



Colton School District Comprehensive Improvement Plan 2017-2018

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

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 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
 - 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
The district implements short-term and long-term professional development plans based on indicators of effective teaching, school performance data, district goals and needs identified through the districts’ system for educator evaluation.	Full Implementation of Danielson Performance Evaluation Framework; Utilize Danielson Framework and Collaboration Grant to develop a Teacher-directed, student-centered professional development framework.	Superintendent <i>In collaboration with:</i> Principals FIT Team* Educators	2017-2018 Fall Winter Spring	Student Achievement Indicators Performance Evaluation Overall improvement of teaching, learning, and leading. Adequate monthly progress on district strategic plan.	Fall – Collaboratively constructing PD plan w/collaboration grant team based on data from MAPs, SBAC, Dibbles, and identified needs from Danielson Framework (DF). Winter – PD is teacher directed and student focused. Teachers work in collaboration with administrators to facilitate PD. Teachers

have completed their first SLGG and are working on their second. Teachers are continuing to participate in peer observations and plan do study act protocol (PDSA). MAPs, PDSA, SLGGs, Instructional Data, inform PD decisions.

Spring – Admin & teacher leaders working together to create a college and career readiness framework to include PD within it. The PD will include lifting core instructional practices and systems to increase access and progress for all students (Universal Design for Learning, UDL & Marzano’s Standards-Based Instructional Model). Teacher evaluation and observation moving from traditional “on-cycle”, “off-cycle” to a continual improvement cycle.

<p>All Educators in the district differentiate instruction, adapt content and utilize digital tools and resources to create personalized learning opportunities to meet the diverse needs of all students.</p>	<p>Utilize Danielson Framework and Collaboration Grant to develop a Teacher-directed, student-centered professional development framework.</p>	<p>Superintendent</p> <p><i>In collaboration with:</i></p> <p>Teachers Students Principals Technology Team</p>	<p>2017-2018</p> <p>Fall</p> <p>Winter</p> <p>Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning, and leading. Adequate monthly progress on district strategic plan.</p>	<p>Fall- Opening in-service focused on integrating technology into the classroom, Trauma informed practices, and reviewing DF for effective teaching. 2nd In-service: Teachers will develop Student Learning Growth Goals (SLGG) from baseline data, and review MAPs to inform teaching & learning.</p> <p>Winter – More Chromebooks are being purchased to move closer to one-to-one (Tech Plan). Tech Team informs the budget and purchases. Teachers and leaders are learning to differentiate at a deeper level to support inclusive classrooms. Specialist and EAs time has been increased to support the differentiation. MTSS are being implemented K-12. District was awarded grant from</p>
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					<p>ODE to support in implementation of MTSS to fidelity. Just started disaggregating MAPs data to view progress of focal students.</p> <p>Spring – Creating College & Career Readiness (CCR) Framework to include PD in lifting core instructional practice and systems to differentiate for all learners. Digital tools are being embedded on a regular basis across district and still moving to a deeper level of use and consistency. CCR Framework will address integration of instructional technology to lift core.</p>
Professional learning for all staff throughout the district (as appropriate to job description) is ongoing and embedded, researched-based instructional practices that is aligned to adopted	Develop a comprehensive professional development schedule aligned with the licensed contract, collaboration grant, and the Teacher-Directed Student-Centered PD Framework.	<p>Superintendent</p> <p><i>In collaboration with:</i> Educators Students Principals</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p>	<p>Fall – PD plan encompasses Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and Implementation of</p>

<p>state standards across all curricula (included and not limited Common Core, Science, English Language Proficiency, Oregon Social Studies, Technology, and CTE Skill Sets).</p>		<p>FIT Team* Collaboration Grant</p>		<p>Adequate monthly progress on district strategic plan.</p>	<p>Literacy & Technology Plan to fidelity. All staff receive trauma informed practices training.</p> <p>Winter – PD is ongoing and facilitated in collaboration with educators. The Collaboration Grant work focuses on Job Embedded Learning (JEL). Admin and Educators utilize data to inform PD. Specialists also facilitate PD (SPED, Title, ELL/ESL, and Trauma Informed Practices)</p> <p>Spring – The CCR Framework will include PD for lifting core instruction. To support inclusive classrooms, the PD will focus in on Marzano’s Standard-Driven Instructional Model and UDL.</p>
<p>All educators in the district are actively engaged in professional learning and collaboration resulting in</p>	<p>Create professional learning opportunities and time for collaboration, process of inquiry, and utilizing data to</p>	<p>Superintendent <i>In collaboration with:</i></p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p>	<p>Fall – PD is Teacher-Directed Student-Centered. Educators are given time to</p>

<p>the discovery and implementation of stronger, research-based practice to improve teaching and learning.</p>	<p>inform teaching, learning and leading.</p>	<p>Educators Students Principals FIT Team* Collaboration Grant</p>		<p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>collaborate. Creating SLGGs together on 9/22/17 and 10/6/17 using fall MAPs as baseline data or other data (Science / Social Studies Oaks; Curriculum based assessments or Common Assessments) if not course measured by MAPs.</p> <p>Winter – Educators finished collecting and summarizing data on first SLGG on 2/9/18. Working on 2nd SLGG. Teachers are utilizing PDSAs for peer observations. Administrators utilize a walkthrough tool that collects consistent instructional data. Admin trying to get into at least three classrooms a week to provide informal feedback with this tool. Tool aligned with Danielson Framework.</p>
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					<p>Spring – Educators continue to collaborate and are learning to use data to inform teaching and learning at a deeper level. The CCR will include PD in using data to inform standards based teaching and learning. Data demonstrates interventions are working. Lifting core along with the MTSS is part of the CCR.</p>
<p>The district ensures the building principal is skilled in motivating staff and community, communicating clear expectations, and focusing on improved student learning.</p>	<p>Full implementation of the 4 Dimensions of Instructional Leadership from the Center for Educational Leadership at the University of Washington.</p>	<p>Superintendent <i>In collaboration with:</i> Principals FIT Team* Collaboration Grant</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – Principals receive monthly PD / Collaboration on Instructional Leadership framework, and using data to inform, as well as meet monthly for data conferences to ensure tracking progress towards school and district goals. Principals make instructional rounds quarterly w/superintendent and teacher leaders.</p>

