

Oregon School Continuous Improvement Plan Template

School Year	2019-20
School	Pleasant Hill School District

School Direction Section

Vision	We provide every student with inspiring learning experiences that lead to continuous progression.
Mission	To graduate all students: With high levels of academic and personal achievement, Ready for post-secondary excellence, Prepared for productive, compassionate citizenship through research-based instruction and a collaborative system of support.

Comprehensive Needs Assessment Summary

What data did our team examine?

Members of the Pleasant Hill Improvement Plan Committee (PHIP) which is composed of some school board members, community members, classified and certified employees, and administrators engaged in a strategic planning process that began in July of 2018. Throughout the course of the past year, this group has worked collaboratively to revise the Pleasant Hill School District Continuous Improvement Plan (CIP). In addition, the following data was examined to determine District needs: enrollment data, attendance data, Oregon Healthy Teen Survey data, At-A-Glance data, socioeconomic data, CTE program data, math student performance data, ELA student performance data, DIBELS and EASY-CBM data, science student performance data, freshman on-track data, post-secondary pathways data, and cultural norms and expectations. Starting in August of 2019:

- School board members were informed that SSA Student Success Act had been approved by the legislature at the board meeting on Monday 19Aug19
- Lane ESD Curriculum Director Carlos Sequeira along with Data & Evaluation Coordinator Matt Hayes met with PHSD Superintendent Linenberger to develop a strategy to utilize the ORIS when developing the comprehensive needs assessment tool to reach out to help PHSD reach all students and families but in particular, students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness.
- Using the ORIS stakeholder engagement and partnership as a guide, Lane ESD developed a survey which was sent to district employees by Friday the 13th and the following Monday, September 16. An email link was sent out along with our statistics from the at a glance document from this past year
- On September 18th Curriculum Director Sequeira facilitated a meeting with PHSD admin team to look at the data along with survey results. The admin team is composed of the elementary principal Stoneberg, middle school principal Hoberg, high school principal Fisher, special education director Connolly, and superintendent Linenberger. This group looked at the ORIS needs assessment domains and indicators
- Based on the meeting on September 18th, the admin team developed a survey using the crosswalk form provided by ODE, which was distributed Tuesday 23Sep19. A direct link to the survey was e-mailed to all district parents and patrons. In addition, a link to the survey was posted on the web page.
- Admin team met Friday, September 20, to discuss the type of presentation to give to the staff, outlining the new process, additional survey piece and guide them to the new survey link..
- School Board was updated on the progress of SSA Monday 23Sep19 at the Board meeting
- Principal Stoneberg, Sped. Director Connolly, and Superintendent Linenberger attended “Digging into Data” training provided by ODE @ Lane ESD on September 24
- Next admin meeting on the morning of Wednesday September 25, we met to give an update on our progress. Superintendent Linenberger presented a PowerPoint presentation to the staff on Wednesday September 25 that afternoon.
- The PHSD admin team met on October 1st and 8th to continue to review survey data and continue to update and improve the CIP (Continuous Improvement Plan)
- The PHIP (Pleasant Hill Improvement Plan) committee met on Thursday October 10 from 3:30- 5:30 PM and review the CIP. The PHIP has 17 active members comprised of, board members, school administrators, licensed staff, classified staff, and parents.
- The Pleasant Hill Education Foundation held their annual breakfast for the community to raise funds for PHSD. Superintendent Linenberger will discuss the SSA and will encourage the audience to fill out the survey
- Friday afternoon Superintendent Linenberger and Principal Stoneberg met with the Lane ESD curriculum director and we reviewed the CIP. He had some suggestions to strengthen the CIP. We also developed and scheduled a community forum for November 19, 2019.
- Tuesday 15Oct19 Lane ESD had Principals’ Stoneberg and Fisher, with Superintendent Linenberger presented at the curriculum leaders meeting to the steps we have taken to date in regards to the CIP. Later in the day, Superintendent Linenberger reported to the Lane school districts superintendent on the progress in this endeavor.

· Part of the requirement of the CIP is for the board to take action and approve the CIP prior to submitting to ODE. Board updates to the SSA have been given to the board in the months of August, September, and October. They are scheduled to take action to approve the CIP at the last board meeting on October 21st so that PHSD may submit to ODE by November 1.

