

Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Springfield School District

District Direction Section

Vision	Every Student Prepared for a Bright and Successful Future
Mission	To Support Every Student, Every Day

Comprehensive Needs Assessment Summary

Values - We Believe -

- **Every student can and will learn;**
- **In eliminating inequities in student achievement;**
- **In fostering safe, healthy and engaging environments;**
- **In promoting an inclusive culture that draws on the assets of students, staff, and community.**

What data did our team examine?

Student Outcome Data: easyCBM (3rd, 5th, 8th Reading), SBAC (Math, Reading), i-Ready (Math K-8), 9th grade on-track, Graduation, Regular Attenders

Fidelity Data: Tiered Fidelity Inventory (Rtl and PBIS), District Capacity Assessment (PBIS), District Implementation Evaluation Tool (DIET)

Stakeholder Input: Broader Community Fora through ODE facilitated Input Sessions, Level Leadership (Elementary, Middle, High), K-12 Building Administrators, Classified Union formal input during Level Leadership, Healthy Teen Survey

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

The team compared student outcome/performance data, disaggregated by students on IEPs, and traditionally underserved populations (race, ethnicity, poverty, English learners). The team also analyzed grade level comparisons at the elementary level to help determine the health of the core programming at each school. Also, the team examined course success outcomes by individual teachers and subject areas in the secondary settings. In both cases, the team looked at differences in student outcomes based on the systems of supports provided in the school setting. Additionally, the perspective of specific intervention programming was considered. This included ELD, Special Education, 504 plan support, Title IA intervention services, and mental health supports. These additional voices in the process assisted with the consideration of our learner groups in all of our schools.

Were inequities in student outcomes examined?

When disaggregated by socioeconomic status, it is apparent that students identified as living in poverty underperforming in all academic areas at all levels.

Students on IEPs have shown improvement in the past couple of years, but are still underperforming at all levels

(participation and achievement).

English Learners are continuing to increase in achievement year-to-year, but are still underperforming compared to other groups. Specifically, academic achievement areas are still depressed compared to other groups (graduation and SBAC), Interestingly, our English Learners do not generally fall into the category of chronically absent (our students are attending school on a regular basis). Additionally, we do not seem to have disparate special education identification practices, according to the data in the SPR&I system.

Students identified as African American/Black, Hispanic/Latino, Native American/Alaska Native, are all underperforming in academic areas, as compared to White and Asian counterparts.

What needs did our data review elevate?

Elementary reading is identified as a priority. The team believes that strengthening Literacy Rtl practices at the elementary level will ultimately result in increased student achievement, across the whole system, over time.

Chronic absenteeism is another priority. The team understands the necessity of student attendance. This has been an increasing identified priority of the district for the past two years.

The team also recognizes how essential High school success is for our students. These efforts include 9th grade on track, graduation, and attendance.

English Learners and other race/ethnicity categories are a priority. The team has a deep desire to to close the achievement and opportunity gaps for our disenfranchised students.

Math instruction and achievement is a concern.

Suspension and expulsion rates for specific categories of students is a concern. We are interested in increasing the use of restorative practices in all of our schools, in combination with our continued foundation of PBIS practices and mental health supports.

How were stakeholders involved in the needs assessment process?

Level leadership quarterly meetings

Stakeholder input process (ODE led engagement protocol)

K-12 principal meetings

District Literacy and PBIS Leadership team structures

Board input through multiple formal Board Work Sessions

Which needs will become priority improvement areas?

Elementary reading is identified as a priority

Chronic absenteeism

High school success (9th grade on track, graduation, attendance)			
Long Term District Goals & Metrics			
Goal 1	Students in 3rd through 10th grades will show comparable growth and achievement on SBAC, of at least Level 3.		
Metrics	2019-2020	2020-2021	2021-2022
	Elem In Spring 2020, 50.5% of students will meet their growth targets in Math, compared with 48% in Spring 2019.	Elem In Spring 2021, 53% of students will meet their growth targets in Math, compared with 50.5% in Spring 2020.	Elem In Spring 2022, 55.5% of students will meet their growth targets in Math, compared with 53% in Spring 2021.
	MS In Spring 2020, 47.5% of students will meet their growth targets in Math, compared with 45% in Spring 2019.	MS In Spring 2021, 50% of students will meet their growth targets in Math, compared with 47.5% in Spring 2019.	MS In Spring 2022, 52.5% of students will meet their growth targets in Math, compared with 50% in Spring 2021.
	MS In Spring 2020, 49.5% of students will meet their growth targets in ELA, compared with 47% in Spring 2019.	MS In Spring 2021, 52% of students will meet their growth targets in ELA, compared with 49.5% in Spring 2019.	MS In Spring 2022, 54.5% of students will meet their growth targets in ELA, compared with 52% in Spring 2021.
Elem In Spring 2020, 51.5% of students will meet their growth targets in ELA, compared with 49% in Spring 2019.	Elem In Spring 2021, 54% of students will meet their growth targets in ELA, compared with 51.5% in Spring 2019.	Elem In Spring 2022, 56.5% of students will meet their growth targets in ELA, compared with 54% in Spring 2021.	
Goal 2	All students will leave Grade 9 with 6 credits, including an Algebra 1 and core Language Arts credit.		
Metrics	By End of Spring 2020	By End of Spring 2021	By End of 2022
	83% of 9th Graders will be on track.	86% of 9th Graders will be on track.	90 % of 9th Graders will be on track..
Goal 3	Improve the rate of regular attenders by providing systems that support the needs of all students, K-12.		
Metrics	By End of Spring 2020	By End of Spring 2021	By End of Spring 2022
	K-5 -- 87% attend regularly	K-5 -- 89% attend regularly	K-5 -- 92% attend regularly
	6-8 -- 76% attend regularly	6-8 -- 80% attend regularly	6-8 -- 84% attend regularly
	9-12 -- 64% attend regularly	9-12 -- 68% attend regularly	9-12 -- 72% attend regularly

