

## Oregon District Continuous Improvement Plan Template

School Year	2019-20
District	Colton School District

### District Direction Section

Vision / Mission	A partnership of parents, students, school and community dedicated to quality learning and the continual pursuit of excellence.
Purpose	All students K-12 are on-track and graduate college and career ready!
Core Beliefs	Champion for Kids; Expect Excellence; Carry the Banner; Merchant of Hope

#### Comprehensive Needs Assessment Summary

What data did our team examine? **Equity, access and progress of all students, but particularly our focal groups (students of color, students experiencing socioeconomic barriers, students with special needs, student experiencing homelessness and/or foster care, and students experiencing multilingual needs).** We examined multiple data points for student achievement, attendance, discipline, graduation, on-track, IEP progress monitoring, instructional data, instructional leadership data etc.

How did the team examine the different needs of all learner groups? **We disaggregated student data (achievement, attendance, disciplinary, graduation, on-track, IEP progress monitoring, instructional data, instructional leadership data etc.). Specifically, disaggregating our progress monitoring interim assessment data (MAP) to examine our focal kiddos' progress. We examined data over time and presented out to the community and board at least three times a year on our progress. We incorporated student voices into our data collection through interviews and focus groups / listening and learning with the superintendent. We began a Superintendent's Advisory Council (SAC) with multiple shareholders. We developed a community and school leaders' network to better serve our Colton community and schools.**

Were inequities in student outcomes examined? This should read "How were inequities in student outcomes examined?" **In Colton School District, we believe all students K-12 can and will be on-track and graduate college and career ready. Thus, we examined how all students are doing on the path towards our district purpose. We collaborated in multiple venues to monitor student outcome data and the inequities such as: Leadership Data conferencing, principal one-to-one data conferencing, regular teacher collaboration facilitated by teacher leaders, one-on-one goal conferencing with students, teacher and principal self-reflections, SAC, Site Council, Plan Do Study Act (PDSA) cycles, evaluation & SLGG conferencing, and at ever in-service during the year.**

What needs did our data review elevate? **Equity, access and progress for all students particularly in the area of our focal groups. We realized after careful consideration of the disaggregated data over time that we need to lift core instruction through Relationships, Relevance, Rigor and Results (4Rs). Our students are not meeting grade level expectations on the interim and standardized assessments, however, they are graduating by meeting other criteria. Does this mean they're college and career ready? We asked ourselves this question and held space for the critical dialogue about the inequities for our focal groups.**

How were stakeholders involved in the needs assessment process? **Through the following: SAC, Site Council, Community and School Leaders Network, Superintendent Listening and Learning Sessions w/community, students, and staff, College & Career Readiness Team, Leadership Team, Students Services Team, and Boosters/Parent Club.**

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. **Every student will have access to a viable standards based curriculum and make progress towards grade level expectations no matter the classroom or educator. All students K-12 will be on-track and graduate college and career ready.**

Vision / Mission	A partnership of parents, students, school and community dedicated to quality learning and the continual pursuit of excellence.		
<b>Long Term District Goals &amp; Metrics</b>			
<p>Student Focused, aspirational, aligned with needs, written for all students  Example: <i>All students will meet their annual growth targets in math.</i>  Metrics are outlined for the year(s) to come.</p>			
Goal 1	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.		
Metrics	By 2019	By 2020	By 2021
	New Equitable Compensation System by 2019	Full Professional Development Model with focus on MTSS	All students are on-track and graduate college and career ready.
Goal 2	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 3 <sup>rd</sup> grade; All educators will utilize data to inform teaching, learning, and leading; and Implement Technology Plan to fidelity with a focus on instructional technology.		
Metrics	By 2019	By 2020	By 2021
	100% - All educators using data to inform teaching learning and leading by December, 2019	All 3 <sup>rd</sup> graders on-track and CCR by reading at grade level by June, 2021.	All students are on-track and graduate college and career ready.
Goal 3	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.		
Metrics	By 2019	By 2020	By 2021
	100% - All educators using data to inform teaching learning and leading by December, 2019	All students making adequate progress towards grade level expectations/ standards.	All students are on-track and graduate college and career ready.
Goal 4	4.) Colton School District Graduation Rate will be at least 100%: 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		

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	options, and school to work programs; Increase student grade level achievement at each grade level.		
Metrics	By 2019	By 2020	By 2021
	100% - All educators using data to inform teaching learning and leading by December, 2019 ( <i>As measured by school continuous improvement progress.</i> )	All students making adequate progress towards grade level expectations/ standards. ( <i>As measured by school continuous improvement progress.</i> )	All students are on-track and graduate college and career ready. ( <i>As measured by school continuous improvement progress.</i> )

### Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
<b>Inclusive Learning Environments</b>	All students have access to a viable standards based curriculum and make progress towards our purpose, All students K-12 are on-track and graduate college and career ready. Inclusive learning environments Incorporate the following: Understanding by Design (UbD), Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), College and Career Readiness (CCR), Career and Technical Education (CTE), Science, Technology, Engineering, Art, and Mathematics (STEAM), Culturally Responsive/Relevant Teaching (CRT), Trauma Informed & Restorative Practices, Social & Emotional Learning (SEL), Integration of Technology, and data to inform teaching and learning.
<b>Universal Design for Learning (UDL)</b>	Supports effective inclusive learning environments to lift core instruction by meeting the needs of a dynamic, diverse group of learners.
<b>Multi-tiered Systems of Support (MTSS)</b>	MTSS to address academic, social, emotional, and behavioral development/learning. Lower student to adult ratio by way of increasing educational assistants within inclusive learning environments and during intervention times to support more personalized learning.
<b>Understanding by Design (UbD)</b>	All students have access to a viable standards based curriculum and make progress towards our purpose, All students K-12 are on-track and graduate college and career ready.
<b>Data to inform teaching, learning and leading</b>	Data driven decisions to ensure all students K-12 have access to a viable standards based curriculum and make progress towards our purpose, All students K-12 are on-track and graduate college and career ready.
<b>Teacher-directed, student-centered professional learning</b>	Builds the capacity of teacher leaders and supports professional growth and instructional effectiveness for all adults in the classroom. Teacher-directed, student-centered professional learning incorporates the following: UbD, UDL, MTSS, CCR, CTE, STEAM, CRT, Trauma Informed & Restorative Practices, SEL, Integration of Technology, and data to inform teaching, learning, and leading.

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

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>What are we going to do?</i></p>	<p>Strategy # 1.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we build the capacity of teacher leaders,</p> <p>Then professional learning will be teacher-directed and student-centered,</p> <p>And instructional effectiveness and student academic achievement will improve</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>How we will know the plan is working</i></p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall</p> <p>100% - Staff plan, participate and facilitate professional learning based on student data, instructional data, and PDSA cycles (w/support of TOSAs &amp; FIT Team).</p> <p>TOSAs, FIT Team, &amp; Instructional Leaders provide coaching, observations, and ongoing feedback loops to support quality instruction.</p> <p>Superintendent provides regular coaching and professional learning to support effective instructional leadership.</p>	<p>Winter</p> <p>100% - Staff plan, participate and facilitate professional learning based on student data, instructional data, and PDSA cycles (w/support of TOSAs &amp; FIT Team).</p> <p>TOSAs, FIT Team, &amp; Instructional Leaders provide coaching, observations, and ongoing feedback loops to support quality instruction.</p> <p>Superintendent provides regular coaching and professional learning to support effective instructional leadership</p>	<p>Spring</p> <p>100% of Instructional effectiveness and student academic achievement improves as measured by informal/formal observations of educators, SLGGs, MAP, and SBAC.</p>

<i>District Goal this strategy supports</i>	<p>Goal: Support Professional Growth &amp; 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.</p> <p><i>Talent Development Indicator: 2.2 Professional Learning</i></p> <p><i>Leadership Indicators: 1.2 Routines and Structures</i></p> <p><i>Well Rounded Coordinated Learning Principles Indicator: 4.2 Materials &amp; Practices to inform Instruction.</i></p> <p><i>Inclusive Policy &amp; Practice Indicator: 5.1 Equity &amp; Access</i></p> <p><i>Shareholder Engagement &amp; Partnership 3.1 Inclusiveness, Recruitment &amp; Participation. 3.3 Review and Incorporate Shareholder Input 3.4 Tribal Consultation</i></p>			
		Teacher-directed, student-centered professional learning incorporates the following: UbD, UDL, MTSS, CCR, CTE, STEAM, CRT, Trauma Informed & Restorative Practices, SEL, Integration of Technology, and data to inform teaching, learning, and leading.	Teacher-directed, student-centered professional learning incorporates the following: UbD, UDL, MTSS, CCR, CTE, STEAM, CRT, Trauma Informed & Restorative Practices, SEL, Integration of Technology, and data to inform teaching, learning, and leading.	
	Measures of Evidence for Students (“and” statement)	Fall 100%- Educators collaborate with students in monitoring their own progress.	Winter 100% - Educators collaborate with students in monitoring their own progress.	Spring 100% of Instructional effectiveness and student academic achievement improves as measured by informal/formal observations of educators, SLGGs, MAP, and SBAC.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Leadership Team & TOSAs	1. Participate in professional learning such as cognitive coaching, instructional leadership, and utilizing data to inform teaching, learning and leading, as well as, collaborate in the planning and facilitating of educator professional learning.		6/30/20
	FIT Team & TOSAs	2. Participate in professional learning such as cognitive coaching and utilizing data to inform teaching, learning and leading, and collaborate in the planning and facilitating of educator professional learning.		6/30/20