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

When evaluating the data listed above, the School Board Members and the PHIP Committee disaggregated the data to examine possible District, school, grade level, or student group trends.

Were inequities in student outcomes examined?

Yes

What needs did our data review elevate?

Based on the data analysis, students categorized as economically disadvantaged, underserved race ethnicity or sped had the greatest equity gap when compared to the overall state average indicating a need to improve math and language arts performance; expanding instructional time opportunities; enhancing CTE opportunities for students; enhancement of all elective activities for students; expanding social and emotional supports for students; expanding relationship and engagement opportunities for students, staff, and community.

How were stakeholders involved in the needs assessment process?

Internal and external stakeholders were involved throughout the entire needs assessment process primarily through the PHIP Committee, as well as with the entire Board Members as a whole. Of the five Board Members they are or have had their children who attend or attended the Pleasant Hill School District, with one board member as a former employee of the district. The PHIP Committee is comprised of representatives from each building in the District; each core content area also has representation. Updates regarding the work of the PHIP Committee are reported to the school board at least quarterly throughout the school year. A comprehensive needs assessment and data analysis helped PHSD to develop surveys to gather feedback from our stakeholders, the educational professionals, students, parents / guardians and community stakeholders at large.

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.

Of the needs identified by the PHIP Committee and approved by the School Board Members the following three goals were identified as priority areas:

Optimize instructional opportunities for students by increasing the number of students meeting or exceeding language arts benchmarks

Optimize instructional opportunities for students by increasing the number of students meeting or exceeding mathematics benchmarks

Increase access to behavior and social-emotional learning supports

Long Term School Goals & Metrics

All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	Optimize instructional opportunities for students by increasing the number of students meeting or exceeding Language Arts benchmarks		
Metrics	By (2019-2020)	By (2020-2021)	By (2021-2022)
	<p>Beginning in the Fall of 2019: Students in grades K-8 will demonstrate growth as measured by DIBELS 8 universal screening, three times a year, with 60% of the student population meeting or exceeding the targeted benchmark for their grade level by the end of the school year.</p> <p>Students in grades 9-12 will demonstrate growth as measured by the percent of students earning credits for ELA courses, with 60% of the student population meeting or exceeding the target by the end of the school year.</p>	<p>Students in grades K-8 will demonstrate growth as measured by DIBELS 8 universal screening, three times a year, with 70% of the student population meeting or exceeding the targeted benchmark for their grade level by the end of the school year.</p> <p>Students in grades 9-12 will demonstrate growth as measured by the percent of students earning credits for ELA courses, with 70% of the student population meeting or exceeding the target by the end of the school year.</p>	<p>Students in grades K-8 will demonstrate growth as measured by DIBELS 8 universal screening, three times a year, with 75% of the student population meeting or exceeding the targeted benchmark for their grade level by the end of the school year.</p> <p>Students in grades 9-12 will demonstrate growth as measured by the percent of students earning credits for ELA courses, with 75% of the student population meeting or exceeding the target by the end of the school year.</p>
Goal 2	Optimize instructional opportunities for students by increasing the number of students meeting or exceeding mathematics benchmarks		
Metrics	By (2020-2021)	By (2021-2022)	By (2022-2023)
	<p>A K-12 mathematics team will be developed. The team will analyze math data, develop a K-12 mathematics scope and sequence, research strategies to improve math instruction (including Culturally Responsive Teaching, developing relationships, Growth Mindset, and academic language), and develop recommendations for District administrators.</p> <p>A District-wide plan will be developed that focuses on math instruction and interventions.</p> <p>Mathematics performance (scores on SBAC mathematics or “Meeting” scores on Essential Skills assessments) will improve by 3% for students in the following</p>	<p>Professional development will be provided to all educators who teach mathematics regarding implementing the scope and sequence requirements, strategies, and math interventions.</p> <p>The K-12 math team will work collaboratively with District and Building level administrators to implement the strategies and interventions at each building.</p> <p>Mathematics performance (scores on SBAC mathematics or “Meeting” scores on Essential Skills assessments) will improve by 3% for students in the following groups (compared to 2019-20 performance):</p> <ul style="list-style-type: none"> ● Economically Disadvantaged 	<p>Efforts will continue to be made to sustain the initiatives implemented in 2020-2021 and 2021-2022.</p> <p>50% PHSD students will be performing at or above the state average on SBAC mathematics assessments.</p> <p>90% PHHS students will meet math essential skills requirements by graduation.</p> <p>Mathematics performance (scores on SBAC mathematics or “Meeting” scores on Essential Skills assessments) will improve by 3% for students in the following groups (compared to 2020-21 performance):</p> <ul style="list-style-type: none"> ● Economically Disadvantaged ● Underserved Race Ethnicity