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success	This initiative addresses the need to improve the graduation rate and ensure that

	students enter HS with skills to be successful and stay on track for graduation starting in 9th grade. A tiered system of support is included in this plan and is congruent with the MTSS strategy in Goal 1.
Chronic Absenteeism	This initiative addresses the need to improve regular attendance at each grade band, so that students may engage in learning and developing academic and social/emotional skills to be successful. A tiered system of support is included in this plan and is congruent with the MTSS strategy in Goal 1.
EL Success (HS 3499)	This initiative addresses the need for English Learners to develop proficiency in English in order to be have access to core curriculum and be successful learners. A tiered system of support is included in this plan and is congruent with the MTSS strategy in Goal 1.

Annual Evidence Based Strategies, Measures, and Actions

Goal 1	Students in each group will show comparable growth and achievement on SBAC, of at least Level 3.			
What are we going to do?	Strategy 1: Theory of Action Written as a Theory of Action and reflects evidence-based practices	If we... use a multi-tiered system of support framework to provide all students with the best opportunities to succeed academically and behaviorally in school,		
		Then... we can better meet the needs of all learners,		
		And... improve student achievement outcomes that is sustainable over time.		
Is the plan working?	Measures of Evidence	K-12	Secondary	Elementary
Adult actions	Completed PD and work plans	Fall Complete all training activities and work plans scheduled for Fall 2019.	Winter Complete all training activities and work plans scheduled for Winter 2020. Observation of Literacy Leadership Team meetings by district administration will show that each elementary school is examining	Spring Complete all training activities and work plans scheduled for Spring 2020. Administration of a Tiered Fidelity Inventory will be conducted at each elementary school.

			benchmark data, and following up with intervention planning for eligible students.	Next steps in PD will be based on Fidelity information.
Student outcomes	EasyCBM Benchmark data	Fall Less than 20% of the students will be in Tier 3 Less than 30% of students will be in Tier 2 and more than 50% of students will be in Tier 1.	Winter Less than 15% of the students will be in Tier 3 Less than 25% of students will be in Tier 2 and more than 60% of students will be in Tier 1.	Spring Less than 12% of the students will be in Tier 3 Less than 23% of students will be in Tier 2 and more than 65% of students will be in Tier 1.

Strategy 1a Culture

Develop a system based on growth mindset, a continuous cycle of improvement, and high expectations for all student populations, focused on reducing the achievement gap.

Who is responsible?	Action	Evidence/Outcome	Date
District Literacy Leadership Team (DLLT) with Human Resources (HR)	<ol style="list-style-type: none"> Define expected RTI Literacy skills to effectively implement RTI. Establish guidelines for literacy/RTI skills for specific positions to be used for next hiring season. (DIET 17)	Definitions of RTI Literacy skills. Guidelines of skills.	January 2020
DLLT with HR	<ol style="list-style-type: none"> Include in Job descriptions for specific positions clearly define the expected RTI Literacy skills. Share expected RTI Literacy skills with HR to include as job descriptions and to incorporate as demonstration tasks during interviews. (DIET 18)	Completed Job descriptions that include articulated RTI Literacy skills.	January 2020
DLLT with HR	<ol style="list-style-type: none"> District develops a standard process for selecting in district staff members for positions that includes demonstration of the staff's knowledge and skills for 	Formal hiring practices in place that support Rtl Implementation in place for hiring all staff, including in-district staff applying for new positions	January 2020

	<p>the position rather than using an informal process.</p> <p>2. Share expected Literacy RtI skills necessary to meet qualifications for specific positions for use by Instructional Leaders in determining a process for selecting in-district staff members for positions.</p> <p>(DIET 19)</p>		
DLLT	DLLT dedicates time and monitors and supports adult learning at least once a month.	Regular data collected regarding the effectiveness of professional learning, including survey and feedback data from ILT work, feedback from adult learners and other possible indicators (classroom, interim, and annual assessment data)	Monthly
ORIS Domain Alignment			
ORIS Domain this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement & Partnership	<input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

Strategy 1b Leadership Teams			
Establish a vision for effective practices, develop standards of practice, effectively allocate resources, and install effective communication loops (supported by cross-representation)			
Who is responsible?	Action	Evidence/Outcome	Date
DLLT, with input from TOSAs & stakeholder team	<p>Review, refine and update our Standards of Practice (SOP) document for core, teaming, and interventions.</p> <p>a. DLLT and work group to update b. Incorporate Priority Plans into the Standards of Practice</p> <p>(feedback from MTSS K-12 Level Leadership etc.)</p> <p>(DIET 1: MTSS strategy 5/GVC strategy 2)</p>	Standards of Practice document is created, initial plan for sharing with stakeholders drafted	Fall/Winter 2020