					<p>Winter – Principals receive monthly PD, Participate in Data Conference, One-on-one Coaching with Superintendent, Principals send weekly/monthly email updates to staff.</p> <p>Spring – Principals implementing the University of Washington’s 4 Dimensions of Instructional Leadership. Principals participate in monthly leadership collaboration, data conferences, instructional rounds, and professional development.</p>
<p>The district has a plan and process established to develop staff leadership across the system and reviews the plan on a frequent basis to ensure it continues to meet the needs of the district.</p>	<p>Develop a comprehensive plan for grassroots effort to grow leaders and provide opportunities for teacher leadership.</p> <p>Continue to monitor and adjust comprehensive PD plan.</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Educators Principals FIT Team* Collaboration Grant</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p>	<p>Fall - Collaboration Grant Team (CGT), Focus in Teaching Team (FIT) in collaboration with teacher leaders and administrators work to develop Professional Growth Goals to develop staff leaders. Collaboration Grant Plan focuses on Teacher</p>

				<p>Adequate monthly progress on district strategic plan.</p>	<p>Leaders within Job Embedded Learning.</p> <p>Winter – The district works in collaboration with CGT to develop staff leadership across the district. CGT and admin meet twice monthly to review progress of plan.</p> <p>Spring – Developing teacher leaders by supporting teachers in admin practicums, teachers on special assignment (TOSA) leadership roles in district, and including educators in leadership collaboration and instructional rounds with admin. CGT working with Admin to develop more leadership opportunities. Teachers facilitate PD to meet district’s needs.</p>
<p>The school board, administration, and employee groups work collaboratively to create a</p>	<p>Develop, approve, and implement employee compensation model within budgetary constraints.</p>	<p>Superintendent</p> <p><i>In collaboration with:</i></p>	<p>2017-2018</p> <p>Fall</p> <p>Winter</p> <p>Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p>	<p>Fall - The PD Framework is being developed by teacher leaders and administrators. The</p>

<p>comprehensive professional development and compensation system within budgetary constraints.</p>		<p>Educators Principals FIT Team* Collaboration Grant Union Leaders School Board</p>		<p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>focus is teacher-directed student-centered PD. Teachers lead and facilitate their own learning. All within budget constraints. School Board actively participates in PD with educators and staff. Collaboration Grant helps fund the extra duty pay for educators planning and facilitating workshops.</p> <p>Winter – CGT and admin working on creating more opportunities for staff leadership with compensation (grant funds). CGT is working on a compensation model for sustainability.</p> <p>Spring – CGT and admin working on the stipend scale and jobs. This will be brought before the board during collective bargaining next year. Admin, business manager and board looking at teacher compensation model.</p>
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					CGT, Teacher Leaders, and admin working to develop a comprehensive PD plan within CCR Framework.
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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; and Implement Technology Plan to fidelity with a focus on instructional technology.

Priority	Action	Lead	Timeline	Success Criteria	Progress Check
Using appropriate and complete data sets, the district evaluates existing school improvement strategies being implemented across the district and determines their effectiveness, modifying and adjusting as analysis of evidence suggests.	<p>Full implementation of Literacy Plan;</p> <p>Appropriate PD for all educators on Response to Intervention (RTI) and Literacy;</p>	<p>Superintendent</p> <p><i>In collaboration with:</i></p> <p>Administrators Educators FIT Team * Students Parents</p>	<p>2017-2018</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>Overall improvement of teaching, learning and leading.</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – Teachers reviewed MAPs reports in workshop on 9/22/17 and given time to explore system and student data. MAPs fall window closed on 9/28/17. On 10/6/17, educators collaborated in workshops utilizing root cause protocols and data to develop SLGGs. Superintendent met with School Board Members in 1st quarter data conferences to go over last year SBAC and MAPs data. Superintendent scheduled instructional rounds with Board, Principals and educators for October. Educators begin instructional rounds using Plan Do</p>

					<p>Study Act (PDSA) protocol for job embedded learning (JEL). Each school started RTI for literacy and implementing Literacy Plan to fidelity. Walk to Read with 90 minute literacy block at CES. Both CHS and CMS started parallel supports literacy interventions (Read 180 Lab).</p> <p>Winter – Educators and Administrators utilizing winter MAPs data to inform teaching, learning and leading. Summarized first SLGG and developed second at 2/9/18 in-service. Ongoing collaboration among educators in multiple venues to inform teaching, learning and leading.</p> <p>Spring – Educators still working in JEL and with PDSA and finalizing SLGGs with Spring MAPs data. School teams use multiple data sets to inform MTSS. Educators are going deeper into</p>
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					data to inform teaching and learning. Admin and instructional coach working together with regional MTSS Coach on implementing systems to fidelity in CSD. Regional Coach led team in a District Capacity Assessment (audit of current systems). District is further along than many other districts in Oregon with implementing MTSS.
The superintendent, central office administration, and school principals ensure the use of a process for data-driven improvement planning including research-based programs, practices and models for school improvement and student learning outcomes.	Building Administrators will facilitate the development of a school-level comprehensive achievement plan aligned with the school district strategic plan and goals. Implementing Teacher-Directed, Student-Centered PD.	Superintendent <i>In collaboration with:</i> Principals Educators Parents Students FIT Team* Collaboration Grant School Board	2017-2018 Fall Winter Spring	Student Achievement Indicators Performance Evaluation Overall improvement of teaching, learning and leading. Adequate monthly progress on district strategic plan.	Fall – October, November one-to-one data conferences Superintendent & Principals (w/focus on students w/special needs, ESL needs, and state identified as economically disadvantaged). Teachers and Admin collaborate over data to inform teaching, learning and leading at in-services. Educators and Admin receive PD on utilizing data to inform. PD is teacher-directed and student-centered.

