Oregon District Continuous Improvement Plan

School Year	2019-2020
District	Tigard-Tualatin School District

District Direction Section

Vision	Every student thrives in school and graduates prepared to succeed in an ever changing world.
Mission	Educate every child.
Hedgehog/ Priority Statement	Equitable outcomes for all students with intentional focus on underserved students.

Comprehensive Needs Assessment Summary

1) What data did our team examine?

The TTSD culture is one of data driven decision making. Our team examines and utilizes on a regular basis a targeted and relevant set of qualitative and quantitative data. See data sets collected and analyzed regularly via Data link.

In determining our specific focus, goals and high leverage actions relevant to our continual improvement efforts, the following data, as a part of our consistent data team analysis processes, was utilized in determining the next level of work:

- Staff recruitment data
- Staff retention - Stay and Exit Surveys
- PD effectiveness surveys
- Transformational Practice Survey
- 2017-18 TELL Survey
- Staff Wellness Survey
- Student Health Survey
- Implementation data from PAX and Restorative Practices observations
- Off Task Behavior data (Spleem data - PAX implementation specific)
- Baseline data for discipline referrals and chronic absenteeism
- K-8 Acadience (DIBELS) Data
- K-5 Math CBMs
- 6-8 i-Ready Math Interim Assessment data
- K-12 OSAS math and reading data (previous year)

As a part of the targeted data used to guide our improvement focus, the following ODE and TTSD resources were examined and utilized as well:
ODE District CIP Website
Strategic Plan
Strategic Plan Data
District CIP Data
2019-20 Priority Work

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

- All the above Student Achievement, Behavior, and Engagement data are disaggregated by race/ethnicity, gender, grade level, economic status and program status (ie: ELL, SPED, and TAG). Note that regardless of *n size of population* every student population group was reviewed and will be accounted for relative to student outcomes. Data team processes highlight the inequities as evidenced in the above data. Data teams are used at the building, district, and community level.
- Building
    - EBIS 100% and 20% meetings
    - Freshmen Success Meetings
- District
    - Network Improvement Communities of school leaders (Improvement Science Processes)
    - District EBIS
    - Smarter School Spending Steering Committee
- Community
    - Community Budget Work Group
    - SSA/SIA Committee Work Group
    - Underserved Communities eg. Latinx, Pacific Island, African-American

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

Data reviewed confirmed trends in hiring practices that are yielding a disproportional representation of teachers of color as compared to our student body make-up. In addition to a lack of diversity among our teaching ranks over time, data indicates that the wellbeing of staff, specifically with trust and levels of decision making at school sites, contributes to current disconnects among underserved populations. Disaggregated student data confirms the disproportionality in discipline referrals between underserved and white students. Coupled with disproportionate discipline data there is a disproportionate absenteeism trend with underserved students as well, that correlates to the above data sets specific to student wellbeing. Finally, data examined in both aggregated and disaggregated forms shows disparate achievement outcomes in English Language Arts and Mathematics for Latinx, Black and Pacific Island students as compared to their white peers. The above inequities are tracked on a quarterly basis at a District level and monthly at a building level to allow for real time trends to be monitored, discussed and proactively addressed. Data driven decisions addressing inequities, are done via the use of qualitative data review (empathy interviews, surveys and focus groups) and quantitative data review. Programmatic decisions addressing inequities are driven too, via the use of our equity lens decision making process that utilize the six questions below:

1) Does the decision align with the four pillars of the District's strategic plan?
2) Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
3) Whom does the decision affect both positively or negatively?
4) Are those being affected by the decision included in the process?
5) What other possibilities were explored? Is this decision/outcome sustainable?

4) What needs did our data review elevate?

- Disparities in staff diversity compared to our student demographic make up.
- Need to address inequities in discipline and attendance by race/ethnicity, gender, grade level, economic status and program status.
- Need to address inequities in academic achievement (as measured by Smarter Balanced Assessment Scores, Acadience (DIBELS), iReady Math Interim Assessments - Fall/Winter)

5) How were stakeholders involved in the needs assessment process?