Elem. Ed Director with TOSA support	<p>District will begin to share and orient principals to the standards of practice</p> <ul style="list-style-type: none"> a. Orienting principals to standards and priority plans [let them know this document exists, develop understanding, purpose/usage, etc.] during principal meetings, chunked out over time b. Determine the most effective way to share out with teachers <p>(DIET 2: MTSS strategy 5/GVC strategy 2)</p>	Schedule & description of orientation sessions for principals and teachers.	Winter & /Spring 2020
Elem Ed Director	<p>Meet with principals, mid-year, to engage in initial conversations regarding literacy standards of practice to support implementation</p> <ul style="list-style-type: none"> a. Determine the components of these conversations, beginning with the basics and layering on components as SOP are re-introduced. b. Put together a work group to develop walk-through form for components of SOP for director and principals <p>(DIET 4: MTSS strategy 5/GVC strategy 2)</p>	<p>Evidence of principals progressing through stages of implementation,</p> <p>Artifacts (ie. master schedule, agendas, etc.)</p>	Winter & Spring 2020
DLIT (& assigned work groups)	<p>Provide Rtl progress on implementation/ student achievement to the school board at least 1x.</p> <p>(DIET 5: MTSS strategy 2)</p>	Board presentation completed, with feedback from board members noted	Winter or Spring 2020
ORIS Domain Alignment			
ORIS Domain this strategy supports	<p><input type="checkbox"/> Leadership <input type="checkbox"/> Well-Rounded, Coordinated Learning</p> <p><input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Inclusive Policy and Practice</p> <p><input type="checkbox"/> Stakeholder Engagement & Partnership</p>		

Strategy 1c Teaming & Data-Based Decision-Making

Ensure teaming structures are in place. Curricular and instructional improvements are the focus.

Who is responsible?	Action	Evidence/Outcome	Date
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DLLT	DLLT conducts a District Data Review to examine outcome data for all students and disaggregates for special populations at least once. (DIET 12: MTSS strategy 3)	Data review is completed within the specified timeline.	Spring 2020
DLLT & MTSS Leadership	Following the District Data Review, an action plan is developed/revised and reviewed a. MTSS Leadership reviews their capacity to implement the action plan by determining funding, staffing and time (DIET 14: [MTSS strategy 3])	Action plans continue to be revised based on the needs of teachers and students, budget includes funds dedicated to these needs, staff assigned to implement plan	Spring & Summer 2020
ORIS Domain Alignment			
ORIS Domain this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement & Partnership	<input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

Strategy 1d Professional Development			
Provide culturally responsive embedded, ongoing, and sustainable professional learning opportunities that are research based and have a learning focused culture.			
Who is responsible?	Action	Evidence/Outcome	Date
DLLT & assigned work groups	DLLT has an Elementary Literacy Professional Learning Plan that includes initial, on-going, and follow-up support as needed. a. Continue to refine and implement the <i>Ele. Literacy Professional Learning Plan</i> 1. Continue delivery of ongoing trainings to support elementary literacy 2. Define and clarify ongoing support for core instruction (continuing	a. <i>Elementary Literacy Professional Learning Plan</i> has been created that lists specific trainings for certified and classified staff, defines and clarifies ongoing and follow up support for easyCBM, Core Literacy instruction and enhancement, and supplemental programs	a-1 Fall/Winter 19-20 a-2 Fall 2019 a-3 Fall 2019

	<p>support for core instruction for all K-5 teachers)</p> <p>3. Define and clarify follow-up support (same year follow-up for “new” teachers receiving core enhancement training)</p> <p>b. DLLT provides ILT cohort schools ongoing professional learning in identified target areas, i.e. teaming, structured collaboration</p> <p>1. Learning map created for Literacy Cohort and ILTs based on target areas</p> <p>c. Conduct a gap analysis on supplemental materials and update our district list for materials</p> <p>1. Look at scope & sequence of current programs, possible new programs or providing more training for current programs</p> <p>2. Small work team, including building reps, develop a recommendation for updates to the materials list and help to address any drift from fidelity</p> <p>d. Overhaul Core Enhancement training for new teachers, (offered in the fall)</p> <p>1. Update delivery model to incorporate new learning and practices for adult learning</p> <p>(DIET 7: MTSS strategy 4)</p>	<p>b. Regular anecdotal feedback from ILT learning sessions, survey data, onsite check ins</p> <p>c. Recommendations made to MTSS regarding updates to district list for supplemental materials</p> <p>1. Learning Map created for Literacy Cohort</p> <p>d. Enhancement Training presentations and materials are updated</p> <p>i. Look for evidence of Partnership Principles in presentation</p> <p>ii. Consider feedback from participants (immediate feedback and implementation survey several weeks out) pre/ post learning survey, submitted whole and small group lesson plans</p>	<p>b. Follow schedule of activities for 19-20 SY</p> <p>c. Fall & Winter 19-20 SY</p> <p>d. Summer & Fall 2019</p>
<p>MTSS Leadership & DLLT</p>	<p>MTSS Leadership allocates funds, time, and staffing to implement training described in the <i>Elementary Literacy Professional Learning Plan</i> (in place, ongoing)</p>	<p>a. 2019 budget includes funds to support <i>Ele. Literacy Prof. Learning Plan</i></p> <p>b. Time for Ele. Professional Learning included in Instruction Dept. PD</p>	<p>Follow schedule in Instructional PD Calendar</p>