	<p>groups (compared to 2018-19 performance):</p> <ul style="list-style-type: none"> ● Economically Disadvantaged ● Underserved Race Ethnicity ● Special Education 	<ul style="list-style-type: none"> ● Underserved Race Ethnicity ● Special Education 	<ul style="list-style-type: none"> ● Special Education
Goal 3	Increase access to behavior and social-emotional learning supports.		
Metrics	By (2019-2020)	By (2020-2021)	By (2021-2022)
	<p>Pleasant Hill School District Board Members and Budget Committee will explore opportunities to prioritize funding to hire an additional staffing to serve the students in the Pleasant Hill School District. Specifically looking to support students social and emotional needs.</p> <p>The percent of students considered “Regular Attenders” will increase to 83% by the end of the 2019-20 school year.</p> <p>“Regular Attenders” percentages will increase by 3% for students in the following groups (compared to 2018-19 performance):</p> <ul style="list-style-type: none"> ● Economically Disadvantaged ● Underserved Race Ethnicity ● Special Education 	<p>Pleasant Hill School District will provide all staff members with professional development opportunities pertaining to social, emotional, and mental health support and strategies. Partnerships will be cultivated with outside organizations to coordinate resources, services, and supports pertaining to mental health needs.</p> <p>Pleasant Hill School District will implement activities and initiatives relating to social, emotional, and mental health for students.</p> <p>The percent of students considered “Regular Attenders” will increase to 85% by the end of the 2020-21 school year.</p> <p>“Regular Attenders” percentages will increase by 3% for students in the following groups (compared to 2019-20 performance):</p> <ul style="list-style-type: none"> ● Economically Disadvantaged ● Underserved Race Ethnicity ● Special Education 	<p>Efforts will continue to be made to sustain the initiatives implemented in 2019-2020 and 2020-2021 and to increase access and awareness to social, emotional, and mental health support for students in the Pleasant Hill School District.</p> <p>The percent of students considered “Regular Attenders” will increase to 87% by the end of the 2020-21 school year.</p> <p>“Regular Attenders” percentages will increase by 3% for students in the following groups (compared to 2020-21 performance):</p> <ul style="list-style-type: none"> ● Economically Disadvantaged ● Underserved Race Ethnicity ● Special Education

Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
Chronic Absenteeism	By increasing engagement and relationship opportunities for our students, our expectation is that there will be an increase in student attendance.
High School Success	One of the recommendations that has been made by the High School Success Freshman On-Track Team is that a program be developed to provide more support for high school freshmen as they transition from middle to high school. A Student Success Team (SST) will take this into consideration when developing 7-12 enhancement opportunities.
Title II	The initiatives identified in the Title II budget narrative will align with the District goals and priorities.
Title I	Supplemental services for math and language arts instruction identified by the PHIP Committee to improve math & language arts performance may be funded using Title I funds at Title I schools.

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

<i>District or School Goal this strategy supports</i>	Goal: Optimize instructional opportunities for students by increasing the number of students meeting or exceeding Language Arts benchmarks.			
<i>What are we going to do?</i>	Strategy #1.1 Written as a Theory of Action and reflects evidence-based practices	If we develop a K-12 English Language Arts (ELA) Team to analyze ELA data, develop a K-12 ELA scope and sequence, and research strategies to improve ELA instruction, Then teachers will implement instructional practice using a variety of research-based strategies and curriculum, And students will demonstrate growth in meeting their ELA targets.		
	Strategy #1.1a	If we analyze ELA data with a specific lens for equity in outcomes for students from historically underserved groups (students of color, students with disabilities, emerging bilingual students, and students navigating poverty, homelessness, and foster care, and other students that have historically experiences disparities) and research targeted strategies, interventions, and structures to address their specific needs, Then PHSD and its teachers will implement high-quality, research-based strategies, interventions, and structures, And students from historically underserved groups will demonstrate growth in meeting their ELA targets.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall 2019 - K-12 ELA Team will be formed and begin analyzing district ELA data, with particular focus on improvement for historically underserved students/student groups.	Winter 2020 - The K-12 ELA Team will develop a ELA K-12 scope and sequence and research strategies to improve ELA instruction, with particular focus on improvement for	Spring 2020 - The K-12 ELA Team will develop recommendations for district administrators to improve ELA performance, with particular focus on improvement for

