

Oregon District Continuous Improvement Plan Template

School Year	2020-21
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
Equity Statement	The Colton School District is committed to equity and inclusion of all students, families, and staff within our schools. Equity fosters an inclusive and barrier-free environment where each person feels a strong sense of belonging. Within inclusive learning environments, all students have access to a high-quality education and can follow their own path in reaching their full potential. The Colton School District embraces and affirms each person’s identity inclusive of race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, and religion.

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, students 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 of 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 the 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.**

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	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 rd 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 rd 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 make 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 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 (As	All students make adequate progress towards grade level expectations/ standards. (As	All students are on-track and graduate college and career ready. (As measured by school

	<i>measured by school continuous improvement progress.)</i>	<i>measured by school continuous improvement progress.)</i>	<i>continuous improvement progress.)</i>
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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
Inclusive Learning Environments	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.
Universal Design for Learning	Supports effective inclusive learning environments to lift core instruction by meeting the needs of a dynamic, diverse group of learners.
MTSS	MTSS to address academic, social, emotional, and behavioral development/learning.
Understanding by Design	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.
Data to inform teaching, learning and leading	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.
Teacher-directed, student-centered professional learning	Builds the capacity of teacher leaders and supports professional growth and instructional effectiveness.

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

District Goal this strategy supports	<p>Goal: 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.</p> <p>Talent Development Indicator: 2.2 Professional Learning</p> <p>Leadership Indicators: 1.2 Routines and Structures</p> <p>Well Rounded Coordinated Learning Principles Indicator: 4.2 Materials & Practices to inform Instruction.</p> <p>Inclusive Policy & Practice Indicator: 5.1 Equity & Access</p> <p>Shareholder Engagement & Partnership 3.1 Inclusiveness, Recruitment & Participation. 3.3 Review and Incorporate Shareholder Input 3.4 Tribal Consultation</p>			
	What are we going to do?	<p>Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices</p> <p>If we build the capacity of teacher leaders Then professional learning will be teacher-directed and student-centered And instructional effectiveness and student academic achievement will improve</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall 100% - Staff plan, participate and facilitate professional learning based on student data,	Winter 100% - Staff plan, participate and facilitate professional learning based on student data,	Spring 100% of Instructional effectiveness and student academic achievement improves as measured by

		instructional data, and PDSA cycles.	instructional data, and PDSA cycles	informal/formal observations of educators, SLGGs, MAP, and SBAC.
	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.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Leadership Team	1. Participate in professional learning such as cognitive coaching and collaborate in the planning and facilitating of educator professional learning.		6/30/21
	FIT Team	2. Participate in professional learning such as cognitive coaching and collaborate in the planning and facilitating of educator professional learning.		6/30/21
	Teachers	3. Participate in and facilitate professional learning.		6/30/21
	Students	4. Collaborate in data analysis to monitor progress and provide feedback into instructional effectiveness.		6/30/21
	Community / Parents	5. Participate in Listening & Learning Sessions, Site Councils, Superintendent Advisory Council, Board Meetings, and School and Community Leaders Network.		6/30/21
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 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	<p>Goal: 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</p> <p>Talent Development Indicator: 2.2 Professional Learning</p> <p>Leadership Indicators: 1.2 Routines and Structures</p> <p>Well Rounded Coordinated Learning Principles Indicator: 4.2 Materials & Practices to inform Instruction.</p> <p>Inclusive Policy & Practice Indicator: 5.1 Equity & Access</p>
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Shareholder Engagement & Partnership 3.1 Inclusiveness, Recruitment & Participation. 3.3 Review and Incorporate Shareholder Input. 3.2 Communication Systems to Gather & Share Information.				
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we implement improvement sciences through PDSAs Then educators utilize disaggregated data to inform teaching and learning And instructional effectiveness and student achievement improves.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Educators participate in improvement sciences through PDSAs and utilize data to inform teaching and learning.	Winter Educators participate in improvement sciences through PDSAs and utilize data to inform teaching and learning.	Spring 100% of Instructional effectiveness and student academic achievement improves as measured by informal/formal observations of educators, SLGGs, MAP, and SBAC.
	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 collaborate in the planning and facilitating of educator professional learning.		6/30/21
	Teachers	3. Participate in and facilitate professional learning.		6/30/21
	Students	4. Collaborate in data analysis to monitor progress and provide feedback into instructional effectiveness.		6/30/21
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		<input checked="" type="checkbox"/> Inclusive Policy and Practice
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Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