	(DIET 8: MTSS strategy 2)	calendar c. MTSS Leadership, Ele. Director, DLLT, TOSAs implement <i>Ele. Literacy Prof. Learning Plan</i>	
ORIS Domain Alignment			
ORIS Domain this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement & Partnership	<input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Strategy 1e Core Instruction			
Provide a research--based core curriculum delivered with fidelity.			
Who is responsible?	Action	Evidence/Outcome	Date
DLLT, Principals, TOSAs	Continue administer Core literacy program, with instruction in each component of the literacy framework (whole group, small group, differentiation, individual), ECRI, and supplemental programs.	Surveys and observations conducted by DLLT, TOSAs, principals, building action plans.	On-going 19-20 SY
	NOTE: See also Strategy 1d, Professional Development.		
ORIS Domain Alignment			
ORIS Domain this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement & Partnership	<input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

Strategy 1f Universal Screening			
Administer school--wide screening at least three times a year to help guide instruction through three tiered instructional RtI process.			
Who is responsible?	Action	Evidence/Outcomes	Date
DLLT, Building Principals	Administer Easycbm three times per year.	Easy CBM reports, data, and agendas/minutes from benchmarking meetings.	Fall 2019 Winter 2020 Spring 2020
ORIS Domain Alignment			

ORIS Domain this strategy supports	__Leadership	_x_ Well-Rounded, Coordinated Learning
	__Talent Development	__Inclusive Policy and Practice
	__Stakeholder Engagement & Partnership	

Goal 2 <i>Critical issue</i>	All students will leave Grade 9 with 6 credits, including an Algebra 1 and core Language Arts credit.			
What are we going to do?	Strategy 2: Theory of Action	<i>If we develop and implement an intentional system with personalized interest, learning and support that ensures that students in each cohort have the credits leading to graduation,</i>		
	Written as a Theory of Action and reflects evidence-based practices	<i>Then... staff will provide students support and monitoring that they need to be on track for graduation, and provide support to families so that every student is ready to learn,</i>		
		<i>And students will graduate with skills necessary for careers and further education.</i>		
Is the plan working?	Measure s of Evidence Adults Actions	Fall <i>Following HSS plan as evidenced by actions completed</i>	Winter <i>Following HSS plan as evidenced by actions completed</i>	Spring <i>Following HSS plan as evidenced by actions completed</i>
	Measure s of Evidence Student Outcome s	Fall <i>Earn 6 credits (c's or better) their freshman year, which must include English and Math as evidenced by quarterly grade checks</i>	Winter <i>Earn 6 credits (c's or better) their freshman year, which must include English and Math as evidenced by quarterly grade checks</i>	Spring <i>Earn 6 credits (c's or better) their freshman year, which must include English and Math as evidenced by quarterly grade checks</i>

Strategy 2a Career and Technical Education			
Actions to be completed this year			
Who is responsible?	Action	Evidence/Outcome	Date
Assistant Superintendent, District	2a.1 Expand current	Increase in class offerings in the	Fall 2018 -

Coordinators, Building Administrators, TOSAs, School Counselors, School-to-work, CTE teacher, Career Pathways and Integrated Learning Coordinator	CTE/Pathway offerings to provide increased options for all students with specific target to freshman and underserved populations.	areas of CTE, Freshman On-track data, Increase attendance for students taking CTE classes, Freshman, underserved populations, Improved student academic outcomes for identified populations.	Spring 2021.
Building Principals, District Coordinators, Instructional Coaches, Director of Instruction, Career Pathways and Integrated Learning Coordinator.	2a.2 Increase equitable student access to post-secondary experiences through awareness of Higher Education minor/major units of study, scholarship/financial supports. FASFA, as well as work study opportunities.	Product that represents the new process of alignment at the high school level, Data of number of students completing FAFSA application, Data on number of students participating in experience, internships, apprenticeships or employment related to workforce.	Fall 2018 - Spring 2021.
Building Administrators, District Coordinators, School-to-work, CTE teachers, Communications Officer, Career Pathways and Integrated Learning Coordinator.	2a.3 Increase equitable student access to work force experiences through awareness of opportunities, internships, apprenticeships, and employment	Examples of formalized communication plan, Data for number of students participating in experiences, internships, apprenticeships or employment related to the workforce.	Fall 2018 - Spring 2021.
ORIS Domain Alignment			
ORIS Domain this strategy supports	<input type="checkbox"/> Leadership Learning <input checked="" type="checkbox"/> Well-Rounded, Coordinated <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Inclusive Policy and Practice <input type="checkbox"/> Stakeholder Engagement & Partnership		

Strategy 2b College-Level Opportunities			
Actions to be completed this year			
How will we get the work done?			
Who is responsible?	Action	Evidence/Outcome	Date
Assistant Superintendent, Building Administrators, School-to-work, District Coordinators, CTE teachers, Communications Officer, Career Pathways and Integrated Learning	2b.1 Develop partnerships and increased opportunities for student to access post-secondary	Development of articulated courses that offer dual-credit opportunities at Thurston, Springfield and Gateways High Schools.	Fall 2018 - Spring 2021

