

North Santiam School District Continuous Improvement Plan

Revised: 10-17-19

School Year	2019-20
District	North Santiam School District

District Direction Section

Vision	WE CHANGE KIDS' LIVES... THROUGH A COMMITMENT TO EXCELLENCE, INTEGRITY, EQUITY AND COMMUNITY ENGAGEMENT
Mission	ENSURE STUDENTS REACH THEIR HIGHEST ACADEMIC AND VOCATIONAL POTENTIAL AND DEVELOP INTO PRODUCTIVE CITIZENS

Comprehensive Needs Assessment Summary

Overview:

North Santiam School District (NSSD) implements an annual Continuous Improvement Plan (CIP) process to respond to the goals established by the NSSD Board of Directors. The Board reviews their goals annually each March.

In June, building and district administrators complete a strength and opportunities evaluation tool comprised from three vital categories of information to determine the continuous improvement activities for their buildings and district. By using the three areas of Oregon Integrated Systems (ORIS) Framework, student/staff data trends and stakeholder input data, the district has a focused plan for responding to the vision, mission and goals of the North Santiam School District. The specific items reviewed are;

SYSTEM HEALTH DATA	STUDENT/STAFF DATA TRENDS	STAKEHOLDER INPUT DATA
ORIS Domains <ul style="list-style-type: none"> ● Leadership ● Talent Development ● Stakeholder Engagement & Partnership ● Well Rounded Coordinated Learning ● Inclusive Policy & Practice 	<ul style="list-style-type: none"> ● Academic (Oaks / SBAC) ● Behavioral (Argos and DESSA) ● Attendance ● BERC ● Communication ● Other: 3 Grade Reading, 9th Grade on-track, Graduation Rates 	<ul style="list-style-type: none"> ● Certified TELL Survey ● Certified Needs Assessment Survey ● Classified TELL/Needs Assessment Survey ● Annual Parent Survey

The continuous improvement activities that are generated from this process are presented to the NSSD School Board and public in August annually. All district administrators and directors develop goals written with a Specific, Measurable, Attainable, Realistic and Targeted (SMART) goal format. Each building goal is monitored quarterly through individualized measures specific to each building and district goal identified. A written report is reviewed by the NSSD Board and provided to the public quarterly. An oral update to the NSSD Board is done one-time per year by each building principal.

The goals identified in the district and building CIP

What data did our team examine?

ORIS Domains

- Leadership, Talent Development, Stakeholder Engagement & Partnership, Well Rounded Coordinated Learning, Inclusive Policy & Practice

Student Staff Data Trends

- Academic (Oaks/SBAC), Behavioral (Argos and DESSA), Attendance, BERC Evaluation Data, Communications

- Other: (HS) on-track, HS On-time Graduation

Stakeholder Input

- Certified TELL Survey, Certified Needs Assessment Survey, Classified TELL/Needs Assessment Survey, Parent Survey

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

- Administrative teams analyzed subgroup data (OAKS/SBAC, Needs Assessments, Attendance)

How were inequities in student outcomes examined and brought forward in planning?

- Student outcomes were identified as strengths or opportunities in the Comprehensive Needs Assessment Data Summary Analysis completed in the June Goal Workshop. Any inequities identified are addressed in individual buildings goal and monitoring activities.

What needs did our data review elevate?

System Health

- **Leadership:** 1.2 Using data to prioritize and plan, focusing on transitions between grade levels, 1.3 Including student voice in the data
- **Talent Development:** Increasing diversity of staff
- **Stakeholder Engagement and Partnerships:** 3.1 Inclusiveness, recruitment and Participation, Formalize process for volunteers, 3.2 Communication Systems to Gather and Share Information, Increase diversity of voice - including district directors
- **Well Rounded Coordinated Learning:** 4.1 Student Centered and Relational Principles for learning, Define personalized learning, 4.2 Materials and Practices to Inform Instruction Core Academic Materials, 4.5 Multi Tiered Systems of Support (MTSS) - define and articulate current systems that align with MTSS and areas for growth
- **Inclusive Policy and Practice:** 5.1 Equity and Access, 5.2 Identifying and Removing Barriers to success