The needs assessment process in TTSD has been ongoing at a high level with a multitude of stakeholder voice opportunities that are reflective of a broad cross section of our district and community. More specifically over the past eighteen months, stakeholder voice, in shaping our priorities and investments, includes certified and classified staff, parents, business partners, administrators, legislators, Board members and students. Stakeholder opportunities include the following and a detailed list that includes 1) Purpose 2) Dates 3) Participants and 4) Summary of Recommendations or Outcomes can be found on this link… Community Voice - Needs Assessment

- Community and Administrator Fishbones
- Community Budget Work Group
- Social Emotional Learning Work Group
- Parent Partnership Meetings
- Early Learning - Finding Our Northstar
- College and Career Visioning Focus Group
- Mental Health Assessment Work Group
- Community Input Sessions and Student Success Act Oversight Committee
- Superintendent ("Sit with Sue") Sessions
- Latinx Community Group
- School Affinity Groups
- Student Advisory Groups

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.

Priority Needs that will become improvement areas are:

- Human Capital: Expand the recruitment and retention of a diverse workforce that is strategically deployed based on student body demographics with an intentional focus on staff social emotional wellbeing.
- Student Health and Wellbeing: Assure that all students, especially those who have been historically underserved, are seen, valued and served within their school community.
    - Decrease disproportionality of major discipline referrals and chronic absenteeism for underserved students.
- Culturally Relevant Teaching and Leadership to Increase Student Achievement: Reduce the achievement gap in student performance in grade level standards with an intentional focus on underserved students of color, language and poverty in reading and math.

Long Term District Goals & Metrics

Student Focused, aspirational, aligned with needs, *written for all students*
Metrics are outlined for the year(s) to come.

Goal 1: ***Human Capital***	**Goal 1: Human Capital - We will recruit and retain a diverse workforce that is strategically deployed based on student body demographics and intentionally focus on staff social emotional wellbeing.**		
Metrics	By (2020)	By (2021)	By (2022)
	Recruitment *Reduce the racial demographic gap between Licensed Staff and Students from 32% in 2019 to 29% by 2020* ***Retention*** *Increase the percentage of staff staying with the district for 5 or more years from 68% in 2018 to 70% in 2020* ***Social Emotional Wellbeing*** *Increase the percentage of staff who report that their school has an atmosphere of trust and mutual respect from 72% in 2017-18 to 78%.* *Increase the percentage of staff who report that teachers have an appropriate level of influence on decision making from 63% in 2017-18 to 69%*	***Recruitment*** *Reduce the racial demographic gap between Licensed Staff and Students from 29% in 2020 to 24% by 2021* ***Retention*** *Increase the percentage of staff staying with the district for 5 or more years from 70% in 2020 to 72% in 2021* ***Social Emotional Wellbeing*** *Increase the percentage of staff who report that their school has an atmosphere of trust and mutual respect to 84%.* *Increase the percentage of staff who report that teachers have an appropriate level of influence on decision making to 75%*	***Recruitment*** *Reduce the racial demographic gap between Licensed Staff and Students from 24% in 2021 to 19% by 2022* ***Retention*** *Increase the percentage of staff staying with the district for 5 or more years from 72% in 2021 to 75% in 2022* ***Social Emotional Wellbeing*** *Increase the percentage of staff who report that their school has an atmosphere of trust and mutual respect to 90%.* *Increase the percentage of staff who report that teachers have an appropriate level of influence on decision making to 80%*
Goal 2: ***Social Emotional Learning***	**Goal 2: Student Health and Wellbeing - All students, especially those who have been historically underserved, will be seen, valued, and served within their school community.**		
Metrics	By (2020)	By (2021)	By (2022)
	Disproportionality of major discipline referrals for underserved students will decrease from 16% to 13% by Spring 2020. *Disproportionality of chronically absent underserved students will decrease from 10% in 2019 to 8% percentage points by 2020.*	*Disproportionality of major discipline referrals for underserved students will decrease from 13% to 10% by Spring 2021.* *Disproportionality of chronically absent underserved students will decrease from 8% in 2020 to 6% percentage points by 2021.*	*Disproportionality of major discipline referrals for underserved students will decrease from 10% to 7% by Spring 2022.* *Disproportionality of chronically absent underserved students will decrease from 6% in 2021 to 5% percentage points by 2022.*