Coordinator.	coursework (LCC, Lane ESD, University of Oregon, HECC, ODE, Western Oregon University, OSU, BLM, Forest Service, SUB, Mckenzie Water Shed).		
Building Administrators, School-to-work, District Coordinators, CTE teachers, Communications Officer, School Counselors, Career Pathways and Integrated Learning Coordinator.	2b.2 Increase equitable student access to post-secondary experiences through awareness of Higher Education minor/major units of study, scholarship/financial supports. FAFSA, as well as work study opportunities.	Development of an aligned process at the high school level for awareness and access to scholarship/financial supports (FAFSA) and opportunities associated with the workforce. Product that represents the new process: data for number of students completing FAFSA application, data for number of students participating in experience, internships, apprenticeships or employment related to workforce.	Fall 2018 - Spring 2021
ORIS Domain Alignment			
ORIS Domain this strategy supports	<input type="checkbox"/> Leadership Learning <input checked="" type="checkbox"/> Well-Rounded, Coordinated		
	<input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Inclusive Policy and Practice		
	<input type="checkbox"/> Stakeholder Engagement & Partnership		

Strategy 2c Drop-Out Prevention Strategy			
Who is responsible?	Action	Evidence/Outcome	Date
Building Administrators, District Coordinators, Instructional Coaches, Building Computer Coordinators, Technology Department, Teachers, Counselors, Instructional and TIAS TOSA's.	2c.1 Improve Data Analytic opportunities for building and district staff to monitor and identify students at risk and need early intervention services by developing a formalized early warning system.	Completed professional development for staff. Product that demonstrates formalized and aligned early warning system.	Fall 2018 - Spring 2021
Building Administrator, TIAS TOSA, Building attendance teams, District Coordinators, Instructional Coaches, Building Computer Coordinators, Technology Department	2c.2 Provide training and resources to improve effective data-based decision making models in the areas of academics, chronic absenteeism,	Increased attendance and On-track rates for students in grades 9 and 10, Collection of professional development materials representing completed work for the year.	Fall 2018 - Spring 2021

	discipline, and social-emotional as measured by absenteeism, 9 th /10 th grade on track, drop-out, and graduation rates. Provide opportunities outside of contractual obligations for staff to meet in teams.		
Middle School Administrators, Middle School Transition Specialists, Middle and High School Counselors, School-to-work, Career and Integrated Learning Coordinator, District Coordinators, TIAS TOSA	2c.3 Provide exposure and opportunities for at risk and underserved 8 th grade students through establishing a transition service model which allows exploratory experiences in the areas of CTE, and College and Career. Development of an aligned process at the middle school level to provide awareness and exploratory experiences for the purpose of examining a future post-secondary interest in college or careers.	Product that demonstrates formalized and aligned transition model for students moving from middle to high school.	Fall 2018 - Spring 2021
ORIS Domain Alignment			
ORIS Domain this strategy supports	<u> </u> Leadership Learning	<u> x </u> Well-Rounded, Coordinated	
	<u> </u> Talent Development	<u> x </u> Inclusive Policy and Practice	
	<u> </u> Stakeholder Engagement & Partnership		

Goal 3	Improve the rate of regular attenders by providing systems that support the needs of all students, K-12.	
Critical issue		
What are we going to do?	Strategy 3: Theory of Action	If we develop systems that support and promote regular attendance
		Then... staff will develop and implement the supports needed for students to engage in regular attendance
		And student attendance will improve and students will develop the skills to be successful and engaged learners.

Is the plan working?	Measures of Evidence	Fall <i>Following Chronic Absenteeism plan as evidenced by actions completed</i>	Winter <i>Following Chronic Absenteeism plan as evidenced by actions completed</i>	Spring <i>Following Chronic Absenteeism plan as evidenced by actions completed</i>
	Adult Actions			
	Measures of Evidence	Fall <i>Percentage of chronically absent students dropping from 15% district wide to 11% by the end of June 2020</i>	Winter <i>Percentage of chronically absent students dropping from 11% district wide to 9% by the end of June 2021</i>	Spring <i>Percentage of chronically absent students dropping from 9% district wide to 7% by the end of June 2022</i>
	Student Outcomes			

Strategy 3a Teaming and Data-Based Decision-Making (Corresponds with Strategy 1c)			
Who is responsible?	Action	Evidence/Outcome	Date
Attendance TOSA as Facilitator, Assistant Supt. Attendance Confidential, Level directors, communications staff, K-12 building admin, K-12 certified and classified reps.	<p>Ensure teaming structures are in place. Curricular and instructional improvements are the focus.</p> <ul style="list-style-type: none"> Meet as an implementation team to discuss attendance supports, data, system analysis, problem solving strategies, develop districtwide standards of practice related to building supports for students, staff and families and plan possible protocols and PD for SPS Grade level band collaboration to develop communication to families, reports, data tracking system templates, celebrations, resource sharing Use data to identify root causes, address systemic briers, and implement tiered resource 	<ul style="list-style-type: none"> Develop districtwide standards of practice related to building supports for students, staff and families and plan possible protocols and PD for SPS Communication plan for families, reports, data tracking system templates, celebrations, resource sharing Data that identifies root causes, address systemic briers, and implement tiered resource 	<i>Quarterly Meetings -- Fall, Winter 2020, Spring 2020</i>
ORIS Domains Alignment			
ORIS Domain this strategy supports	__Leadership __Talent Development	_x_ Well-Rounded, Coordinated Learning _x_ Inclusive Policy and Practice	

	x Stakeholder Engagement & Partnership
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Strategy 3b Professional Development (Corresponds to Strategy 1d)			
Actions to be completed this year			