					<p>Winter – Superintendent meets with principals one-on-one for data conferences and coaching on utilizing data with staff. Superintendent meets with board members for data conference regularly to go over progress. All supervisors utilize priorities based budgeting model with a reflection protocol. Still working to develop a culture of every student, every day whatever it takes. Building the capacity for student-center decision making across district and community.</p> <p>Spring – Continued data conferences, instructional rounds and aligning spending with priorities. Using an action priority Matrix to develop an action plan for building capacity to effectively implement innovations.</p>
The district has a balanced assessment system aligned to the district curricula which include	Develop curriculum maps to guarantee a	Superintendent	2017-2018 Fall Winter	Student Achievement Indicators	Fall – MAPs (interim) fall assessment window closed on 9/28/17.

<p>formative, interim and summative measures that are rigorous and cognitively demanding.</p>	<p>viable standards based curriculum.</p> <p>Develop common formative assessments to inform teaching, learning and leading between the interim and summative measures.</p>	<p><i>In collaboration with:</i> Educators Principals FIT Team* Collaboration Grant</p>	<p>Spring</p>	<p>Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Dibbles utilized at CES to establish placement and progress in Literacy Plan (RTI) implementation. Educators/Administrators utilize MAPs and SBAC data when developing SLGGs and RTI placement/planning K-12. All assessments are rigorous and cognitively demanding.</p> <p>Winter – MAPs (interim) winter assessment closed. Educators summarized/finalized SLGGs and developed second SLGG and PLGs. Continue to align common formative assessments across district. Educators are at different stages of development of common formative assessments.</p> <p>Spring – MAPs (Interim) for spring completed, and educators finalizing SLGGs. Review of data demonstrates the need to lift Core by focus in on Marzano’s Standard-</p>
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<p>District staff systematically monitors the implementation of school-level comprehensive achievement plans and school progress on a regular basis, providing feedback, follow-up to school staff, enabling the coordination of available resources to meet school needs and intervening early when a school is not making adequate progress.</p>	<p>Implement and monitor systematically school-level comprehensive plan</p>	<p>Superintendent <i>In collaboration with:</i> Educators Principals FIT Team* Collaboration Grant</p>	<p>2017-2018 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 strategic plan.</p>	<p>Driven Instructional Model and UDL.</p> <p>Fall – Principals and staff collaborated to create mission/vision for school with specific goals for improvement. CSD initiating a K-12 Response to Intervention (RTI) / Multi-tiered Systems of Support (MTSS) for academic, social, emotional, and behavior growth. Each school team developed a vision/mission and goals aligned with the district goals. School Site Councils (SSC) are developing comprehensive achievement plans aligned with district strategic plan (CAPs). SSC meets quarterly to track progress. Principals meet with educators and superintendent on regular basis to track progress. Superintendent and principals meet monthly to track progress. Board and Superintendent meet to</p>
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track progress quarterly. SAC meets fall, winter, spring to track progress.

Winter –Staff/Admin/ Board /SAC systematically monitor progress on CAP/CIP (fall, winter, spring). Everyone collaborates over data regularly. Continually improving data conversations and application. Utilizing data to inform MTSS on a regular basis as evidenced by winter MAPs data.

Spring – Continual improvement process monitoring progress regularly. Teachers and leaders are using data to inform teaching, learning and leading. Schools monitor progress on CAPs and SAC monitors progress on CIP. Teachers and leaders working on developing a continual feedback / improvement cycle by peer review, coaches, and

					supervisors via PDSA process. Developing MTSS K-12 within CCR Framework to intervene earlier and lift core.
The district provides all students and staff in each school with equitable access to a comprehensive library program which provides instructions in information literacy and research proficiencies, promotes integration of digital learning resources, advances reading engagement, and creates collaborative learning opportunities with teachers.	<p>Establish a clear vision for media center</p> <p>Develop Makerspaces Pilot</p> <p>PD on integrating technology and digital learning for media specialists and educators</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Media Specialist Principals Educators Technology Team Parents Students</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator, Student and Community Survey Data.</p> <p>Adequate monthly progress on district strategic plan</p>	<p>Fall – Media Specialists attending the National Library Conference with a full day dedicated to Makerspaces. Media Specialists work with licensed library consultant, educators, superintendent, Technology Specialist and Superintendent to develop 21st Century Media Centers. CSD received Title IV grant that will be utilized to embed STEM opportunities K-12 with a focus on Makerspaces (to include robotics). Teachers collaborated on integration of technology during fall in-services. Superintendent collaborating with educators, Media Specialists, Technology Specialist and Principals in establishing Makerspace</p>

opportunities in all media centers.

Winter – Delayed funding from federal government. Will receive Title Funds for STEM in spring.