Student Staff Data Trends

- **Assessment Data:** Inconsistent data in the Hispanic math data, Explore the inconsistencies in the data with focus on cohort groups
- **Attendance:** April/May has the highest incidents by month, Unexcused Absences/Skip increased and made the top 5
- **Behavior:** Defiance of Authority and Minor: Defiance/Disrespect continues to be the top 2 incidents and both increased from last year. 65.67 % of behavior incidents are coming from classroom setting (increase emphasis) at the high school level
- **BERC Teacher Evaluations:** Purpose and Expectations decreased overall 4s to 3s, Indicator 3 - students engage in communication that builds or demonstrates conceptual understanding, Talk to Learn - Indicator #6 Students demonstrate that they are reflecting on a prompt and/or on their own learning, What to learn (students product something for an audience within or beyond the classroom 18%)
- **Communications:** A higher percentage of families accessing the app and signing up for the app

Stakeholder Input Data:

- **Certified TELL Survey:** Overall Satisfaction @ SHS is about 64%, SHS data significantly lower than state averages, SHS has decreased in time, managing behavior, teacher leadership, school leadership from last year
- **Certified Needs Assessment:** BERC Learning walks 58% were effective, 70% of staff found mini-courses during In-service as effective, Only 43% of our new teachers who worked with our new teacher mentor found it effective
- **Classified TELL Survey:** Time scores are ranking the lowest compared to other indicators in almost all buildings, SHS managing student conduct is ranked at 37.5%, which is significantly lower than all other buildings, ML is ranked at 50% for Professional Development which is significantly less (>20%) than other buildings
- **Parent Survey:** 27% reported NSSD is better than neighboring schools. 44% rated about the same. Most important focus: 39% Educationally rich curriculum and effective instruction, 38% Provide a safe environment, 25% offering rich opportunities for learning.

How were stakeholders involved in the needs assessment process?

- Spring Survey 2019: Certified TELL Survey, Certified Needs Assessment Survey, Classified TELL/Needs Assessment Survey, Parent Survey

- NSSD added specific activities to enhance stakeholder input for the Student Success Act. Input forms were developed and advertised via social media sources for community, parents, students and staff. Phone interviews are being conducted with specific groups identified in the Student Success Act.

Long Term District Goals & Metrics

Goal 1	Systems Health/Equity: The district and all schools will continue to use the Oregon Integrated Systems (ORIS) Framework to increase the effectiveness of district systems health data overall domain indicator ratings.		
Metrics	By (year)	By (year)	By (year)
	By June 2020: Increase average score from 1.6 to 2.0	By June 2021: Increase average score from 2.0 to 2.25	By June 2022: Increase average score from 2.25 to 2.5
Goal 2a	On-time Graduation Rates: The district will implement activities and supports to increase on-time graduation rates by a minimum of 2% each year.		
Metrics	By (year)	By (year)	By (year)
	By June of 2020 increase from 85% to 87%	By June of 2020 increase from 87% to 89%	By June of 2020 increase from 89% to 91%
Goal 2b	9th Grade Track: The district will implement activities and supports to increase 9th grade on-track percentages by 2% each year.		
Metrics	By (year)	By (year)	By (year)
	By June of 2020 increase from 89% to 91%	By June of 2020 increase from 91% to 93%	By June of 2020 increase from 93% to 95%
Goal 3	Student Learning: The district will continue to increase student learning average overall achievement scores by 3% in the identified grade bands of 3-5, 6-5 and 11 and all subgroup populations.		
Metrics	By (year)	By (year)	By (year)
	Increase grade bands by 3% 3-5=46%, 6-8=40%, 11=39%	Increase grade bands by 3% 3-5=49%, 6-8=43%, 11=42%	Increase grade bands by 3% 3-5=52%, 6-8=46%, 11=45%
Goal 4	Instructional Materials and Curriculum: The district will initiate instructional materials processes to adopt instructional materials to become compliant with the required Oregon Department of Education adoption cycles and support high quality instruction in the classroom.		
Metrics	By (year)	By (year)	By (year)
	By June of 2020 complete Social Studies materials adoption K-12 and maintain one-to-one technology capacity	By June of 2021 complete English Language Arts materials adoption K-12 and maintain one-to-one technology capacity	By June of 2022 complete Science materials adoption K-12 and maintain one-to-one technology capacity
Goal 5	Student Social and Emotional Health and Safety: The district will implement social emotional supports to decrease the overall need by 3% each year as measured by the DESSA evaluation tool.		
Metrics	By (year)	By (year)	By (year)
	By June 2020 decrease from 13% to 10%	By June 2021 decrease from 10% to 7%	By June 2022 decrease from 7% to 4%
Goal 6	High Quality Instruction: The district will implement the NSSD Quality Instructional Model (QIM) and the Comprehensive Training Model(CTM) and other support activities to increase the presence of powerful teaching and learning practices in all classrooms.		
Metrics	By (year)	By (year)	By (year)
	By June 2020 increase from 86% to 90%	By June 2021 increase from 90% to 93%	By June 2022 increase from 93% to 95%
Goal 7	College and Career Ready: The district will consistently increase the rate of participation of students in underrepresented populations in college and career related courses.		
Metrics	By (year)	By (year)	By (year)
	By June 2020 increase from 20% to 23%	By June 2021 increase from 23% to 26%	By June 2022 increase from 26% to 30%