Who is responsible?	Action	Evidence/Outcome	Date
Safe & Civil Schools, building administrators, PBIS coaches, teacher leaders, attendance support staff, Attendance TOSA, Synergy specialist, attendance keepers, registrars	Provide culturally responsive embedded, ongoing, and sustainable professional learning opportunities that are research based and have a learning focused culture.		Provided on three District, Early Release Days -- Fall 2019, Winter 2020

ORIS Domains Alignment			
ORIS Domain this strategy supports	__Leadership	_x_ Well-Rounded, Coordinated Learning	
	__Talent Development	_x_ Inclusive Policy and Practice	
	x Stakeholder Engagement & Partnership		

Strategy 3c Interventions (Corresponds with 1g)			
Actions to be completed this year			

Who is responsible?	Action	Evidence/Outcome	Date
Safe & Civil Schools, building administrators, PBIS coaches, teacher leaders, attendance support staff, Attendance TOSA, Synergy specialist, attendance keepers, registrars	Provide evidence-based intervention support to students who are not on-track for success that is targeted and matched to the specific skills needing to be addressed.	<ul style="list-style-type: none"> ● ‘Teachers Tackling Attendance Concerns’ training for all buildings with ongoing implementation support ● Ongoing training for running Synergy reports, tardy/truancy letters, scripts for calling home and Hoonuit data sets ● Coaching and support plans to provide embedded support at each site to understand root causes, systemic barriers and create tiered support to address and prevent chronically absent issues 	Spring 2020

ORIS Domains Alignment			
ORIS Domain this strategy supports	__Leadership	_x_ Well-Rounded, Coordinated Learning	

	__Talent Development __x_ Stakeholder Engagement & Partnership	_x_ Inclusive Policy and Practice
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Strategy 3c Progress Monitoring (Corresponds to 1h)

Actions to be completed this year

Who is responsible?	Action	Evidence/Outcome	Date
Synergy specialist, Attendance TOSA, attendance keepers	Data teams frequently review data that allows team members to gauge the intervention and adjust or intensify the intervention as needed.	<ul style="list-style-type: none"> ● Accurate reporting practices ● Program and coding updates in user system ● Process for sharing data to interface with larger data system 	Spring 2020

ORIS Domains Alignment

ORIS Domain this strategy supports	__Leadership __Talent Development __x_ Stakeholder Engagement & Partnership	_x_ Well-Rounded, Coordinated Learning _x_ Inclusive Policy and Practice
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Strategy 3d Family and Community Partnership, Communication and Involvement

Who is responsible?	Action	Evidence/Outcome	Date
Community Engagement Office, Directors, Principals, Attendance TOSA, TIAS Team, Technology services	3d.1 Collaboration of families schools and community as active partners in improving learner, classroom, school, district and state outcomes. <ul style="list-style-type: none"> ● Inform staff and other key stakeholders ● District Level Awareness campaign ● Develop building level resources to share w/families ● Evaluate readiness and sustainability of monitoring data system 	<ul style="list-style-type: none"> ● Communication to staff and other key stakeholders ● Schedule/activities of District Level Awareness campaign ● List of building level resources to share w/families ● Evaluation of readiness and sustainability of monitoring data system 	Spring 2020
	3d.2 Collaboration with families,		Spring 2020

	<p>schools and community as active partners in improving learner, classroom, school, district and state outcomes.</p> <p>Communication</p> <ul style="list-style-type: none"> ● Inform staff and other key stakeholders ● District level Awareness campaign ● Building level resources to share w/families ● Evaluate readiness and sustainability of monitoring data system <p>Community Partners</p> <p>Springfield Municipal Court</p> <ul style="list-style-type: none"> ● Truancy process & citations ● Diversion Agreement for OCP ● Annual meetings with SPS truancy team <p>Oregon Community Partners</p> <ul style="list-style-type: none"> ● Diversion class providers 	<p>Communication</p> <ul style="list-style-type: none"> ● Communication to staff and other key stakeholders ● Schedule/activities of District Level Awareness campaign ● List of building level resources to share w/families ● Evaluation of readiness and sustainability of monitoring data system <p>Community Partners</p> <p>Springfield Municipal Court</p> <ul style="list-style-type: none"> ● Statement of truancy process & citations ● Diversion agreement ● Minutes from annual meetings with SPS truancy team <p>Oregon Community Partners</p> <ul style="list-style-type: none"> ● List of Diversion class dates and providers 	
<p>Community Engagement Office, Directors, Principals, Attendance TOSA, TIAS Team</p>	<p>3d.3 Parent Communication/Involvement</p> <p>School Climate</p> <p>All staff work to create a welcoming school climate by providing information related to child development, communication loops, opportunities for extending student learning, family engagement in school planning/volunteer opportunities, and connecting families with community resources that strengthen students' learning and well-being.</p>	<ul style="list-style-type: none"> ● Staff and other key stakeholders informed ● District level Awareness campaign implemented ● Dates that building level resources shared w/families ● Evaluation report for readiness and sustainability of monitoring data system 	<p>Spring 2020</p>
<p>ORIS Domains Alignment</p>			