Media Specialists attended makerspaces conference. CES Media Specialist working in collaboration with teachers and superintendent to develop makerspaces aligned with new science curriculum. Utilizing funds to replenish and expand Robotic program at CHS. Tech committee purchasing Chromebooks and moving towards one-to-one. CHS piloting one-to-one system. Tech committee working to establish adequate funding for replenishing over time. Tech committee provides ongoing instructional technology PD to educators.

Spring – CES purchasing materials via Title funds and getting library ready

					for next year's Makerspaces. Continuing to work on developing 21 st Century Libraries and digital resources. Teachers attending district and regional PD in integrating instructional technology.
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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
The district has a process for setting clear goals for student achievement for all students including appropriate district, school and student sub-group achievement targets that are reviewed annually.	<p>Form a Superintendent Advisory Council (SAC)</p> <p>Analyze Student Data to Write District Goals</p> <p>School Board Adopts the District Goals</p> <p>Create a District Strategic Improvement Plan (SIP)</p> <p>School Board Adopts SIP</p> <p>Monitor the District Strategic Plan</p>	<p>Superintendent</p> <p><i>In Collaboration with:</i> Principals SAC Educators</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – Educators and Administrators use data (MAPs, SBAC, and Common Formative / Curriculum Based Assessments) to set and monitor SLGGs, School and District Goals. All educators and administrators know areas of growth for district and schools. Our Sub-Groups Students w/special needs, students with ELL/ESL needs, and students identified as economically</p>

	<p>Monthly Data Conferences with Principals</p> <p>Disaggregate all data according to sub-group</p> <p>Quarterly meetings with Superintendent Advisory Council (SAC)</p>				<p>disadvantaged are not demonstrating adequate academic growth/gains. Each school developed RTI model of service with multi-tiered systems of support to improve student outcomes. CES utilizes math intervention from adopted curriculum. CHS and CMS provide parallel support classes for math interventions. Achievement Targets are reviewed monthly.</p> <p>Winter – Site Councils, SAC, Board and Various School/District Teams utilize interim MAPs assessment to monitor school and district goals and plans fall, winter, and spring. SBAC and Graduation Rates data informs our systems of support annually. Admin and Educators utilize a tracking spreadsheet with multiple data points to monitor individual student progress in each school. Superintendent reviews this with</p>
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					Principals monthly in one-to-one data conferences. Spring – Educators create SLGGs and monitor the goals in collaboration with administrators. District Goals are developed and monitored through progress on the CIP. School Goals are developed in alignment with district goals and monitored through progress on the CAP. Data is collected regular and disaggregated by focal groups.
The district works with schools to provide early and intensive intervention for students not making progress.	Create a Response to Intervention (RTI) framework for math. Monthly Data Conferences with Principals. PD for principals and teachers in Math intervention and RTI.	Superintendent <i>In Collaboration with:</i> Principals Educators	2017-2018 Fall Winter Spring	Student Achievement Indicators Performance Evaluation Overall improvement of teaching, learning and leading. Educator & Student Surveys Adequate monthly progress on district strategic plan.	Fall – RTI / MTSS are in place at each school to provide early and intensive intervention for students not making progress in Math and Literacy. Student Services and Leaders are working on an alignment with student studies team’s process of identifying students needing tier II and tier III supports and pre-referral for special education. Winter – Admin, educators, board,

					<p>community, and students monitor progress closely. It is a team effort on shifting the MTSS in order to better serve all students in inclusive environments. The data tracking sheets allow educators and administrators to intervene early when students are not on-track and making adequate progress. Implementing Dufour's four questions for professional learning communities: 1.) What do we expect students to learn? 2.) How will we know if they learn it? 3.) How do we respond when students experience difficulty in learning? 4.) How do we respond when they do learn?</p>
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Spring – Team working hard to develop and refine MTSS to intervene early when students are not making progress. Process for Student Studies Team (SST) is being reformed under the

					CCR Framework. Everyone working to ensure the systems provide appropriate services for all students. According to data, Interventions are working and a focus on lifting the core is necessary.
The district ensures planning for teaching and learning focuses on a variety of appropriate targeted instructional strategies to address diverse ways of learning incorporating new technologies. Research-based instructional resources, strategies and programs are coordinated and monitored in closing the achievement and opportunity gap.	Create professional learning opportunities and time for collaboration, process of inquiry, and utilizing disaggregated data to inform teaching, learning and leading.	Superintendent <i>In Collaboration with:</i> Principals Educators	2017-2018 Fall Winter Spring	Student Achievement Indicators Performance Evaluation Overall improvement of teaching, learning and leading. Educator & Student Surveys Adequate monthly progress on district strategic plan.	Fall – All in-service opportunities are teacher-directed and student-centered. August, September, and October in-service included multiple instructional strategies to address diverse ways of learning and incorporating new technologies. School Site Councils (SSC), teacher teams, administrators, superintendent, board, and SAC all monitor progress towards school and district goals. District Comprehensive Improvement Plan (CIP) and School