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the school to meet goals
NSSD Evaluation Systems	High quality instructional practice, feedback and staff reflection is the core foundation of our evaluation system, which increases student learning results and engagement in the learning process. The delivery of high quality instruction results in higher rates of student achievement, attendance, 9th on-track and graduation.
NSSD Comprehensive Training Model	This Comprehensive Training Model (CTM) outlines targeted staff development and support activities for ALL staff in NSSD. The goal of this program is to enhance the success of our staff meeting the needs of their students with resulting increases to student learning, attendance, graduation and retention of high quality staff.
SBAC Interim Assessments	This software allows teachers to identify students' specific strengths and weaknesses to make targeted delivery of instruction choices of core content. It measures the progress of students in meeting state standards.
Social Emotional Learning and Student Safety	The district has many activities to support the Social Emotional Learning (SEL) needs of our students. DESSA software assesses and monitors the SEL needs of our students. The RULER program is a school-wide approach that involves systematic professional development for the adults and teaches emotional intelligence to our students. Students who feel safe at school, are able to learn at higher levels. This initiative impacts all areas related to staff and student success.
Career Pathways	The goal of the Stayton High School career pathways option is to expose students to career related curriculum in the areas of biomedical, business, criminal justice, agriculture, manufacturing and construction. This initiative supports school engagement and increased graduation rates.
Willamette Promise	The Willamette Promise (WP) offers 30 courses to high school students for university credit. Paired with career and college exploration and experiences, the WP wants to make sure that students see the connection to their future in each and every classroom experience. This initiative targets 9th grade on-track, attendance, and graduation rates.
AVID	The offers a district certified K-12 program. AVID focuses on helping students become college and career ready. This initiative targets 9th grade on-track, attendance, and graduation rates.
Instructional Materials and Curriculum	The district has identified through the needs assessment that instructional materials and curriculum supports are highly needed. A four year plan has been initiated to support this identified need.
Stakeholder Involvement	The Community Engagement Committee is a sub-committee of the NSSD School Board. This committee meets monthly to plan and monitor community involvement activities. The utilization of the NSSD Mobile App, building brochures, annual report, website design and social media presence are many of the focuses of this committee.

Annual Evidence Based Strategies, Measures and Actions

District Goal this strategy supports	Goal 1 Systems Health/Equity: The District and all schools will continue to use the Oregon Integrated Systems (ORIS) Framework to increase the effectiveness of district systems health data overall domain indicator ratings.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If <u>we implement the ORIS Framework</u> Then <u>District systems will be enhanced</u> And <u>overall health of the district will increase</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Identify top indicators for focus	Winter Complete ORIS tool on specific indicators identified	Spring Complete ORIS tool on specific indicators identified
	Measures of Evidence for Students (“and” statement)	Fall Review ORIS crosswalk to SIA categories for targeted planning	Winter Complete ORIS self-assessment tool	Spring Complete ORIS self-assessment tool Parent Survey Satisfaction TELL Staff Survey Student Survey
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ISST	1. Identify top indicators for focus with action plan		October 15
	ISST	2. Complete ORIS tool on specific indicators identified		January 6
	ISST	3. Complete ORIS Self-Assessment		June 23
		4.		
		5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		
Board Goal Alignment		<input checked="" type="checkbox"/> <i>Ensure that each student achieves measurable progress and personal growth each year</i> <input checked="" type="checkbox"/> <i>Provide quality 21st-century facilities and promote positive school climates</i> <input checked="" type="checkbox"/> <i>Promote student and staff involvement in the community and involve the community in our schools</i> <input checked="" type="checkbox"/> <i>Recruit, develop, value, and retain high-quality staff</i>		
Superint. Goal Alignment		<input checked="" type="checkbox"/> <i>Recommit to classroom observations with principals</i> <input type="checkbox"/> <i>Conduct a Long-Range Facility Master Planning Process</i> <input checked="" type="checkbox"/> <i>Ensure the Planning and Coordination of the SIA, M98 and General Fund</i> <input checked="" type="checkbox"/> <i>Create and sustain five outstanding schools.</i>		

