

Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Sweet Home

District Direction Section

Vision	A district where each child feels valued, inspired and has a sense of belonging
Mission	Give each child every chance to achieve their potential.

Comprehensive Needs Assessment Summary

What data did our team examine?

- Stakeholders Survey results, winter, 2018
- Community Forum input, winter, 2018
- Student Voice Forum input, winter, 2018
- SBAC summative assessment results, 2015-*2019
- Oregon state report cards, 2015-*2019
- Oregon state achievement reports (schools and district), 2015-*2019
- *Underserved populations survey, fall, 2019 (Homeless, Special education, English Learners)
- English Language Learner ELPA proficiency data, 2015-*2019
- Chronic Absenteeism data (schools and district), 2015-*2019
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How did the team examine the different needs of all learner groups?

2018

Data was reviewed by various teams (School Board, High school CARE team, Administrative team, Site Councils, Superintendent's Cabinet) in the fall of 2017 and representatives of each team participated in the district Strategic Planning Committee. The committee met throughout the winter of 2018, analyzing and grouping data. This process of sorting and sifting eventually led to determining stakeholder priorities for Sweet Home. Below are the steps the planning committee completed:

- February** February 12th, Monthly Board update
- February 22nd, Convene Strategic Planning Committee: analyze and group data
- March** March 8th, Convene Strategic Planning Committee: analyze and group data
- March 12th, Monthly Board update
- March 13th, Convene Strategic Planning Committee: analyze and group data, determine mission and vision
- March 20th, Convene Strategic Planning Committee: establish values (How must we behave to achieve our vision?)

Vision	A district where each child feels valued, inspired and has a sense of belonging
April 2019	<p>April 3rd, Convene Strategic Planning Committee: Define 'goal' (How will we mark our progress?) roles, and progress monitoring</p> <p>April 9th, Monthly Board update</p> <p>April 12th, Ad Hoc Strategic Planning Committee finalizes strategic plan content</p>
<p><i>In the fall of 2019, current data was reviewed. Trends over time and anomalies were identified by each team and the Superintendent's Cabinet selected three achievement goals for the district Continuous Improvement Plan.</i></p>	
<p>How were inequities in student outcomes examined and brought forward in planning?</p>	<p><i>Data from all learner groups was reviewed by various teams (High school CARE team, Administrative team, Site Councils, Superintendent's Cabinet), representatives of which participated in the district Strategic Planning Committee. Below is a list of the data that was reviewed in teams:</i></p>
<ul style="list-style-type: none"> • SBAC summative assessment results, 2015-*2019 • Oregon state report cards, 2015-*2019 • Oregon state achievement reports (schools and district), 2015-*2019 • *Underserved populations survey, fall, 2019 (Homeless, Special education, English Learners) • English Language Learner ELPA proficiency data, 2015-*2019 • Chronic Absenteeism data (schools and district), 2015-*2019 	
<p>What needs did our data review elevate?</p>	
<ul style="list-style-type: none"> • There were more than a thousand comments and ideas generated and data points to study. The team identified common concerns/suggestions, as well as anomalies. Common concerns and interests were grouped into four distinct priority areas (see list below). The team developed a mission (why do we exist?), vision (what must we become to accomplish our purpose?), and values (How must we behave/what must we strive for in order to achieve our vision?). Goals (how will we mark our progress?) are developed annually by each school and department. 	
<p>Four priority areas identified:</p> <ul style="list-style-type: none"> -Outstanding Achievement -Thriving Citizen -Thriving Community -Safe, Welcoming Facilities and Services 	
<p>How were stakeholders involved in the needs assessment process?</p>	
<ul style="list-style-type: none"> • Stakeholders Survey, winter, 2018 • Community Forum, winter, 2018 • Student Voice Forum, winter, 2018 • School newsletter updates, winter, 2018 • Strategic Planning Committee, winter/spring, 2018 • Monthly School Board Updates, November 2017 to present • District website to access survey 	