<p>The district ensures planning for teaching and learning focuses on a variety of appropriate targeted instructional strategies to address diverse ways of learning incorporating new technologies. Research-based instructional resources, strategies and programs are coordinated and monitored in closing the achievement and opportunity gap.</p>					<p>Comprehensive Achievement Plans (CAP) address the closing of achievement / opportunity gaps.</p> <p>Winter – On-track with ongoing PD during in-services. Collaboration time for educators is a priority. CSD works in collaboration with ODE on various grants to support with research-based instructional strategies and MTSS implementation to fidelity. Regular monitoring with data as defined in previous indicator’s progress. Awarded new Personnel Development Grant this winter (funded over three years). Provides regional coach, opportunities for teacher leadership, and training for staff on MTSS and utilizing data to inform teaching, learning and leading.</p> <p>Spring- Continued collaboration time to</p>
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					synthesize data to inform teaching, learning and leading. Regional coach for MTSS, Instructional coach, and administration collaborating to develop larger capacity for the work and implementing MTSS to fidelity. Quality diagnostic demonstrated the district is well under way to full implementation. Data demonstrates a larger focus on lifting the core is necessary (Marzano's Standards Based Instructional Model; UDL).
All educators in the district differentiate instruction, adopt content and utilize digital tools and resource to create personalized learning opportunities to meet the diverse needs of all students.	<p>Create professional learning opportunities and time for collaboration, process of inquiry, and utilizing data to inform teaching, learning and leading</p> <p>Implement Technology Plan to Fidelity</p> <p>Utilize Danielson Framework and Collaboration Grant to</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Educators Students Principals Technology Team</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – Educators collaborate on SLGGs and make instructional rounds utilizing Plan Do Study Act (PDSA) protocol. Educators collaborate on data to inform teaching and learning regularly. Educators implement RTI/MTSS and project based learning to address the diverse learning needs of all students. Educators are planning, facilitating,</p>

<p>All educators in the district differentiate instruction, adopt content and utilize digital tools and resource to create personalized learning opportunities to meet the diverse needs of all students.</p>	<p>develop a teacher-directed, student-centered professional development framework</p>				<p>and collaborating on integration of technology / digital tools in classrooms.</p> <p>Winter – Specialists are working in collaboration with educators and administrators to differentiate instruction to meet needs of all students. Ongoing process. Watching focal student progress closely. MTSS shifting slightly as informed by winter MAPs data and graduation rates. Ongoing PD on utilizing digital tools. Variety of resources being implemented to support differentiation through digital tools. New online science curriculum has component for individualized learning options.</p> <p>Spring – Collaboration time and professional development spent on increasing access and use of technology in classrooms (integration of technology in instruction). Focus on lifting the core</p>
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					through Marzano and UDL. Lifting core to increase differentiation, access, personalized learning opportunities and meeting needs of all learners. CCR Framework will include PD to lift core.
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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
The school board and superintendent actively engage families and the community in building a shared vision and supportive culture across the district, establishing mutual expectations for what the district and schools will look like when outcomes have been met.	Continue the following: Listening, learning and leading sessions Superintendent's Advisory Council Increase opportunities for family engagement in meaningful decision making Surveys	Superintendent <i>In collaboration with:</i> Principals Educators Parents Students School Board	2017-2018 Fall Winter Spring	Student Achievement Indicators Performance Evaluation Overall improvement of teaching, learning and leading. Educator & Student Surveys Adequate monthly progress on district strategic plan.	Fall – SAC and SSC continues work for 2017-18 school year. Established goals and strategic plans at both district and school level. Shared vision is established at district level and building level. Administration and educators are actively working to engage community in meaningful decision making (Sexual Health Education Cadre, Listening and Learning, Trauma Informed Practices, SAC, and SSC).

					<p>Board and Superintendent Google Survey. Board Chair and Superintendent actively engage in listening forums with parents. Board, Superintendent, Principals, and Staff work collaboratively with local media in representing schools in a positive light. Working to establish a collective culture of shared responsibility in improving schools and community experiences for all children/youth in Colton, OR. Educators, Boosters, Board, Admin, and Community work collaboratively to support schools.</p> <p>Winter – We continue to build partnerships with community through the following: faith-based and community leaders' collaboration, attending local city council meetings, Boosters, Listening & Learning, SAC, Site Councils, Parent Advisory Team, etc.</p>
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<p>The school board and superintendent actively engage families and the community in building a shared vision and supportive culture across the district, establishing mutual expectations for what the district and schools will look like when outcomes have been met.</p>					<p>Spring – On going collaboration with faith-based leaders, community leaders, Boosters, Listening and Learning, SAC, Site Councils, etc. Board adopted school district Core Beliefs: <i>Champion for Kids</i> <i>Expect Excellence</i> <i>Carry the Banner</i> <i>Merchant of Hope</i> Plan to imbed core beliefs in every aspect of schools, community and district culture.</p>
<p>The district has developed a unified, comprehensive, systemic and equitable approach for addressing barriers to learning and teaching designed to re-engage disconnected students that includes: supporting transitions, increasing home involvement and engagement, creating a caring and safe learning environment, increasing community involvement, and facilitating student and family access to effective services and special assistance.</p>	<p>Create a district strategic improvement plan</p> <p>Create a districtwide RTI framework for behavior K-12 to address mental health, attendance, behaviors, and safety. PD and Interventions include and not limited to:</p> <p>Restorative Justice Trauma Informed Practices PBIS Character Education</p>	<p>Superintendent RTI Administrator (CHS Principal)</p> <p><i>In collaboration with:</i></p> <p>Principals Educators Parents Students School Board</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – CSD signed contract for school based health center at CHS to be accessible K-12 students and siblings. Projected level of service every Thursday from 8-12. CHS principal facilitating the development of a K-12 RTI / MTSS model to support social, emotional and behavioral growth for all students. Chronic Absenteeism is addressed in this model. Home visits initiated to re-engage students and families to</p>