		Meeting agendas; meeting minutes	historically underserved students/student groups. Meeting agendas; meeting minutes; completed scope and sequence	historically underserved students/student groups. Meeting agendas; meeting minutes; written recommendations to improve ELA performance districtwide
		Fall 2020 - Provide ½ day professional development on ELA instructional strategies and curriculum	Winter 2021 - Monitor implementation of ELA instructional strategies and curriculum through observations and walk- through	Spring 2021 - Begin to develop K-12 common formative assessments for ELA
	Measures of Evidence for Students (“and” statement)	Fall 2019 Baseline data for DIBELS 8 / universal screeners (K-8) Percent of students earning credits for ELA courses (9-12)	Winter 2020 3% growth (DIBELS 8 / universal screeners (K-8)) 3% growth in percent of students earning credits for ELA courses (9-12)	Spring 2020 3% growth (DIBELS 8 / universal screeners (K-8)) 3% growth in percent of students earning credits for ELA courses (9-12)
What are we going to do?	Strategy #1.2 Written as a Theory of Action and reflects evidence-based practices	If we provide professional development in the area of student engagement strategies, Then teachers will integrate engagement strategies into their instructional practices, And students will demonstrate growth.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall 2019 - Provide 1 day professional development on Kagan engagement strategies	Winter 2020 - Monitor implementation of Kagan engagement strategies through observations and walk-through	Spring 2020 - Send a team of teachers to a follow-up Kagan training, geared toward SEL engagement strategies
	Measures of Evidence for Students (“and” statement)	Fall 2019 - Baseline data from spring 2019 (regular attenders)	Winter 2020 - Percent of regular attenders will increase by 1% (against baseline)	Spring 2020 - Percent of regular attenders will increase by 2% (against baseline)
How we will get the work done	Person or Team Responsible	Action Steps To Be Completed This Year		Due Date
	Superintendent	1. Work collaboratively with educators and building principals to develop a K-12 ELA Team.		October 2019
	ELA Team	2. Analyze district ELA data; identify priorities, with particular focus on improvement for historically underserved students/student groups.		November 2019 - December 2019
	School Board			October 2019 - February

		Work collaboratively with the PHIP Committee to communicate data analysis and priorities to the Pleasant Hill community	2020
	Admin Team	3. Deliver professional development on Kagan engagement strategies to all certified and some classified staff.	October 11, 2019
	Admin Team	4. Develop and use common walkthrough tool for monitoring implementation of engagement strategies.	October 2019 and ongoing
	Building Principals, ELA Team	5. Develop K-12 ELA scope and sequence and research strategies to improve ELA instruction, with particular focus on improvement for historically underserved students/student groups.	October 2019 - February 2020
	ELA Team	6. Develop written recommendations for district administrators to improve ELA performance, with particular focus on improvement for historically underserved students/student groups.	February 2020 - March 2020
	Superintendent	7. Develop a district-wide ELA plan that prioritizes K-12 ELA team recommendations. Develop and adopt a budget, as funds are available, that provides resources to support the K-12 ELA Team during implementation of programs, strategies, and interventions during the 2020-2021 school year, with particular focus on improvement for historically underserved students/student groups.	March 2020 - June 2020
	School Board	Work collaboratively with the Superintendent and Budget Committee to promote and communicate the district-wide ELA plan to the Pleasant Hill community.	May - June, 2020
	Admin Team	8. Develop ELA professional development for Fall 2020, focused on identified strategies and adopted curriculum.	August 2020
	Admin Team	9. Develop common observation/feedback tools targeted toward identified ELA strategies and curriculum implementation.	October 2020
	Admin Team	Develop an instructional rounds system to provide release time for teachers to observe each other in the implementation of common ELA strategies and curriculum.	February 2021
	Building Principals	10. Establish teams to begin writing common formative assessments based on priority standards for ELA.	March 2021
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.3, 1.4 Leadership 2.2, 2.3 Talent Development 3.1, 3.2, 3.3 Stakeholder Engagement and Partnership 4.2, 4.4 Well-Rounded, Coordinated Learning	