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<ul style="list-style-type: none"> Promotion of taking survey on site during conferences, winter 2018 Paper/pencil surveys targeted at underserved populations, fall *2019 Interpretation provided in Spanish for parents of English Learners, fall *2019 	
<p>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</p>	
<ul style="list-style-type: none"> For the purpose of providing laser-like focus, the District Continuous Improvement Plan submitted to ODE will focus on Priority Area One: <i>Outstanding Achievement</i>. Within the area of Outstanding Achievement, four distinct targets gained prominence during strategic team planning: <ol style="list-style-type: none"> Increase success for all students by closing the achievement gap, ensuring students are college and career ready. Provide instruction that reflects best practices and standards alignment. Expand electives, alternative education options, and co-curricular programming to ensure all students' needs are met. Provide staff with professional development that contributes to increased instructional effectiveness. Within Priority Area One, Goal One, the following district achievement goals were developed (2018): <ul style="list-style-type: none"> ✓ All Sweet Home elementary schools will achieve a state academic growth rating of 4 or 5 in English Language Arts and Math on an annual basis. ✓ Sweet Home Junior High will achieve a state academic growth rating of 4 or 5 in English Language Arts and Math on an annual basis. ✓ Sweet Home High school will increase their graduation rate by 5% in the next five years and attendance rate by 1% each year. *Within Priority Area One, Goal One, the following district achievement goals were developed for the district Continuous Improvement Plan (2019): <ul style="list-style-type: none"> ✓ All Junior High students will perform at or above the state achievement average on an annual basis as measured by the English Language Arts (ELA)SBAC summative assessment ✓ All Junior High students will perform at or above the state achievement average on an annual basis as measured by the Math SBAC summative assessment ✓ Elementary Literacy: All Kindergarten through grade 6 students will meet or exceed expected growth goals annually. 	
<p><i>*For the purpose of ensuring that our process from 2018 continues to address the needs of students from underserved populations, additional input was sought during the fall of 2019. Surveys were distributed to parents and guardians of English Learners, students experiencing homelessness and students with 504s and IEPs. In addition, the most current state data (2019) was reviewed. Although 2019 data was not reviewed by the entire district strategic planning committee, it was reviewed by representatives from the committee. By reviewing this more current data, the Sweet Home School district does identify gaps in learning for underserved populations; however, it is not at the high school, which is what ESSA funds had targeted. 18-19 data for underserved populations at the high school indicates that Hispanic/Latino and Multi-racial populations are progressing without a more focused support plan. Our overall district needs at this time must focus primarily on the junior high school. No progress at the Junior High is noted, not only for Latinos and students of multi-racial ethnicity, but for all students of every category (exception for Math growth for students with disabilities). Due to these facts, the majority of Sweet Home's CIP will focus on student achievement at the junior high. The remainder of the CIP targets K-6 ELA, which has not shown achievement growth over the last four or more years for any student group.</i></p>	

Sweet Home School District Strategic Plan 2018-2023



OUTSTANDING ACHIEVEMENT

Offer an academically challenging experience, celebrating individual excellence.

We will:

- Increase success for all students by closing the achievement gap, ensuring students are college and career-ready.
- Provide instruction that reflects best practices and standards alignment.
- Expand electives, alternative education options, and co-curricular programming to ensure all students' needs are met.
- Provide staff with professional development that contributes to increased instructional effectiveness.



THRIVING CITIZEN

Champion success, unlocking each student's full potential.

We will:

- Identify the individual strengths of each student so they can develop talents for lifetime learning.
- Promote confidence, commitment, responsibility, resiliency, and teamwork through student participation in clubs, sports, and before/after school activities.
- Cultivate the attributes of character, citizenry, healthy lifestyles, fitness, and work habits.
- Be responsive to the unique needs of every student by providing comprehensive services and support.

Vision

A district where each child feels valued, inspired and has a sense of belonging

Mission

Give each child, every chance to achieve their potential.



THRIVING COMMUNITY

Promote seamless partnerships where students, staff, and community members feel connected.

We will:

- Foster volunteer and service opportunities between schools, students, and the community.
- Connect students with local businesses to learn about emerging career options and expand student work experiences.
- Ensure effective communication between the school district, schools, and families.
- Cultivate positive environments and relationships that contribute to organizational and community wellness.