	<p>Culturally Responsive & Relevant Practices Family Engagement</p> <p>Building Administrators will facilitate the development of a school-level comprehensive achievement plan aligned with the school district strategic plan and goals</p>				<p>school. CSD hired a Campus Monitor Interventionist (CMI) and provided training to CMI and administrators on PBIS, Restorative Practices, and Trauma Informed Practices. CHS Principal collaborating with CMI and Counselor to develop a trauma informed practices workshop series for families/community members to take place in the evenings over the course of the year. Board members, classified and licensed staff, and admin attend trauma informed practices workshops. Principals, Superintendent and educators focusing on family engagement.</p> <p>Winter – Working through measure 98 dollars to support and reconnect students in high school. Hired a College and Career Readiness Specialist in the fall to support increase community engagement and access for students. Leaders and educators</p>
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<p>The district has developed a unified, comprehensive, systemic and equitable approach for addressing barriers to learning and teaching designed to re-engage disconnected students that includes: supporting transitions, increasing home involvement and engagement, creating a caring and safe learning environment, increasing community involvement, and facilitating student and family access to effective services and special assistance.</p>					<p>collaborating with regional experts on developing MTSS to remove barriers for students. Facilitated first trauma informed practice event for families. Teachers K-12 are participating in trauma informed practices training. Collaborating with CESD and Kaiser on a grant to implement trauma informed practice districtwide.</p> <p>Spring – Developing CCR Framework to include family engagement and community involvement / partnerships. Continued grant with CESD to address chronic attendance with trauma informed practices. Collaborative work among educators, leaders, regional coaches, and families to ensure MTSS implemented to fidelity. CCR Framework will be developed through a lens of equity to address barriers.</p>
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<p>The district collaborates with community members and pre-kindergarten providers to ensure that students enter kindergarten ready to learn.</p>	<p>Create professional learning opportunities and time for collaboration, process of inquiry, and utilizing data to inform teaching, learning and leading</p> <p>Build partnerships with providers and families to create a transition for kindergarten</p> <p>Increase opportunities for family engagement in meaningful decision making</p>	<p>Superintendent <i>In collaboration with:</i></p> <p>Community Providers Principals Educators Parents / Guardians</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – Working to develop a transition process. Engaging in conversations with CES staff to develop a smooth transition into kindergarten. CES kindergarten team, principal, superintendent and related service providers actively engaging with families and outside agencies to support students with special needs in a successful start to school.</p> <p>Winter – District partners with a preschool program within CES. CSD working collaboratively with CESD early childhood program to ensure smooth transitions for Kinders. Planning for Kindergarten Round-up. Extending time to allow for more parent and teacher engagement. CSD completing evaluations during Kindergarten transitions for special education.</p> <p>Spring – CSD Kindergarten team participates in</p>
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					individual family service plan (IFSPs) in early childhood. CSD staff evaluate students entering kindergarten from early childhood special education programs to determine if student has school age eligibility. MTSS and the CCR Framework will include Kindergarten transition and readiness.
District-wide behavior standards create a safe, drug free educational environment that is conducive for learning and are evident in staff interactions with students. Behavior standards are a part of district policy and procedures and are routinely communicated to staff, parents and students.	Create a districtwide RTI framework for behavior K-12 to address mental health, attendance, behaviors, and safety. <i>PD and Interventions include and not limited to:</i> Restorative Justice Trauma Informed Practices PBIS Character Education Culturally Responsive & Relevant Practices Safety Training Family Engagement Align student handbooks across district and with policy.	Superintendent RTI Administrator (CHS Principal) <i>In collaboration with:</i> Principals Educators Parents Students School Board	2017-2018 Fall Winter Spring	Student Achievement Indicators Performance Evaluation Overall improvement of teaching, learning and leading. Educator & Student Surveys Adequate monthly progress on district strategic plan.	Fall – CHS principal and CMI facilitating development of an RTI/MTSS model for behavior, social and emotional well-being. School Principals aligned and updated student handbooks and posted on school webpages. Educators went over student handbooks with students. Advisory lesson are being developed and taught across K-12. Parents engage in conversations at each school on student academic and behavioral progress. Parents actively participate on SAC and

SSC. CMI, School Counselor, educators and principals facilitate restorative circles and conversations with students. Letters are sent home to families regarding participation in circles. Schools/District working to create a resource webpage for families.

Winter – The three schools aligned their student handbooks. Principals provided feedback into policy review. All principals, safety officer, campus monitors interventionist, superintendent, transportation supervisor and lead custodian participated on the level on threat assessment training. Transportation supervisor / safety committee chair and campus monitor / interventionist participate on the regional level 2 threat assessment team. Continuing with trauma

					<p>informed practices for staff and community. Working to provide advisory lessons to all students K-12. Superintendent and Parent advisors working on an anti-bullying campaign. Parent and School health cadre looking at new health standards and curriculum.</p> <p>Spring – Sped TOSA for social, emotional and behavioral development hired to support MTSS K-12. Policies on conduct and student discipline updated and student handbooks aligned. CCR will encompass restorative discipline along with social, emotional and behavioral development.</p>
<p>The district policies, procedures and systems facilitate communication with families where staff implement and monitor frequent two-way communication with families regarding learning standards, their children’s progress toward meeting those standards, K-12</p>	<p>Continue the following: Listening, learning and leading sessions Superintendent’s Advisory Council Increase opportunities for family engagement in</p>	<p>Superintendent RTI Administrator (CHS Principal) <i>In collaboration with:</i> Principals Educators</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation Overall improvement of teaching, learning and leading.</p>	<p>Fall – Schools are actively engaging families in conversations and opportunities in school. Staff implement and monitor frequent two-way communication with families regarding learning standards, K-12</p>