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	Teachers, Educational Assistants & Admin	3. Participate in and facilitate professional learning (UbD, UDL, CRT, 4Rs, CCR standards & Practices, Trauma Informed Practices, Restorative Practices, Data to inform teaching & learning, PDSAs, Instructional technology, etc.)	6/30/20
	Students	4. Collaborate in data analysis to monitor progress and provide feedback into instructional effectiveness.	6/30/20
	Community, Parents, Students & Staff	5. Participate in Listening & Learning Sessions, Site Councils, Superintendent Advisory Council, Board Meetings, and School and Community Leaders Network to engage in meaningful decision making.	6/30/20
<i>ORIS Domain Alignment</i>	<p>ORIS Domain(s) this strategy supports</p> <p><input type="checkbox"/> Leadership</p> <p><input type="checkbox"/> Talent Development</p> <p><input type="checkbox"/> Stakeholder Engagement and Partnership</p> <p><input type="checkbox"/> Well-Rounded, Coordinated Learning</p> <p><input type="checkbox"/> Inclusive Policy and Practice</p>		

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

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>What are we going to do?</i></p>	<p>Strategy # 2.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we implement improvement sciences through PDSAs and regular collaboration,</p> <p>Then educators utilize disaggregated data to inform teaching and learning,</p> <p>And instructional effectiveness and student achievement improves.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>How we will know the plan is working</i></p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall</p> <p>Educators participate in improvement sciences through PDSAs and utilize data to inform teaching and learning (w/support of TOSAs &amp; FIT Team).</p> <p>TOSAs, FIT Team, &amp; Instructional Leaders provide coaching, observations, and ongoing feedback loops to support quality instruction.</p> <p>Superintendent provides regular coaching and professional learning to</p>	<p>Winter</p> <p>Educators participate in improvement sciences through PDSAs and utilize data to inform teaching and learning (w/support of TOSAs &amp; FIT Team).</p> <p>TOSAs, FIT Team, &amp; Instructional Leaders provide coaching, observations, and ongoing feedback loops to support quality instruction.</p> <p>Superintendent provides regular coaching and professional learning to</p>	<p>Spring</p> <p>100% of Instructional effectiveness and student academic achievement improves as measured by informal/formal observations of educators, SLGGs, MAP, and SBAC.</p>

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		support effective instructional leadership.	support effective instructional leadership.	
	Measures of Evidence for Students (“and” statement)	Fall Using disaggregated data, educators collaborate with each other and students to identify MTSS for equity, access and progress of all students.	Winter Using disaggregated data, educators collaborate with each other and students to identify MTSS for equity, access and progress of all students.	Spring 100% of Instructional effectiveness and student academic achievement improves as measured by informal/formal observations of educators, SLGGs, MAP and SBAC.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
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	FIT Team	2. Participate in professional learning such as cognitive coaching and utilizing data to inform teaching, learning and leading, and collaborate in the planning and facilitating of educator professional learning.		6/30/20
	Teachers, Educational	3. Participate in and facilitate professional learning (UbD, UDL, CRT, 4Rs, CCR standards & Practices, Trauma Informed Practices, Restorative Practices, Data		6/30/20



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	Assistants & Admin	to inform teaching & learning, PDSAs, Instructional technology, etc.)	
	Students	4. Collaborate in data analysis to monitor progress and provide feedback into instructional effectiveness.	6/30/20
	Community, Parents, Students & Staff	5. Participate in Listening & Learning Sessions, Site Councils, Superintendent Advisory Council, Board Meetings, and School and Community Leaders Network to engage in meaningful decision making.	6/30/20
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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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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>What are we going to do?</b></p>	<p>Strategy # 3.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we implement improvement sciences through PDSAs and regular collaboration,</p> <p>Then educators utilize disaggregated data to inform teaching and learning,</p> <p>And instructional effectiveness and student achievement improves.</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>District Goal this strategy supports</b></p>	<p><b>Goal: Colton School District Graduation Rate will be at least 100%: Focus on College and Career Readiness Standards District Wide; MTSS 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.</b>  <i>Talent Development Indicator: 2.2 Professional Learning</i>  <i>Leadership Indicators: 1.2 Routines and Structures</i>  <i>Well Rounded Coordinated Learning Principles Indicator: 4.2 Materials &amp; Practices to inform Instruction.</i>  <i>Inclusive Policy &amp; Practice Indicator: 5.1 Equity &amp; Access</i>  <i>Shareholder Engagement &amp; Partnership 3.1 Inclusiveness, Recruitment &amp; Participation. 3.3 Review and Incorporate Shareholder Input. 3.2 Communication Systems to Gather &amp; Share Information. 3.4 Tribal Consultation</i></p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>What are we going to do?</b></p>	<p><b>Strategy # 3.1</b> Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we lift core instruction by implement CCR standards and practices K-12 and develop relationships, relevance, rigor and results (4Rs), then we will increase the likelihood of all students being on-track to graduate, and more students will graduate college and career ready.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>How we will know the plan is working</b></p>	<p><b>Measures of Evidence for Adult Actions (“then” statements”)</b></p>	<p>Fall</p> <p>All educators utilize understanding by design through a UDL / Equity lens to embed CCSS, CCR, and Content Standards. All Educators begin lifting core instruction through the 4Rs. All educators &amp; educational assistants participate in professional learning.</p> <p>TOSAs, FIT Team, &amp; Instructional Leaders provide coaching, observations, and ongoing feedback loops to support quality instruction.</p>	<p>Winter</p> <p>All educators utilize understanding by design through a UDL / Equity lens to embed CCSS, CCR, and Content Standards. All Educators begin lifting core instruction through the 4Rs. All educators &amp; educational assistants participate in professional learning.</p> <p>TOSAs, FIT Team, &amp; Instructional Leaders provide coaching, observations, and ongoing feedback loops to support quality instruction.</p>	<p>Spring</p> <p>100% of Instructional effectiveness and student academic achievement improves as measured by informal/formal observations of educators, SLGGs, MAP, and SBAC.</p>