ORIS Domain this strategy supports	__Leadership	_x_ Well-Rounded, Coordinated Learning
	__Talent Development	_x_ Inclusive Policy and Practice
	x Stakeholder Engagement & Partnership	

CIP Additional Questions

1. Standards Aligned Curriculum

a. How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and / or national standards?*

For the past three years, our secondary schools have engaged in a process to develop, fully articulate, and communicate planned course statement for all offerings at the middle and high school levels. This work has been completed by individual departments at the school level, then shared through a district level process, across schools. The district is continuing this process to refine the scope and sequence of each course and ensure alignment with state standards. At the elementary level, our current focus is on math and reading. We adopted a new math curriculum and renewed the language arts curriculum in the last three years. We are providing ongoing professional development in the curriculum materials, sound instructional practices, and formative assessment to inform instruction. This work will continue to expand outside of the core areas of math and reading in the coming years.

2. High-quality Instruction

a. What is the LEA's process for ensuring classroom instruction is intentional, engaging and challenging for all students?*

b. How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?*

a. For the past six years, the school district has partnered with Research for Better Teaching to provide professional development modules for all teachers in the district. The first modules specifically cover the knowledge base of teaching (Module 1), lesson design (Module 2A), lesson design with enhancements for English Learners (Module 2B), and making thinking visible (Module 3). All teachers new to the district attend Module 1 as part of introduction to the district. Module 2A was provided to classified staff members this school year. The professional development sessions for the remaining modules are offered throughout the year in order to accommodate as many teachers and classified staff members as possible.

b. For the past three years we have developed and deployed instructional coaches at most of our school buildings. The instructional coaches are provided with intensive professional development, guidance, coordination, and support at the district level. The coaches receive professional development in the area of facilitation, guided conversations, formative assessment, restorative practices, and culturally responsive instructional practices. The coaches support

teachers in a non-evaluative, supportive role. Regular professional development sessions that include the principal/coach team occur monthly. In those sessions, the principals and coaches are provided information about responsibilities of each role. Also, skills specific to identifying problems of practice and supporting teachers in their classrooms, are specifically taught.

3. Talent Management and Professional Development

a. How does the LEA align professional development and learning activities to the needs of teachers?*

b. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?*

a. The Instruction Department engages in a needs assessment process each year. The information gathering phases include MTSS fidelity inventories at each school, district capacity assessment at the leadership team level, input from teacher/building teams at Level Leadership Team Meetings. Through this needs assessment process, we consolidate this information with student achievement data to ensure professional development strategies align with the needs of the students and teachers. This information is used when developing action plans at the district and building levels. These plans are developed in the spring and refined in the late summer/early fall, for implementation

b. The Human Resources Department works closely with the Instruction Department to ensure that inexperienced and out-of-field teachers are minimized at our highest needs schools. The Instruction Department works tirelessly with building level administrators to ensure that the district has a solid understanding of the most effective teachers in the district. We do not necessarily rely on years of experience, rather, we utilize observations, walk-throughs, collaboration, and student achievement to assess teacher effectiveness. When individual deficits are discovered, we work with the union, teacher, and administrator to develop effective plans to support the teacher toward improvement.

4. Safe and Inclusive Climate

a. What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?*

b. What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students,

students of color, students learning English, students experiencing poverty and students with disabilities?*

c. How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. *

- a. The district has been implementing positive behavioral interventions and supports (PBIS) for the past several years in all of our schools to create the foundation of a positive school climate. Each school has an action plan that includes family partnership/involvement and work in the area of social, emotional learning.
- b. The district employs four Family Resource Liaisons, with a focus on Family Resource Center coordination, ELD Welcome Center concepts, supports for families experiencing homelessness, and students who are in foster care. Two of the four are biliterate and bicultural and three of the four are bilingual. These liaisons work closely with the Indian Education Program in order to best serve our Native American community. Further, our special education department works closely with the rest of the instruction department and the liaisons to ensure students with disabilities are properly served through MTSS structures. The district partners with the Lane ESD to expand our opportunities and engage with students and families of color through African American grant. Also, the district partners with the ODE on our ELD Transformation grant to best serve our families and students who do not speak English as their first language.
- c. Through our work with Education Community Supports at the University of Oregon (a National PBIS Technical Assistance Center), we continually review our exclusionary data. Through the district level data review, we disaggregate disciplinary data by disability and race/ethnicity, by school. When disparities are noticed, we infuse trauma informed practices, restorative practices, and sound instructional practices into further training/support sessions.

5. Family, Community and Stakeholder Engagement

a. What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?*

b. Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes?*

a. Each of the buildings have a continuous improvement plan (building action plan) that includes parent engagement/partnership activities as part of their PBIS efforts. These activities include after school activities and some during the school day. Unique engagement activities are shared with other schools through principal meetings and the Family Resource Liaisons in order to expand successful projects. The meetings and the parent input provided are documented through agendas and meeting notes.

b. The district employs a full time Indian Education Coordinator in order to engage with Native Tribe leaders and work directly with students who are part of the Native community. The Indian Education Coordinator meets with representatives from the schools buildings and instruction department on a regular basis.