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

District Goal this strategy supports	Goal 2a b: 9th on track and On-time Graduation Rates: The District will implement activities and support to increase on-time graduation rates by a minimum of 2% each year.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	Theory of Action Or AIMS/PDSAs If <u>the district fully implements the activities identified in the Measure 98 Self-assessment</u> Then <u>Stayton High School will increase their on-track percentages</u> And <u>students will graduate on-time</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Hold M98 Core Team Meeting / Review Progress	Winter Hold M98 Core Team Meeting / Review Progress	Spring Hold M98 Core Team Meeting / Review Progress
	Measures of Evidence for Students (“and” statement)	Fall Verify 9th on-track percentages for 9 weeks and chronic absenteeism	Winter Verify 9th on-track percentages for semester and chronic absenteeism	Spring Verify 9th on-track percentages for 9 weeks and chronic absenteeism
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ISST	1. Meet with M98 Coordinator to verify Self-assessment activities and use of High School Monitor Success Guidance tool		October 30
	M98 Team	2. Meeting monthly to review progress with district team		Monthly
		3.		
		4.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input 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		
Board Goal Alignment		<input checked="" type="checkbox"/> <i>Ensure that each student achieves measurable progress and personal growth each year</i> <input checked="" type="checkbox"/> <i>Provide quality 21st-century facilities and promote positive school climates</i> <input checked="" type="checkbox"/> <i>Promote student and staff involvement in the community and involve the community in our schools</i> <input type="checkbox"/> <i>Recruit, develop, value, and retain high-quality staff</i>		
Superint. Goal Alignment		<input type="checkbox"/> <i>Recommit to classroom observations with principals</i> <input type="checkbox"/> <i>Conduct a Long-Range Facility Master Planning Process</i> <input checked="" type="checkbox"/> <i>Ensure the Planning and Coordination of the SIA, M98 and General Fund</i> <input type="checkbox"/> <i>Create and sustain five outstanding schools.</i>		

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

District Goal this strategy supports	Goal 3: Student Learning: The district will continue to increase student learning average overall achievement scores by 3% in the identified grade bands of 3-5, 6-5 and 11 and all subgroup populations.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	Theory of Action Or AIMS/PDSAs If <u>the district implements Interim Assessment in grades 3-8 and 11 and curriculum based measures in off grades</u> Then <u>teachers will have information to make targeted instruction decisions</u> And <u>student success on state standards will increase.</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Monitor Interim Assessment use and provide feedback to building principals	Winter Monitor Interim Assessment use and provide feedback to building principals	Spring Monitor Interim Assessment use and provide feedback to building principals
	Measures of Evidence for Students (“and” statement)	Fall	Winter Review Interim Assessment Scores at building level at leadership debrief meeting	Spring Review Interim Assessment Scores at building level at leadership debrief meeting
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ISST	1. Secure purchase of Interim Assessments		October 14
	ISST	2. Identify Common Assessment		November 30
	ISST	3. Complete Winter and Spring use report		January 1, March 20
		4.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input 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		
Board Goal Alignment	<input checked="" type="checkbox"/> <i>Ensure that each student achieves measurable progress and personal growth each year</i> <input type="checkbox"/> <i>Provide quality 21st-century facilities and promote positive school climates</i> <input type="checkbox"/> <i>Promote student and staff involvement in the community and involve the community in our schools</i> <input type="checkbox"/> <i>Recruit, develop, value, and retain high-quality staff</i>			