<b>District Goal this strategy supports</b>	<p><b>Goal: Colton School District Graduation Rate will be at least 100%: Focus on College and Career Readiness Standards District Wide; MTSS 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.</b></p> <p><i>Talent Development Indicator: 2.2 Professional Learning</i></p> <p><i>Leadership Indicators: 1.2 Routines and Structures</i></p> <p><i>Well Rounded Coordinated Learning Principles Indicator: 4.2 Materials &amp; Practices to inform Instruction.</i></p> <p><i>Inclusive Policy &amp; Practice Indicator: 5.1 Equity &amp; Access</i></p> <p><i>Shareholder Engagement &amp; Partnership 3.1 Inclusiveness, Recruitment &amp; Participation. 3.3 Review and Incorporate Shareholder Input. 3.2 Communication Systems to Gather &amp; Share Information. 3.4 Tribal Consultation</i></p>			
		Superintendent provides regular coaching and professional learning to support effective instructional leadership.	Superintendent provides regular coaching and professional learning to support effective instructional leadership.	
	<b>Measures of Evidence for Students (“and” statement)</b>	Fall All students will demonstrate deeper engagement in and understanding of the standards.	Winter All students will demonstrate deeper engagement in and understanding of the standards. All students on-track to graduate.	Spring 100% of Instructional effectiveness and student academic achievement improves Increase in students being on-track to graduate CCR. All student graduate.
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps To be completed this year</b>		<b>Due Date</b>
	Leadership Team & TOSAs	1. Participate in professional learning such as cognitive coaching, instructional leadership, and utilizing data to inform teaching, learning and leading, as well as, collaborate in the planning and facilitating of educator professional learning.		6/30/20
	FIT Team & TOSAs	2. Participate in professional learning such as cognitive coaching and utilizing data to inform teaching, learning and leading, and collaborate in the planning and facilitating of educator professional learning.		6/30/20
	Teachers, Educational	3. Participate in and facilitate professional learning (UbD, UDL, CRT, 4Rs, CCR standards & Practices, Trauma Informed Practices, Restorative Practices,		6/30/20

<b>District Goal this strategy supports</b>	<p><b>Goal: Colton School District Graduation Rate will be at least 100%: Focus on College and Career Readiness Standards District Wide; MTSS 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.</b></p> <p><i>Talent Development Indicator: 2.2 Professional Learning</i></p> <p><i>Leadership Indicators: 1.2 Routines and Structures</i></p> <p><i>Well Rounded Coordinated Learning Principles Indicator: 4.2 Materials &amp; Practices to inform Instruction.</i></p> <p><i>Inclusive Policy &amp; Practice Indicator: 5.1 Equity &amp; Access</i></p> <p><i>Shareholder Engagement &amp; Partnership 3.1 Inclusiveness, Recruitment &amp; Participation. 3.3 Review and Incorporate Shareholder Input. 3.2 Communication Systems to Gather &amp; Share Information. 3.4 Tribal Consultation</i></p>		
	Assistants & Admin	Data to inform teaching & learning, PDSAs, Instructional technology, etc.)	
	Students	4. Collaborate in data analysis to monitor progress and provide feedback into instructional effectiveness.	6/30/20
	Community, Parents, Students & Staff	5. Participate in Listening & Learning Sessions, Site Councils, Superintendent Advisory Council, Board Meetings, and School and Community Leaders Network to engage in meaningful decision making.	6/30/20
<b>ORIS Domain Alignment</b>	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	

## District 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?

SAMPLE District Self-Monitoring Routine Template