<p>instructional and extra-curricular options and the families' role in their children's success in school including preparation for post-secondary education and careers.</p>	<p>meaningful decision making</p> <p>Surveys</p> <p>PD on family and community engagement</p>	<p>Parents Students School Board</p>		<p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>instructional and extra-curricular options. Working to develop communication every day. Superintendent focused on family engagement during monthly leadership collaboration with principals. A due process checklist was created for student services department where case managers communicate with families within the first 2-3 weeks of school. Principals and Superintendent send monthly newsletters to families. Teachers and Admin use communication apps, text, Facebook, email, communication logs, face-to-face, and/or phone calls with families.</p> <p>Winter – We continue to implement or communication plan. Principals send out regular newsletters to families. Superintendent sends out monthly newsletter and a community budget document. We continue</p>
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<p>The district policies, procedures and systems facilitate communication with families where staff implement and monitor frequent two-way communication with families regarding learning standards, their children’s progress toward meeting those standards, K-12 instructional and extra-curricular options and the families’ role in their children’s success in school including preparation for post-secondary education and careers.</p>					<p>to communicate via our school messenger. Principals and educators working to consistently communicate with families K-12.</p> <p>Spring – Communication better overall. Still working on implementing line of communication process to fidelity. Board adopted district core beliefs that will be implemented across schools, community and district. CCR framework will include communication and partnerships with families, community, businesses and colleges. High School Success Grant (HSSG) allowed district to hire a retired high school teacher on a post-retirement contract to continue the college credit articulated classes and coach new teacher in transition. HSSG will support in getting culinary articulated as well.</p>
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<p>The district creates connections between schools and the broader community to support student learning and career related learning opportunities.</p>	<p>Increase partnerships with local organizations for career related opportunities.</p>	<p>Superintendent <i>In collaboration with:</i> Principals Educators Parents Students School Board Businesses, Organizations</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – Superintendent, Educators, Principals, and School Board Members, work collaboratively with faith based leaders, Clackamas community health, local businesses, and colleges to support student learning and career related learning opportunities. CHS Team and Superintendent collaborate on the utilizing of Measure 98 funds in the three targeted areas:</p> <ol style="list-style-type: none"> 1. establish or expand career and technical education programs in high schools 2. establish or expand college-level educational opportunities for students in high schools 3. establish or expand dropout prevention strategies in high schools
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<p>The district creates connections between schools and the broader community to support student learning and career related learning opportunities.</p>					<p>Superintendent attended Measure 98 advisory cadre meeting to establish the eligibility requirements for 2018-19 school year. A needs assessment will be conducted to establish our needs in the three targeted areas. CHS team works collaboratively with student services and related services in developing transition / school to work / post high school outcomes program for all students with a focus on students with special needs.</p> <p>Winter – Collaboration with CCC and Chemeketa for dual credit options. Training college and career specialist and special education teacher on secondary transitions. College and career specialist working specifically on this indicator. Continue Faith-Based and Community Leaders Breakfast.</p>
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					<p>Spring – Continued partnerships with local colleges. College and Career Readiness Specialist working to develop many more opportunities for students. Staff attend transitions conferences, Alternative Education Summits, Post-Secondary Options, and participate with CCC in learning opportunities. Developing CCR Framework to increase connections between schools and the broader community and college and career related learning opportunities.</p>
<p>District staff systematically monitors the implementation of school-level Comprehensive Achievement Plans (CAPs) and school progress on a regular basis, providing feedback, follow-up to school staff, enabling the coordination of available resources to meet school needs and intervening early when a school is not making adequate progress.</p>	<p>Building Administrators will facilitate the development of a school-level comprehensive achievement plan aligned with the school district strategic plan and goals</p> <p>Monthly Data Conferences with Principals</p> <p>Create professional learning opportunities and</p>	<p>Superintendent</p> <p><i>In collaboration with:</i></p> <p>Principals Site Councils Educators Parents Students School Board</p>	<p>2017-2018</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>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall - Principals and staff collaborated to create mission/vision for school with specific goals for improvement. CSD initiating a K-12 Response to Intervention (RTI) / Multi-tiered Systems of Support (MTSS) for academic, social, emotional, and behavior growth. Each school team developed a vision/mission and goals</p>

<p>District staff systematically monitors the implementation of school-level Comprehensive Achievement Plans (CAPs) and school progress on a regular basis, providing feedback, follow-up to school staff, enabling the coordination of available resources to meet school needs and intervening early when a school is not making adequate progress.</p>	<p>time for collaboration, process of inquiry, and utilizing data to inform teaching, learning and leading</p>				<p>aligned with the district goals. School Site Councils (SSC) are developing comprehensive achievement plans aligned with district strategic plan (CAPs). SSC meets quarterly to track progress. Principals meet with educators and superintendent on regular basis to track progress. Superintendent and principals meet monthly to track progress. Board and Superintendent meet to track progress quarterly. SAC meets fall, winter, spring to track progress.</p> <p>Winter – Progress monitoring fall, winter, and spring with MAPs, Annually with SBAC and Graduation Rates, Regularly with curriculum based assessment and CFAs. Educators working to develop CFAs.</p> <p>Spring – SAC progress monitors on CIP three times a year. Board and</p>
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					<p>admin monitor progress on CIP three times a year. School Site Councils monitor progress on CAPs three times a year. Educators and administrators monitor individual student's progress on a monthly basis. Educators and leaders working with regional coaches to develop full capacity for MTSS implementation to fidelity K-12.</p>
<p>All students in the district have access to and develop proficiency in utilizing technology to enhance their preparation for college and career.</p>	<p>Implement Technology Plan to Fidelity</p> <p>Create a districtwide focus on College and Career Readiness</p>	<p>Superintendent</p> <p><i>In collaboration with:</i></p> <p>Educators Students Principals Technology Team</p>	<p>2017-2018</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>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – August / September</p> <p>In-services provided a variety of opportunities to develop proficiency in utilizing digital tools and several educators will attend Google Classroom / Chromebook training on 10/13/17. Students have access to Chromebooks in classrooms and some teachers utilize cell phones to engage students in digital tools / resources. Students have access to google classroom, google docs and email. Working to provide more access to</p>