Superint. Goal Alignment		<input type="checkbox"/> <i>Recommit to classroom observations with principals</i> <input type="checkbox"/> <i>Conduct a Long-Range Facility Master Planning Process</i> <input type="checkbox"/> <i>Ensure the Planning and Coordination of the SIA, M98 and General Fund</i> <input type="checkbox"/> <i>s_ Create and sustain five outstanding schools.</i>
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District Goal this strategy supports	Goal 4: Instructional Materials and Curriculum: The district will initiate instructional materials processes to adopt instructional materials to become compliant with the required Oregon Department of Education adoption cycles and support high quality instruction in the classroom.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	Theory of Action Or AIMS/PDSAs If we <u>complete instructional materials and curriculum adoption cycle and maintain a one-to-one student device ratio</u> Then <u>teachers will have higher quality materials aligned to state standards and access to online support</u> And <u>student learning and engagement will increase</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Form the Social Studies Adoption Committee	Winter Implement adoption committee process	Spring Finalize adoption committee process and recommendation to NSSD School Board
	Measures of Evidence for Students ("and" statement)	Fall	Winter	Spring Increased satisfaction with Certified TELL survey results and needs assessments
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ISST	1. Implement Adoption Process		May 1, 2020
		2.		
		3.		
		4.		
	5.			
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		
Board Goal Alignment		<input checked="" type="checkbox"/> <i>Ensure that each student achieves measurable progress and personal growth each year</i> <input type="checkbox"/> <i>Provide quality 21st-century facilities and promote positive school climates</i> <input type="checkbox"/> <i>Promote student and staff involvement in the community and involve the community in our schools</i> <input type="checkbox"/> <i>Recruit, develop, value, and retain high-quality staff</i>		

Superint. Goal Alignment	<input type="checkbox"/> Recommit to classroom observations with principals <input type="checkbox"/> Conduct a Long-Range Facility Master Planning Process <input type="checkbox"/> Ensure the Planning and Coordination of the SIA, M98 and General Fund <input checked="" type="checkbox"/> Create and sustain five outstanding schools.
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District Goal this strategy supports	Goal 5: Student Social and Emotional Health and Safety: The district will implement social emotional supports to decrease the overall need by 3% each year as measured by the DESSA evaluation tool.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	Theory of Action Or AIMS/PDSAs If we <u>implement Social Emotional Learning activities and supports (DESSA, Ruler, Specialist)</u> Then <u>students will be able to regulate their emotions, communicate with others, use compassion and empathy to understand the needs of other people, build relationships, and make good decisions</u> And <u>students will have a decreased need for support and intervention</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Implement RULER activities K-8 Implement Behavior Specialist PLC Review DESSA Results	Winter Implement RULER activities K-8 Implement Behavior Specialist PLC Review DESSA Results	Spring Implement RULER activities K-8 Implement Behavior Specialist PLC Review DESSA Results
	Measures of Evidence for Students (“and” statement)	Fall Implement DESSA mini and DESSA full	Winter Implement DESSA mini	Spring Implement DESSA mini
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ISST	1. Activate DESSA Assessment System		October 4
	ISST	2. Implement Specialist PLC		Oct 28, Jan 27, May 4
		3.		
		4.		
	5.			
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input 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		

Board Goal Alignment	<input checked="" type="checkbox"/> <i>Ensure that each student achieves measurable progress and personal growth each year</i> <input checked="" type="checkbox"/> <i>Provide quality 21st-century facilities and promote positive school climates</i> <input type="checkbox"/> <i>Promote student and staff involvement in the community and involve the community in our schools</i> <input type="checkbox"/> <i>Recruit, develop, value, and retain high-quality staff</i>
Superint. Goal Alignment	<input type="checkbox"/> <i>Recommit to classroom observations with principals</i> <input type="checkbox"/> <i>Conduct a Long-Range Facility Master Planning Process</i> <input type="checkbox"/> <i>Ensure the Planning and Coordination of the SIA, M98 and General Fund</i> <input checked="" type="checkbox"/> <i>Create and sustain five outstanding schools.</i>

District Goal this strategy supports	Goal 6: High Quality Instruction: The district will implement the NSSD Quality Instructional Model (QIM) and the Comprehensive Training Model(CTM) and other support activities to increase the presence of powerful teaching and learning practices in all classrooms.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	Theory of Action Or AIMS/PDSAs If we <u>provide high quality instructional feedback, support and professional development through full implementation of the QIM and CTM</u> Then <u>the quality of instruction will increase</u> And <u>the presence of powerful teaching and learning practices in all classrooms will increase</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Notice all staff of CTM activities October 11, In-service implementation Administrative Observation Cycles	Winter Continue CTM learning activities and supports February 4 In-service Activities Administrative Observation Cycles	Spring Continue CTM learning activities and supports Administrative Observation Cycles
	Measures of Evidence for Students (“and” statement)	Fall Monthly Administrative debrief review	Winter Monthly Administrative debrief review	Spring Monthly Administrative debrief review BERC Audit of powerful teaching and learning
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ISST	1. New Staff Orientation		August 22-24
	TW	2. Schedule Admin Observation Cycles		September 3
	ISST	3. Schedule BERC Audit		October 30
		4.		
	5.			

