

## Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Colton School District: Colton Elementary School

### District Direction Section

Mission / Vision	Colton Elementary is a place where individual students grow and become confident lifelong learners with the active support of families, educators, and the community.
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?

The ORIS Needs Assessment, MAP, DIBELS, SBAC, student contact forms, referrals, attendance data

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

By disaggregating the data to fully evaluate the disparities and opportunity gaps for our focal students (students of color, students with special needs / learning differences, students with emerging multilingual needs, students experiencing socioeconomic barriers, students within foster care, students experiencing homelessness).

Were inequities in student outcomes examined?

Yes, the entire staff facilitate collaboration over disaggregated student data. The team participates in ongoing professional learning on how to use data to inform teaching, learning and leading and how to identify the inequities within our systems. Our focal student data drives our conversations and meaningful decision making at the classroom, grade level band, and school level.

What needs did our data review elevate?

The disparities and opportunity gaps impacting our focal students need to be better addressed by supporting educators to lift core instruction through relationships, relevance (cultural/real life), rigor, and results. Most significant disparities and opportunity gaps are demonstrated within academic achievement data.

How were stakeholders involved in the needs assessment process?

Colton Elementary School teachers participated in the Needs Assessment which guided our plan. Our site council also provided feedback into the needs assessment process along with our students and families. Our school district is working to elevate student voice and engagement in the context of their own learning. We facilitated a large community connections event based on some of the feedback gathered from students and families. We will continue to provide opportunities for meaningful student and family engagement. We are developing surveys and focal group conversations to inform our work.

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.

Improve student outcomes in Literacy and Math to ensure our purpose, *all students K-12 are on-track and graduate college and career ready.*

#### Long Term District Goals & Metrics

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.			
Goal 1	All students will demonstrate appropriate individual growth in Literacy as measured by MAP and DIBELS		
Metrics	By 2020	By 2021	By 2022
	75%	85%	100%
Goal 2	All students will demonstrate appropriate individual growth in Math as measured by MAP		
Metrics	By 2020	By 2021	By 2022
	75%	85%	100%
Goal 3			
Metrics	By (year)	By (year)	By (year)

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

<i>District Goal this strategy supports</i>	Goal: All students will demonstrate appropriate individual growth in Literacy as measured by MAP and DIBELS 4.1 Student Centered and Relational Principles for Learning 4.4 Data-Informed Decision-Making 5.1 Equity and Access			
<i>What are we going to do?</i>	Strategy # 1.1  Written as a Theory of Action and reflects evidence-based practices	If we implement backwards design principles into teacher planning  Then all students will be receiving a viable standards-based curriculum  And all students' literacy skills will improve		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall  Fall Inservice training on backwards design	Winter  Collect feedback from teachers about backwards design	Spring  Provide follow-up training and/or plan for needs/next steps
	Measures of Evidence for Students ("and" statement)	Fall  Student fall baseline data on Reading MAP and DIBELS.	Winter  Student show increase on Reading MAP and DIBELS scores	Spring  Students move from Lo/LoAvg to Avg/HiAvg/Hi in MAP reading. SBAC and DIBELS scores increase
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	FIT Team	1. Design Backwards Design training and facilitate collaborative Backwards Design work/planning sessions		FALL

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	FIT Team/Admin	2. Continued learning/collaboration time provided for Backwards Design work/planning sessions	WINTER
	CES Staff	1. Analysis of data points – MAP, DIBELS, SBAC for student success	SPRING
		4.	
		5.	
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

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<i>What are we going to do?</i>	Strategy # 1.2  Written as a Theory of Action and reflects evidence-based practices	If we implement universal design for learning principles into teacher planning  Then all students will have a higher level of engagement  And all students' literacy skills will improve		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall  Fall Inservice Trainings on UDL	Winter  Collect staff feedback on UDL	Spring  Provide follow-up training or plan for next steps
	Measures of Evidence for Students ("and" statement)	Fall  Student fall baseline data on Reading MAP and DIBELS.	Winter  Increase in student performance on MAP and DIBELS	Spring Students move from Lo/LoAvg to Avg/HiAvg/Hi in MAP. SBAC and DIBELS scores improve
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	FIT Team	2. Design UDL training and facilitate collaborative UDL work/planning sessions		FALL
	FIT Team/Admin	3. Continued learning/collaboration time provided for UDL work/planning sessions		WINTER
	CES Staff	4. Analysis of data points – MAP, DIBELS, SBAC for student success		SPRING
		4.		
		5.		
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<b>What are we going to do?</b>	Strategy # 1.3  Written as a Theory of Action and reflects evidence-based practices	If we schedule regular times to review data collaboratively  Then educators can adjust instruction and intervention per student need  And all students' literacy outcomes will improve		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall  Data meetings are scheduled in the calendar for the school year	Winter  Data meetings are happening as scheduled and producing outcomes	Spring  Teachers are using the data to regularly inform their teaching
	Measures of Evidence for Students ("and" statement)	Fall  Student fall baseline data on Reading MAP and DIBELS.	Winter  Increase in student performance on MAP and DIBELS	Spring Students move from Lo/LoAvg to Avg/HiAvg/Hi in MAP. SBAC and DIBELS scores improve
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	FIT Team/Admin	1. FIT Team and Admin work together to schedule data meetings		FALL
	FIT Team	2. FIT team helps to provide a framework for data meetings		WINTER
	CES Staff	3. Analysis of data points – MAP, DIBELS, SBAC – for lesson planning		SPRING
		4.		
		5.		
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<b>District Goal this strategy supports</b>	Goal: All students will demonstrate appropriate individual growth in Math as measured by MAP 4.2 Materials and Practices to Inform Instruction 4.5 Provide Multi-tiered System of Support 5.2 Identify and Remove Barriers to Success			
<b>What are we going to do?</b>	Strategy # 2.1  Written as a Theory of Action and reflects evidence-based practices	If we identify the math priority standards from Common Core  Then all students will receive a clear, aligned Common Core-based curriculum  And all students will improve their math skills		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall  Collaborated to finish identifying priority standards by grade level	Winter  Collect data on implementation of priority standards	Spring  Review progress and set next steps
	Measures of Evidence for Students (“and” statement)	Fall  Student fall baseline data for Math MAP.	Winter  Winter MAP data for math	Spring  Spring MAP and SBAC data for math
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	FIT team/Admin	1. Provide collaboration time to finish priority standard work and a framework for doing so		FALL
	FIT team/Admin	2. Develop collection tool to measure the fidelity of implementation		WINTER
	CES Staff	3. Review data collected as well as student data to plan for next steps		SPRING
		4.		
	5.			
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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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<b>What are we going to do?</b>	Strategy # 2.2  Written as a Theory of Action and reflects evidence-based practices	If we develop a multi-tiered system of intervention and support for math  Then all students will receive the intervention and support in math for their needs  And all students will improve their math outcomes		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall  A clear, tiered system of intervention in math has been created	Winter  The tiered system in math is implemented with fidelity	Spring  Review system and plan for next steps or needs
	Measures of Evidence for Students ("and" statement)	Fall  Student fall baseline data for Math MAP.	Winter  Winter MAP math data	Spring  Spring MAP math data
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	TOSA/FIT Team/CES Staff	1. Collaboratively build a clear, tiered system that ensures math interventions for all learners		FALL
	FIT Team	2. Create a collection tool to gauge implementation and effectiveness of tiered system		WINTER
	CES Staff	3. Review data collection on implementation and review student outcome data to inform next steps		SPRING
		4.		
	5.			
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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?
Performance Updates						

SAMPLE District Self-Monitoring Routine Template