<p>District Goal this strategy supports</p>	<p>Goal: 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.</p> <p>Talent Development Indicator: 2.2 Professional Learning</p> <p>Leadership Indicators: 1.2 Routines and Structures</p> <p>Well Rounded Coordinated Learning Principles Indicator: 4.2 Materials & Practices to inform Instruction.</p> <p>Inclusive Policy & Practice Indicator: 5.1 Equity & Access</p> <p>Shareholder Engagement & Partnership 3.1 Inclusiveness, Recruitment & Participation. 3.3 Review and Incorporate Shareholder Input. 3.2 Communication Systems to Gather & Share Information. 3.4 Tribal Consultation</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>If we implement improvement sciences through PDSAs Then educators utilize disaggregated data to inform teaching and learning And instructional effectiveness and student achievement improves.</p>		
<p>How we will know the plan is working</p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall 100% - Educators participate in improvement sciences through PDSAs and utilize data to inform teaching and learning.</p>	<p>Winter 100% - Educators participate in improvement sciences through PDSAs and utilize data to inform teaching and learning.</p>	<p>Spring 100% of Instructional effectiveness and student academic achievement improves as measured by informal/formal observations of educators, SLGGs, MAP, and SBAC.</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall Using disaggregated data, all educators collaborate with each other and all students to identify MTSS for equity, access and progress of all students.</p>	<p>Winter Using disaggregated data, all educators collaborate with each other and all students to identify MTSS for equity, access and progress of all students.</p>	<p>Spring 100% of Instructional effectiveness and student academic achievement improves as measured by informal/formal observations of educators, SLGGs, MAP and SBAC.</p>
<p>How we will get the work done</p>	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>
	<p>Leadership Team</p>	<p>1. Participate in professional learning such as cognitive coaching and collaborate in the planning and facilitating of educator professional learning.</p>		<p>6/30/21</p>
	<p>FIT Team</p>	<p>2. Participate in professional learning such as cognitive coaching and collaborate in the planning and facilitating of educator professional learning.</p>		<p>6/30/21</p>
	<p>Teachers</p>	<p>3. Participate in and facilitate professional learning.</p>		<p>6/30/21</p>
	<p>Students</p>	<p>4. Collaborate in data analysis to monitor progress and provide feedback into instructional effectiveness.</p>		<p>6/30/21</p>

	Community / Parents	5. Participate in Listening & Learning Sessions, Site Councils, Superintendent Advisory Council, Board Meetings, and School and Community Leaders Network.	6/30/21
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Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

<p>District Goal this strategy supports</p>	<p>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. <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 & Practices to inform Instruction.</i> <i>Inclusive Policy & Practice Indicator: 5.1 Equity & Access</i> <i>Shareholder Engagement & Partnership 3.1 Inclusiveness, Recruitment & Participation. 3.3 Review and Incorporate Shareholder Input. 3.2 Communication Systems to Gather & Share Information. 3.4 Tribal Consultation</i></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>If we implement CCR standards and practices K-12 through the 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>How we will know the plan is working</p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall All educators utilize understanding by design through a UDL / Equity lens and begin to lift core instruction through the 4Rs.</p>	<p>Winter All educators utilize understanding by design through a UDL / Equity lens and begin to lift core instruction through the 4Rs.</p>	<p>Spring 100% of Instructional effectiveness and student academic achievement improves as measured by informal/formal observations of educators, SLGGs, MAP, and SBAC.</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall All students will demonstrate deeper engagement in and understanding of the standards.</p>	<p>Winter All students will demonstrate deeper engagement in and understanding of the standards. All students on-track to graduate.</p>	<p>Spring 100% of Instructional effectiveness and student academic achievement improves Increase in students being on-track to graduate CCR. All students graduate.</p>
<p>How we will get the work done</p>	<p>Person or Team</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>

	Responsible		
	Leadership Team	1. Participate in professional learning such as cognitive coaching and collaborate in the planning and facilitating of educator professional learning.	6/30/21
	FIT Team	2. Participate in professional learning such as cognitive coaching and collaborate in the planning and facilitating of educator professional learning.	6/30/21
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**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?

	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?
<i>Performance Updates</i>						