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" 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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District Goal this strategy supports	Goal 7: College and Career Ready: The district will consistently increase rate of participation of students in underrepresented populations in college and career related courses.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	Theory of Action Or AIMS/PDSAs If we <u>implement all College and Career activities identified in the M98 High School Success Act Plan</u> Then <u>increased participation of underserved and all students will increase</u> And <u>graduation rates will increase</u>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Hold M98 Core Team Meeting / Review Progress	Winter Hold M98 Core Team Meeting / Review Progress	Spring Hold M98 Core Team Meeting / Review Progress
	Measures of Evidence for Students (“and” statement)	Fall Verify current data of underserved populations in college and career-related courses. (AP, WP, Advanced, College prep, AVID, CTE pathways)	Winter Verify current data of underserved populations in college and career-related courses. (AP, WP, Advanced, College prep, AVID, CTE pathways)	Spring Verify current data of underserved populations in college and career-related courses. (AP, WP, Advanced, College prep, AVID, CTE pathways)
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ISST	1. Meet with M98 Coordinator to verify Self-assessment activities and use of High School Monitor Success Guidance tool		October 30

	M98 Team	2. Meeting monthly to review progress with district team. Data analysis to be present.	Monthly
		3.	
		4.	
		5.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input 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	
Board Goal Alignment		<input checked="" type="checkbox"/> <i>Ensure that each student achieves measurable progress and personal growth each year</i> <input type="checkbox"/> <i>Provide quality 21st-century facilities and promote positive school climates</i> <input checked="" type="checkbox"/> <i>Promote student and staff involvement in the community and involve the community in our schools</i> <input type="checkbox"/> <i>Recruit, develop, value, and retain high-quality staff</i>	
Superint. Goal Alignment		<input type="checkbox"/> <i>Recommit to classroom observations with principals</i> <input type="checkbox"/> <i>Conduct a Long-Range Facility Master Planning Process</i> <input checked="" type="checkbox"/> <i>Ensure the Planning and Coordination of the SIA, M98 and General Fund</i> <input checked="" type="checkbox"/> <i>Create and sustain five outstanding schools.</i>	

District Plan Self-Monitoring Routines

Please describe the district plan to install quarterly plan-review/monitoring routines (see example below):

District Monitoring Routines:

- Building and District goals will be monitored on a quarterly basis and reviewed at the district's leadership team and provided to the NSSD School Board. PDSA cycles will be topics of discussion and monitoring during bi-monthly Superintendent and Associate Superintendent school visits.
- All building will provide quarterly updates on progress toward meeting goals to their stakeholder groups

District CIP Monitoring:

First Quarter

Goal 1

- Strategies
- 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?

Goal 2

- Strategies
- 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?

Goal 3

- Strategies
- 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?

Goal 4

- Strategies
- 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?

Goal 5

- Strategies
- 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?

Goal 6

- Strategies
- 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?

Goal 7

- Strategies
- 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?

Goal 8

- Strategies
- 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?

Second Quarter

Goal 1

- Strategies
- 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?

Goal 2

- Strategies
- 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?

Goal 3

- Strategies
- 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?

Goal 4

- Strategies
- 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?

Goal 5

- Strategies
- 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?

Goal 6

- Strategies
- 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?

Goal 7

- Strategies
- 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?

Goal 8

- Strategies
- 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?

Third Quarter

Goal 1

- Strategies
- 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?

Goal 2

- Strategies
- 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?

Goal 3

- Strategies
- 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?

Goal 4

- Strategies
- 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?

Goal 5

- Strategies
- 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?

Goal 6

- Strategies
- 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?

Goal 7

- Strategies
- 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?

Goal 8

- Strategies
- 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?

Fourth Quarter

Goal 1

- Strategies
- 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?

Goal 2

- Strategies
- 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?

Goal 3

- Strategies
- 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?

Goal 4

- Strategies
- 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?

Goal 5

- Strategies
- 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?

Goal 6

- Strategies
- 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?

Goal 7

- Strategies
- 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?

Goal 8

- Strategies
- 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?