6. Leadership Development

a. How does the LEA recruit, onboard, and develop quality leaders?*

b. How does the LEA align professional growth and development to the needs of school and district leaders?*

- a. For recruitment, the district will conduct ‘future leader’ meetings on a quarterly basis. For onboarding and developing current administrators, the district uses an Administrator support model by creating Professional Learning Communities. These PLCs meet before school hours on a monthly basis. We also conduct monthly K-12 principal meetings and include ‘just in time’ information, professional development, and pertinent county-wide, and state-wide information. Additionally, district level administrators schedule on-site visits with each of the principals, on a regular basis.
- b. District administration works directly with the principals (in a K-12 format and on-site visits) to solicit areas of growth they feel to be necessary. The district and principals work together to develop action plans that include professional development and growth models for administrators.

7. High-quality Data Systems

a. How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?*

The district currently utilizes an internal system for dashboard and data warehousing. We are looking to expand opportunities for data consolidation and decision-making by utilizing an outside vendor. Regardless of the format, we conduct a data review at the district level on a quarterly basis. The information includes student information, but does not necessarily include staff characteristics. We use student achievement data and current staffing levels to develop action plans and further human resource allocations throughout the year.

8. Continuous Improvement Planning

a. How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?*

b. Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.*

a. The district prioritizes the concepts of MTSS at the building and district level. Each building has an action plan that includes PBIS and RtI efforts. Each action plan addresses specific academic and social/emotional actions. These action plans are reviewed and refined through a series of meetings throughout the year. The plans are reviewed by classified, certified, and administrator staff at quarterly Level Leadership meetings, monthly Instruction Leadership meetings, weekly executive leadership team meetings. Throughout the year, the Instruction Team receives input from the school board through work sessions, parents through building level input sessions, and other stakeholders when necessary.

b. The Instruction Leadership team conducts a quarterly meeting to discuss and consider fidelity and student outcome data. This information informs the team on the next steps of action planning. These data are shared with the board and other stakeholders through the Level Leadership team structure.

9. Supports and Interventions for Students

a. How will the LEA support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?*

b. What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)*

c. What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?*

d. How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?*

e. How does the LEA support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?*

a. The district works closely with the agencies that serve preschool aged students who have barriers to success and/or disabilities. This includes Early Childhood Cares (EC Cares), Head Start, Relief Nursery, Early Education Program (EEP), and Preschool Promise. The district participates with our regional partnership with the Early Learning Alliance to assure that our preschool aged students are supported as they transition into Kindergarten. Some of these organizations operate programs in our elementary schools. In order to support students with disabilities, our school psychologists and speech therapists assist with screening students who are on IFSPs and help school level teams transition the students into the Kindergarten setting. Additionally, we have family resource liaisons who conduct weekly sessions for preschool aged students and their families to gather, learn reading strategies, and develop language schools. These sessions are held weekly in four sites.

b. To assist with the best transition from middle to high school, the high schools host student visitations during the spring. At these visits, the students receive information from high school students, counselors, and teachers about the critical aspects of the high school setting. Also, both of the high schools have a structure to differentially support 9th graders to ensure that students who are at risk for not meeting the minimal credit requirements, will receive additional supports. In order to best support students in their transition to post-secondary settings, the high schools offer a full menu of CTE courses including robotics, small engines, welding, auto shop, metal shop, graphic design, wood working, and electric cars. Also, all of the high schools have options for advanced placement, credit now courses, and community college course offerings.

c. The school district employs two McKinney-Vento Liaisons. The liaisons work closely with local agencies and our schools to ensure that families living in poverty and/or experiencing homelessness receive necessary services. This includes support with enrollment in school of origin, transportation services, fee reduction/elimination, and other supports that are helpful for families. Administrators and secretaries at every school are trained on McKinney-Vento laws and the associated procedures, including ‘enroll, then verify’ addresses when a family might be experiencing homelessness.

d. All of our schools operate under the concepts of multi-tiered systems of support. This includes the concepts of positive behavioral interventions and supports (PBIS) for social emotional learning and Response to Intervention (RtI) for academic supports. While we are still building our instructional practices so that our tier I supports reach the maximum number of students as possible, we have many of our intervention procedures in place. This includes opportunities for intervention services for students who have not reached achievement standards. This also provides for opportunities support students with extension activities for students who have reached state standards.

e. Our MTSS structures throughout the district help teams determine which students need additional supports, based on academic and behavioral data. At times, these data reveal patterns that are associated with economic status, race/ethnicity, or other factors that should not predict academic and behavioral success. In order to support the district and building teams with sound decision-making, we ensure that building level MTSS teams make instructional and intervention decisions with an equity lens. Training and supports at the district level focus on trauma informed practices, restorative practices, supporting students with disabilities, and access/opportunity gaps for underserved populations. Again, while our RtI processes need refinement, we continue to adjust our practices to ensure that all students experience academic success.

10. Library Program

a. What steps have been taken to ensure all students have access to strong school library programs?*

The district employs a media specialist at every level, in every building. These media specialists, some classified and some certified, are supported and supervised by a district administrator. This administrator has oversight of all media training, supports, and activities that support students' access to library programs.