Goal 3: ***Culturally Responsive Teaching and Leadership***	**Goal 3: Student Achievement - We will reduce the achievement gap in student performance in grade level standards with an intentional focus on underserved students of color, language and poverty in reading and math.**		
Metrics	By (2020)	By (2021)	By (2022)
	Increase the percentage achieving Level 3 or 4 on the Oregon State Assessments: ● *English Language Arts:* ○ *All Students from 61% to 63%* ○ *Students of Color from 41% to 44%* ● *Mathematics:* ○ *All Students from 49% to 51%* ○ *Students of Color from 27% to 30%*	*Increase the percentage achieving Level 3 or 4 on the Oregon State Assessments:* ● *English Language Arts:* ○ *All Students to 65%* ○ *Students of Color to 47%* ● *Mathematics:* ○ *All Students to 53%* ○ *Students of Color to 33%*	*Increase the percentage achieving Level 3 or 4 on the Oregon State Assessments:* ● *English Language Arts:* ○ *All Students to 66%* ○ *Students of Color to 49%* ● *Mathematics:* ○ *All Students to 54%* ○ *Students of Color to 35%*

Annual Evidence Based Strategies, Measures and Actions (to meet district goals)				
District Goal this strategy supports	**Goal 1: Human Capital** **We will recruit and retain a diverse workforce that is reflective of our student body and intentionally focus on staff social emotional wellbeing.**			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	**If** we create an environment where staff feel a sense of belonging and ownership, **Then** we will work to recruit and retain innovative staff that reflect the diversity of our students and families, so that we will build a high performing organization with: ● an expanded talent pool ● trust and mutual respect among staff ● increased innovation ● higher employee engagement ● a collectivist stance in decision making **And**, as a result, all students and staff will feel seen, valued, and served within their school community resulting in higher student achievement for underserved populations.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	**Fall 2019** **<u>Baseline</u>** •Staff recruitment data •Staff retention - Stay and Exit Surveys •PD effectiveness surveys •Transformational Practice Survey • 2017-18 TELL Survey	**Winter 2020** •PD effectiveness surveys •Stay Survey	**Spring 2020** •Staff recruitment data •Staff retention - Stay and Exit Surveys •PD effectiveness surveys •Transformational Practice Survey •Staff Wellness Survey
	Measures of Evidence for Students ("and" statement)	**Fall 2019** **<u>Baseline</u>** •Student Health Survey •Underserved student participation data - Clubs/affinity groups - Advanced classes - Extracurricular •Acadience reading data •OSAS - math/reading	**Winter 2020** •Underserved student participation data - clubs/affinity groups - Advanced classes - Extracurricular •Acadience reading data	**Spring 2020** •Student Health Survey •Underserved student participation data - clubs/affinity groups - Advanced classes - Extracurricular •Acadience reading data •OSAS - math/reading

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	New Teacher TOSA	1. New Teacher Support Program expansion	Fall of 2019 School Year
	Human Resources & New Teacher TOSA	2. Intentional recruitment of highly qualified staff of color. - Adapting and expanding current hiring practices - Develop Aspiring Leaders program - Develop Diverse Educators Pathway program - Develop Student Teacher Placement Protocol	Spring of 2020 School Year
	Human Resources and District Equity Coordinator	3. Increase retention of highly qualified staff of color by expanding intentional equity work at the school and classroom levels. - Affinity Groups with staff - Mentor/Support by colleagues - Administrator Equity Professional Dev. Series - TOSA Equity Professional Development Series	Spring of 2020 School Year
	Human Resources & Community Relations	4) Expand focused staff support through the following intentional wellness and social emotional programming and resources: - District Wellness Program facilitated in schools through Wellness Coordinators (Board Policy EFA) - Wellness priorities guided by district-wide wellness council - Health & wellness-focused district vendor and community partner programming - Communication and awareness of services provided by district EAP	Fall of 2020 School Year
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership _X__ Talent Development (2.1, 2.2) _X__ Stakeholder Engagement and Partnership ____ Well-Rounded, Coordinated Learning _X__ Inclusive Policy and Practice	