		_____ Inclusive Policy and Practice
--	--	-------------------------------------

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

<i>District or School Goal this strategy supports</i>	Goal: Optimize instructional opportunities for students by increasing the number of students meeting or exceeding mathematics benchmarks.			
<i>What are we going to do?</i>	Strategy #2.1 Written as a Theory of Action and reflects evidence-based practices	If we develop a K-12 Mathematics Team to analyze mathematics data, develop a K-12 math scope and sequence, and research strategies to improve math instruction, Then teachers will implement instructional practice using a variety of research-based strategies and curriculum, And students will demonstrate growth in meeting their math targets.		
	Strategy #2.1a	If we analyze math data with a specific lens for equity in outcomes for students from historically underserved groups and research targeted strategies, interventions, and structures to address their specific needs, Then PHSD and its teachers will implement high-quality, research-based strategies, interventions, and structures, And students from historically underserved groups will demonstrate growth in meeting their math targets.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall 2020 - K-12 Math Team will be formed and begin analyzing district math data, with particular focus on improvement for historically underserved students/student groups. Meeting agendas; meeting minute	Winter 2021 - The K-12 Math Team will develop a K-12 math scope and sequence and research strategies to improve math instruction, with particular focus on improvement for historically underserved students/student groups. Meeting agendas; meeting minutes; completed scope and sequence	Spring 2021 - The K-12 Math Team will develop recommendations for district administrators to improve math performance, with particular focus on improvement for historically underserved students/student groups. Meeting agendas; meeting minutes; written recommendations to improve math performance district-wide
		Fall 2021 - Provide ½ day professional development on math instructional strategies and curriculum	Winter 2022 - Monitor implementation of math instructional strategies and curriculum through observations and walk-through	Spring 2022 - Begin to develop K-12 common formative assessments for math

	Measures of Evidence for Students (“and” statement)	Fall 2020 Baseline data for Aimsweb / universal screeners (K-8) Percent of students earning credit for math courses (9-12)	Winter 2021 3% growth (Aimsweb / universal screeners (K-8)) 3% growth in percent of students earning credit for math courses (9-12)	Spring 2021 3% growth (Aimsweb / universal screeners (K-8)) 3% growth in percent of students earning credit for math courses (9-12)
What are we going to do?	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	If we provide professional development in the area of student engagement strategies, Then teachers will integrate engagement strategies into their instructional practices, And students will demonstrate growth.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall 2019 - Provide 1 day professional development on Kagan engagement strategies	Winter 2020 - Monitor implementation of Kagan engagement strategies through observations and walk-through	Spring 2020 - Send a team of teachers to a follow-up Kagan training, geared toward SEL engagement strategies
	Measures of Evidence for Students (“and” statement)	Fall 2019 - Baseline data from spring 2019 (regular attenders)	Winter 2020 - Percent of regular attenders will increase by 1% (against baseline)	Spring 2020 - Percent of regular attenders will increase by 2% (against baseline)
How we will get the work done	Person or Team Responsible	Action Steps To Be Completed This Year		Due Date
	Admin Team	1. Deliver professional development on Kagan engagement strategies to all certified and some classified staff.		October 11, 2019
	Admin Team	2. Develop and use common walkthrough tool for monitoring implementation of engagement strategies.		October 2019 and ongoing
	Superintendent	3. Work collaboratively with educators and building principals to develop a K-12 Math Team.		October 2020
	Math Team	4. Analyze District math data; identify priorities, with particular focus on improvement for historically underserved students/student groups.		November 2020 - December 2020
	School Board	Work collaboratively with the PHIP Committee to communicate data analysis and priorities to the Pleasant Hill community		October 2020 - February 2021
Building Principals, Math Team	5. Develop K-12 math scope and sequence and research strategies to improve math instruction, with particular focus on improvement for historically underserved students/student groups.		October 2020 - February 2021	