<p>All students in the district have access to and develop proficiency in utilizing technology to enhance their preparation for college and career.</p>					<p>CES students (google classroom). All new curriculum adoptions have online components. RTI supplemental curriculum has online components. Working to create extend opportunities for students to engage in STEM work (Makerspaces, Robotics, CTE)</p> <p>Winter – Educators continue to grow in area of tech integration. Tech committee providing instructional technology PD. Measure 98 – High School Success Grant – purchasing more Chromebooks. One cart for 8th grade to align with 9th grade academy.</p> <p>Spring – Implementing Tech plan, and working to integrate technology into instruction. CCR Framework will include components of technology integration to enhance preparation for college and career readiness. High School Success Grant supports</p>
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					with purchasing Naviance College & Career Readiness Technology Solutions for the high school.
Teaching and learning outcomes at each level of the system are driven by standards providing students with the academic, career and technical skills necessary for successful post-secondary transitions to college or career. Those standards may include but are not limited to: Common Core, Science, English Language Proficiency, Oregon Social Studies, Technology, and CTE Skill Sets.	<p>Implement Technology Plan to Fidelity</p> <p>Create a districtwide focus on College and Career Readiness</p> <p>Create professional learning opportunities and time for collaboration, process of inquiry, and utilizing data to inform teaching, learning and leading</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Educators Students Principals Technology Team Local Colleges Community Members Businesses, Organizations CTE Teachers, Programs</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – CHS team is working in collaboration with superintendent on Measure 98 funding. CHS developed vision statement and goals. CHS site council working on a Comprehensive Achievement Plan (CAP). CHS principal leading work on RTI for social, emotional and behavioral growth K-12. Multi-Tiered Systems of support at each grade level driven by CCSS, focus on college and career readiness and measured by MAPs. Received Title IV funds and these will focus on embedding STEM opportunities K-12 (to include Makerspaces in school media centers).</p> <p>Winter – MAPs and graduation data demonstrate that teaching and learning outcomes at</p>

<p>Teaching and learning outcomes at each level of the system are driven by standards providing students with the academic, career and technical skills necessary for successful post-secondary transitions to college or career. Those standards may include but are not limited to: Common Core, Science, English Language Proficiency, Oregon Social Studies, Technology, and CTE Skill Sets.</p>					<p>each level of the system are driven by standards.</p> <p>Spring – High School Success Plan addresses this indicator. The CCR Framework will include multiple components regarding CTE, Career, Post-Secondary Transitions, and lifting the core. Data supports lifting the core through Marzano’s research and UDL.</p>
<p>The district ensures that all students and staff in each school have equitable access to a professionally-developed and well-managed school library collection of current and diverse print and electronic resources that supports teaching and learning, college and career readiness, and reading engagement.</p>	<p>Establish a clear vision for media center</p> <p>Develop Makerspaces Pilot</p> <p>PD on integrating technology and digital learning for media specialists and educators</p> <p>K-12 College and Career Readiness Activities</p>	<p>Superintendent</p> <p><i>In collaboration with:</i></p> <p>Media Specialist Principals Educators Technology Team Parents Students Local Colleges Counselor CTE Educators, Programs</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators</p> <p>Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading.</p> <p>Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – Media specialist attending National Librarian Conference (full day workshop on Makerspaces). Media Specialists working in collaboration with Librarian Consultant, Principals, Teachers and Superintendent to ensure access to PD and diverse electronic resources.</p> <p>Winter- Media specialist trained on makerspaces and 21 Century Libraries. Piloting makerspaces at CES with new science curriculum and STEM</p>

					<p>dollars. Teachers facilitate their own professional learning. All PD is teacher-directed and student-centered.</p> <p>Spring – Focusing on Makerspaces and robotics opportunities. Working to develop 21st Century Libraries. CCR Framework will include a 21st Century library component and lifting the core by embedding STEM.</p>
<p>The district provides all English learners in the district with learning opportunities to ensure that they will become proficient in reading and writing English in order to meet the requirements of obtaining an Oregon Diploma.</p>	<p>Develop an RTI Framework addressing math and literacy intervention K-12 with a focus on students with special needs and English language development needs. Utilize data to inform teaching, learning and leading.</p>	<p>Superintendent</p> <p><i>In collaboration with:</i> Principals Educators Parents Students School Board</p>	<p>2017-2018 Fall Winter Spring</p>	<p>Student Achievement Indicators Performance Evaluation</p> <p>Overall improvement of teaching, learning and leading. Educator & Student Surveys</p> <p>Adequate monthly progress on district strategic plan.</p>	<p>Fall – Purchased CCSS ESL curriculum. Providing PD and supports to educators. CSD ESL Teacher and Admin working in collaboration with ODE funded ESL specialist to support our students with ESL needs and our educators in strategies and interventions to support access for students w/ESL needs.</p>

					<p>Winter – ELL Specialist collaborates with educators for Academic Language PD, Sheltered Instruction, and provides direct service to students. ELL Specialist completed the EL Local Services Plan for Colton School District and submitted it on 2/15/18. This plan provides specifics for this indicator.</p> <p>Spring – Educators, Leaders/Admin, regional ELL reps and CSD ESL Coordinator/Teacher meet regularly to monitor progress for our students with ELL needs. Partnering with regional programs to provide ongoing PD to staff. ELL Coordinator and Regional Rep facilitate PD in academic language and support educators with sheltered instruction. CCR framework will be developed through an equity lens to include all focal students.</p>
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*FIT Team – Focus in Teaching Team