District Goal this strategy supports	**Goal 2: Student Health and Wellbeing - All students, especially those who have been historically underserved, will be seen, valued, and served within their school community.**	
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	**If** TTSD develops a Social Emotional Learning Framework, including PAX and Restorative Practices, to teach and support social emotional skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making, **then** TTSD staff will know how to foster connections and build positive school climates in which all students will be seen, valued, and served within their school community,

		and disproportionality in attendance and behavior will decrease within our underserved populations.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	**Fall 2019** **<u>Baseline</u>** Baseline implementation data from PAX and Restorative Practices observations	**Winter 2020** Implementation Data from PAX and Restorative Practices observations	**Spring 2020** Implementation Data from PAX and Restorative Practices observations
	Measures of Evidence for Students ("and" statement)	**Fall 2019** Baseline Off Task Behavior data Student Health survey Baseline data for discipline referrals and chronic absenteeism	**Winter 2020** Off Task Behavior data across the district will decrease. Discipline referrals and chronic absenteeism will decrease	**Spring 2020** Off Task Behavior data across the district will decrease. Student Health survey Discipline referrals and chronic absenteeism will decrease
How we will get the work done	**Person or Team Responsible**	**Action Steps** **To be completed this year**		**Due Date**
	Assoc. Dir. of Student Service & PBIS TOSA	1.PAX workshops and coaching		Ongoing, June 2020 check-in
	Trauma Specialist, Student Services TOSA & Equity Coordinator	2. Trauma Informed and Restorative Practices training for Administrators and Teacher Leaders		Ongoing, June 2020 check-in
	Dir. Student Services & Equity Coordinator	3. Develop SEL Framework for PAX and Restorative Practices		Ongoing, June 2020 check-in
	Student Services Director & Public Information Officer	4. Inventory Mental Health Supports and Wrap Around Services		Ongoing, June 2020 check-in
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<u>X</u> Leadership (1.1, 1.3) ____ Talent Development <u>X</u> Stakeholder Engagement and Partnership <u>X</u> Well-Rounded, Coordinated Learning (4.1) <u>X</u> Inclusive Policy and Practice (5.2)		

<table>
<tr><td>District Goal this strategy supports</td><td colspan="4">Goal 3: Culturally Relevant Teaching and Leadership to Increase Student Achievement - We will reduce the achievement gap in student performance in grade level standards with an intentional focus on underserved students of color, language and poverty in reading and math.

Critical Consciousness
Congruent Instructional Practices
Pluralism in Curriculum
Classroom Climate
Community of Learners</td></tr>
<tr><td>What are we going to do?</td><td>Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices</td><td colspan="3">If TTSD develops culturally relevant practices for teaching and leadership that
● foster critical consciousness in our students and staff,
● instill congruent instructional practices to engage all students,
● represent all students with a plurality of themes and voices in our curriculum,
● engage a community of learners in a welcoming classroom climate,

then, staff will have the capacity and resources to design and deliver culturally responsive lessons and leadership where students feel seen, valued, and served,

and all students, specifically historically underserved students, will be engaged in their learning and grow to meet grade level standards.</td></tr>
<tr><td rowspan="2">How we will know the plan is working</td><td>Measures of Evidence for Adult Actions (“then” statements)</td><td>Fall 2019

CRT Professional Development (Administrators and TOSAs)
Feedback/Agendas</td><td>Winter 2020

CRT Professional Development (Administrators and TOSAs)
Feedback/Agendas

<u>Baseline</u>
Implementation data from observations, using CRT look for tool</td><td>Spring 2020

