 8th in-service, staff collaborated over midyear data to develop better systems to improve student outcomes in literacy; Began identifying power standards at each grade level (vertical alignment); Identified key indicators for instructional agreements</p> <p>Begin developing makerspaces in the elementary school aligned with Math and Science standards & curriculum</p> <p>Spring –</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Developing shared messaging with our District Core Beliefs: <i>Champion for Kids</i> <i>Expect Excellence</i> <i>Carry the Banner</i> <i>Merchant of Hope</i></p> <p>SAC Team monitor progress on district goals / Site Council Monitor Progress on school goals</p>				
<p><i>Well Rounded Coordinated Learning Principles</i> <i>Indicator: 4.2 Materials & Practices to inform Instruction.</i></p> <p>Effective instructional practices attend to the essential knowledge and skill expected for ALL students.</p>	<p>Using technology to differentiate for individualized learning opportunities for students</p> <p>Focus on 4Rs – Relationships, Relevance, Rigor & Results</p> <p>Established I-team protocol K-12 – Utilize the I-team process to inform interventions and instructional practices for students struggling with learning</p> <p>Support Educator/EAs professional learning in math intervention</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p> <p>Educator, parent, and student feedback</p>	<p>Fall – Ensured adequate distribution of technology K-12</p> <p>Provide technical support as needed</p> <p>Implement the I-Team Process effectively across district</p> <p>Student-centered, teacher-directed professional learning</p> <p>Winter – Ongoing professional learning opportunities aligned with CIP; Student-centered, teacher-directed professional learning</p>

					Using midyear data and I-team process to insure effective instructional practices
					Spring –
<p><i>Inclusive Policy & Practice Indicator: 5.1 Equity & Access</i> A welcoming, safe, and inclusive environment is expected and reinforced across all school activities and settings.</p>	<p>Professional Learning as follows: Restorative Practices, Trauma Informed Practices, Equity in Education, UDL, and 4Rs to lift core instruction</p> <p>Implement the District Core Beliefs as Norms/Agreements in Everyday actions/practices</p> <p>Utilize disaggregated data to ensure all student groups are making adequate progress and to eliminate any barriers</p> <p>Ensure adequate human resources and supports dispersed equitably across district</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p> <p>Educator, parent, and student feedback</p>	<p>Fall – Equity PD for all staff / Restorative & Trauma Informed Practices</p> <p>Kick-off the year with District 4 Core Beliefs at ALL Staff In-service</p> <p>Establish instructional agreements K-12 so all students have access to a viable standards based curriculum</p> <p>EAs participate in all PD and attend regional and state level opportunities</p> <p>Begin paraprofessional certification process with EAs</p> <p>Winter – Using midyear data to inform slight shifts in our systems to</p>

	<p>Train educational assistance with educators and ensure all EAs meet the highly qualified criteria (coursework / paraprofessional certification)</p> <p>Provide learning opportunities for parents on how to support math homework</p>				<p>ensure welcoming, safe, and inclusive across all school activities</p> <p>EAs continue to participate in PD</p> <p>EAs taking ParaPro exam for certification</p> <p>Spring –</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4.) Colton School District Graduation Rate will be at least 90%: Focus on College and Career Readiness Standards District Wide; RTI model implemented to fidelity; Focus on preparing all students for high school graduation and beyond; Increase partnerships with local businesses and colleges to promote College and Technical Education (CTE) programs, internships, dual credit options, and school to work programs; Increase student grade level achievement at each grade level.

Priority	Action	Lead	Timeline	Success Criteria	Progress Check
<p>Leadership Indicators: 1.2 Routines and Structures</p> <p>Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL students, with an emphasis on protected classes and groups historically underserved, marginalized and disenfranchised.</p>	<p>Building the capacity to implement CCR systems to fidelity and promote sustainability</p> <p>Established a CCR team and framework district wide</p> <p>Established shared purpose – <i>All students will graduate college and career ready</i></p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p>	<p>Fall – MTSS for Reading and Math K-12 w/progress monitoring within a CCR framework</p> <p>Educators / Admin working collaboratively to monitor student progress and ensure all students on-track to graduate CCR</p> <p>CCR Team established along with a framework to</p>