	Math Team	6. Develop written recommendations for District administrators to improve math performance, with particular focus on improvement for historically underserved students/student groups.	February 2021 - March 2021
	Superintendent	7. Develop a District-wide mathematics plan that prioritizes K-12 math team recommendations. Develop and adopt a budget that provides resources to support the K-12 math team interventions during the 2020-2021 school year, with particular focus on improvement for historically underserved students/student groups.	March 2021 - June 2021
	School Board	Work collaboratively with the Superintendent and Budget Committee to promote and communicate the district-wide mathematics plan to the Pleasant Hill community.	May - June, 2021
	Admin Team	8. Develop math professional development for Fall 2021, focused on identified strategies and adopted curriculum.	August 2021
	Admin Team	9. Develop common observation/feedback tools targeted toward identified math strategies and curriculum implementation.	October 2021
	Admin Team	Develop an instructional rounds system to provide release time for teachers to observe each other in the implementation of common math strategies and curriculum.	February 2022
	Building Principals	10. Establish teams to begin writing common formative assessments based on priority standards for math.	March 2022
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.3, 1.4 Leadership 2.2, 2.3 Talent Development 3.1, 3.2, 3.3 Stakeholder Engagement and Partnership 4.2, 4.4 Well-Rounded, Coordinated Learning _____ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal: Increase access to behavior and social-emotional learning supports.	
What are we going to do?	Strategy #3.1 Written as a Theory of Action and reflects	If we explore opportunities to prioritize funding, Then the funding may be available to hire a counselor at the elementary school and a dean of students for the secondary level,

	evidence-based practices	And Pleasant Hill School District students will have more access to behavior and social-emotional learning supports to improve their attendance rates.		
	Strategy #3.1a	If we explore opportunities to prioritize funding with a specific lens for equity in outcomes for students from historically underserved groups, Then the funding may be available to implement additional supports and structures, including additional staffing such as counseling or behavior support, And students from historically underserved groups will have more access to behavior and social-emotional learning supports to improve their attendance rates.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Spring 2019 The Pleasant Hill School District Superintendent will prepare the preliminary budget for the 2019-2020 fiscal year. Budget drafts; meetings with board members and Business Manager	Summer 2019 The Pleasant Hill District Board Members and the Superintendent, and district stakeholders will collaborate to explore funding opportunities to hire additional staffing. Board Meeting Agendas, e-mails	Fall 2019 If funding is available, the Pleasant Hill District Board Members will agree to hire additional staffing. Board Meeting Agendas, minutes
	Measures of Evidence for Students (“and” statement)	Fall 2019 - Baseline data from spring 2019 (regular attenders)	Winter 2020 - Percent of regular attenders will increase by 1% (against baseline)	Spring 2020 - Percent of regular attenders will increase by 2% (against baseline)
<i>What are we going to do?</i>	Strategy # 3.2 Written as a Theory of Action and reflects evidence-based practices	If we provide professional development in the area of student engagement strategies, Then teachers will integrate engagement strategies into their instructional practices, And students will demonstrate growth.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall 2019 - Provide 1 day professional development on Kagan engagement strategies	Winter 2020 - Monitor implementation of Kagan engagement strategies through observations and walk-through	Spring 2020 - Send a team of teachers to a follow-up Kagan training, geared toward SEL engagement strategies
	Measures of Evidence for Students (“and” statement)	Fall 2019 - Baseline data from spring 2019 (regular attenders)	Winter 2020 - Percent of regular attenders will increase by 1% (against baseline)	Spring 2020 - Percent of regular attenders will increase by 2% (against baseline)
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To Be Completed This Year		Due Date
	Superintendent	1. Work collaboratively with the Business Manager, board members, and Principals to develop a preliminary budget to share with Board Members and Budget Committee.		February 2019

	Budget & Board Members	2. Review budget and provide feedback through community and district surveys regarding the preliminary 2019-2020 budget.	February 2019 - March 2019
	Budget & Board Members	3. Approve proposed 2019-2020 budget.	March 2019
	Board Members	4. Adopt 2019-2020 budget.	March 2019 - April 2019
	Superintendent	5. Implement the 2019-2020 budget as adopted by the Board Members. Adjust staffing, as needed, to address the needs for improvement for historically underserved students/student groups.	July 2019 - June 2020
	Admin Team	6. Deliver professional development on Kagan engagement strategies to all certified and some classified staff.	October 11, 2019
	Admin Team	7. Develop and use common walkthrough tool for monitoring implementation of engagement strategies.	October 2019 and ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.3, 1.4 Leadership 2.2, 2.3 Talent Development 3.1, 3.2, 3.3 Stakeholder Engagement and Partnership 4.2, 4.4 Well-Rounded, Coordinated Learning 5.1, 5.2 Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