CRT Professional Development (Administrators and TOSAs)
Feedback/Agendas

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<tr><td>Measures of Evidence for Students (“and” statement)</td><td>Fall 2019

<u>Baseline</u>
K-8 Acadience Data
K-5 Math CBMs

<u>Baseline</u>
6-8 i-Ready Math data
K-12 OSAS data (previous year)</td><td>Winter 2020

K-8 Acadience Data

K-5 Math CBMs

6-8 i-Ready Math data</td><td>Spring 2020

K-8 Acadience Data

K-5 Math CBMs

K-12 OSAS Data</td></tr>
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	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	T&L Staff	1. Inquiry By Design ELA Curriculum Implementation Support ● Train 6-12th ELA teachers and administrators on CRT instructional shifts in new curriculum ● Build Lab Classrooms to allow for peer observation and debrief so cycles of learning are established ● Provide and embed support with coaching and observation within Lab classroom visits and debrief to build sustainability and teacher capacity.	Fall 2019 to Spring 2020
	Asst Supt., District Equity Director	2. TTSD CRT steering committee develops a framework for culturally responsive teaching and leadership that will inform teacher practice by Fall 2020.	Spring 2020
	Teaching & Learning Reading Specialist/Lit Specialist & T&L Math Specialist	3. Implementation support as teachers implement curriculum maps aligned to Journeys (K-5 ELA) and Math Expressions (K-5 Math).	Fall 2019 to Spring 2020
	Student Services and T&L	4. Implementation support for Collaborative Co-teaching at Metzger, Bridgeport, Hazelbrook, Twality, Fowler, TuHS, and THS.	Fall 2019 to Spring 2020
	T&L Math Specialist	5. Train teachers on new 6-8 EdGems Math and 9-12 Math Vision Project (MVP) curriculum	Fall 2019 to Spring 2020
	District Equity Coordinator, Levels Director	6. Professional Development for Administrators and TOSAs on CRT and Equity.	Fall 2019 to Spring 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_X__ Leadership ● *Indicator 1.1 Guiding School Vision and Mission* ____ Talent Development ____ Stakeholder Engagement and Partnership _X__ Well-Rounded, Coordinated Learning ● *Indicator 4.1 Student Centered & Relational Principles for Learning* _X__ Inclusive Policy and Practice ● *Indicator 5.1: Equity & Access*	

District Plan
Self-Monitoring Routines

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

TTSD has a district Effective Behavior and Instructional Supports (EBIS) Team that meets quarterly to review district-level data. Members include Superintendent, Assistant Superintendent, Directors of Teaching and Learning, Student Services, Instructional Technology, Finance, and Communications. School administrators and TOSAs are also on the team. The team reviews and analyzes disaggregated district data, develops action plans in response to the data, and monitors implementation and effectiveness of actions, adjusting as necessary. Resources are allocated for district priorities related to the actions in the CIP. This ensures that district leadership, departments, and schools are aligned and supported.

See example agenda below.

District EBIS Agenda Example:

Before the meeting:

Data is sent out to meeting participants for review one week prior to meeting

During the meeting:

Part 1: Meeting participants are briefly oriented to data:
Disaggregation (Race, EL, SPED, TAG)
How well is Tier 1 implemented?

Part 2: Together, the team will develop the following:

A. Create a Precise Problem Statement, defining the who, what, where, when, & why?

Precise Problem Statement:

B. Determine goal: What do we want to accomplish? By when?

Goal:	**Projected date:**

C. What are the specific actions that need to be completed? *(By whom, by when)*

Action Steps to meet goal:	By whom:	By when:	Resources Needed: (Time, fiscal, staff, materials, etc.)

D. What <u>fidelity</u> data will we collect about our action steps (how will we know we - District EBIS Team, Administrators, Teachers - did what we said we would do?) *(What, When, Who)*

Action Steps (from above):	How will we ensure fidelity?	Who will check:	By when:

E. What outcome data will we review *(What, When, Who)* and when will we review it to determine the outcome of our action plan?

Outcome data we will review:	Who will bring it?	Date of review