	<p>Reviewing multiple data points (attendance, discipline/behavior, academic and instructional) on a regular bases through the process of inquiry and action.</p> <p>Equity training to ensure inclusive learning environments with a focus on equity & access.</p> <p>Developing communication with families to engage them earlier when students are struggling in school.</p> <p>Developing shared messaging with our District Core Beliefs: <i>Champion for Kids</i> <i>Expect Excellence</i> <i>Carry the Banner</i> <i>Merchant of Hope</i></p> <p>Develop Freshman Academy (8th – 9th) Focusing on successful transition from middle to high school</p>			<p>Educator, parent, and Student feedback</p>	<p>teach explicit skills K-12 to ensure all students are on track to graduate college and career ready</p> <p>Winter – Using midyear data to inform MTSS, master scheduling, course offerings, strategies and interventions within Core, and individual student progress.</p> <p>Providing equity training to educators to ensure inclusive learning environments continue focus on equity & access.</p> <p>Revisiting purpose and core beliefs to ensure shared messaging for clear communication loops.</p> <p>CCR team meets regularly to monitor progress of all students towards grade level expectations and college and career readiness</p> <p>At FEB 8th in-service, staff collaborated over midyear data to develop better</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>SAC Team monitor progress on district goals / Site Council monitor Progress on school goals</p> <p>Creatively utilized High School Success funding (Measure 98) to ensure all students are on-track to graduate CCR and provide multiple opportunities to explore college curriculum and campuses 8th – 12th</p>				<p>systems to improve student outcomes; Began identifying power standards at each grade level (vertical alignment); Identified key indicators for instructional agreements.</p> <p>Spring –</p>
<p><i>Well Rounded Coordinated Learning Principles Indicator: 4.2 Materials & Practices to inform Instruction.</i></p> <p>Effective instructional practices attend to the essential knowledge and skill expected for ALL students.</p>	<p>Using technology to differentiate for individualized learning opportunities for students</p> <p>Focus on 4Rs – Relationships, Relevance, Rigor & Results</p> <p>Established I-team protocol K-12 – Utilize the I-team process to inform interventions and instructional practices for students struggling with learning.</p> <p>CCR Team embedding 21st Century Skills K-12 by ensuring they are within</p>	<p>Superintendent</p> <p><i>In collaboration with:</i></p> <p>Principals FIT Team* Educators</p>	<p>2018-2019</p> <p>Fall</p> <p>Winter</p> <p>Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p> <p>Educator, parent, and student feedback</p>	<p>Fall – Ensured adequate distribution of technology K-12</p> <p>Provide technical support as needed</p> <p>Implement the I-Team Process effectively across district</p> <p>Student-centered, teacher-directed professional learning</p> <p>Developed a CCR Center at CHS staffed by a CCR Specialist</p> <p>Winter – Ongoing professional learning</p>

	<p>all professional learning conversations</p> <p>Implement Social Skills Curriculum K-12 for social, emotional and behavioral development (2nd step K-8 / High School Connections 9-12)</p> <p>Provide Naviance 8-12 grade to support students with CCR</p>				<p>opportunities aligned with CIP; Student-centered, teacher-directed professional learning</p> <p>Using midyear data and I-team process to insure effective instructional practices</p> <p>CCR Team meets regularly to monitor CCR Skills K-12</p> <p>Spring –</p>
<p><i>Inclusive Policy & Practice Indicator: 5.1 Equity & Access</i> A welcoming, safe, and inclusive environment is expected and reinforced across all school activities and settings.</p>	<p>Professional Learning as follows: Restorative Practices, Trauma Informed Practices, Equity in Education, UDL, and 4Rs to lift core instruction</p> <p>Implement the District Core Beliefs as Norms/Agreements in Everyday actions/practices</p> <p>Utilize disaggregated data to ensure all student groups are making adequate progress and to eliminate any barriers Ensure adequate human resources and supports</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals FIT Team* Educators</p>	<p>2018-2019 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading.</p> <p>Adequate monthly progress on district continuous improvement plan.</p> <p>Educator, parent, and student feedback</p>	<p>Fall – Equity PD for all staff / Restorative & Trauma Informed Practices</p> <p>Kick-off the year with District 4 Core Beliefs at ALL Staff In-service</p> <p>Establish instructional agreements K-12 so all students have access to a viable standards based curriculum</p> <p>EAs participate in all PD and attend regional and state level opportunities</p>

	<p>dispersed equitably across district</p> <p>Train educational assistance with educators and ensure all EAs meet the highly qualified criteria (coursework / paraprofessional certification)</p> <p>Communicating with parents on a regular basis</p> <p>Provide information sharing and workshops for parents on supporting students to be CCR</p> <p>Established a CCR Center run by the CCR specialist; Utilize the CCR specialist to provide extra supports 8th – 12th to teach CCR skills</p>				<p>Begin paraprofessional certification process with EAs</p> <p>Winter – Using midyear data to inform slight shifts in our systems to ensure welcoming, safe, and inclusive across all school activities</p> <p>EAs continue to participate in PD</p> <p>EAs taking ParaPro exam for certification</p> <p>CCR team meets regularly to ensure equity and access for all students</p> <p>Spring –</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*FIT Team – Focus in Teaching Team