SAFE, WELCOMING FACILITIES AND SERVICES

Provide a learning atmosphere that prepares students for an ever-changing world.

We will:

- Establish a long-term plan that supports the continuous improvement of our facilities.
- Improve district safety and security by strengthening safety plans, increasing staff training, and providing comprehensive oversight.
- Offer welcoming and inspiring facilities.
- Modernize learning environments and increase access to updated technology.



Operational Foundations:

Align and manage our resources thoughtfully and responsibly to best serve our students, staff, and community.

As a Result

- ✓ All Sweet Home elementary schools will achieve a state academic growth rating of 4 or 5 in English Language Arts and Math.
- ✓ Sweet Home Junior High will achieve a state academic growth rating of 4 or 5 in English Language Arts and Math.
- ✓ Sweet Home High School will increase their graduation rate by 5% and attendance rate by 1% each year.
- ✓ We will begin monitoring Thriving Citizen and Thriving Community measurements.

Vision	A district where each child feels valued, inspired and has a sense of belonging		
Long Term District Goals & Metrics			
Student Focused, aspirational, aligned with needs, written for all students			
Goal 1	All Junior High students will perform at or above the state achievement average on an annual basis as measured by the English Language Arts (ELA) SBAC summative assessment.		
Metrics	By 2020	By 2021	By 2022
	Grades 7 and 8: ELA SBAC Interims—at least 60% of students will demonstrate proficiency on already-taught material three times per year Grades 7 and 8: ELA SBAC summative—increase achievement scores by 5% at each grade level	Grades 7 and 8: ELA SBAC Interims—at least 65% of students will demonstrate proficiency on already-taught material three times per year Grades 7 and 8: ELA SBAC summative—increase achievement scores by 5% at each grade level	Grades 7 and 8: ELA SBAC Interims—at least 70% of students will demonstrate proficiency on already-taught material three times per year Grades 7 and 8: ELA SBAC summative—increase achievement scores by 5% at each grade level
Goal 2	All Junior High students will perform at or above the state achievement average on an annual basis as measured by the Math SBAC summative assessment.		
Metrics	By 2020	By 2021	By 2022
	Grades 7 and 8: Math SBAC Interims—at least 60% of students will demonstrate proficiency on already-taught material three times per year Grade 7: Math SBAC summative—increase achievement scores by 7% at each grade level Grade 8: Math SBAC summative—increase achievement scores by 10% at each grade level	Grades 7 and 8: Math SBAC Interims—at least 65% of students will demonstrate proficiency on already-taught material three times per year Grade 7: Math SBAC summative—increase achievement scores by 7% at each grade level Grade 8: Math SBAC summative—increase achievement scores by 10% at each grade level	Grades 7 and 8: Math SBAC Interims—at least 70% of students will demonstrate proficiency on already-taught material three times per year Grade 7: Math SBAC summative—increase achievement scores by 7% at each grade level Grade 8: Math SBAC summative—increase achievement scores by 10% at each grade level
Goal 3	Elementary Literacy: All Kindergarten through grade 6 students will meet or exceed expected growth goals annually.		
Metrics	By 2020	By 2021	By 2022
	Grades K-2: DIBELS—1+ year of growth for each student Grades 3, 4, 5 and 6: English Language Arts SBAC Interims—at least 60% of students will demonstrate proficiency on already-taught material three times per year	Grades K-2: DIBELS—1+ year of growth for each student Grades 3, 4, 5 and 6: English Language Arts SBAC Interims—at least 65% of students will demonstrate proficiency on already-taught material three times per year	Grades K-2: DIBELS—1+ year of growth for each student Grades 3, 4, 5 and 6: English Language Arts SBAC Interims—at least 70% of students will demonstrate proficiency on already-taught material three times per year

Vision	A district where each child feels valued, inspired and has a sense of belonging		
	Grades 3, 4, 5 and 6: English Language Arts SBAC summative assessment: 1. Each elementary school will meet or exceed the district SBAC achievement score average at each grade level as compared to the district average from the previous year 2. The district SBAC achievement score average will increase by at least 5% at each grade level as compared to results from the previous year	Grades 3, 4, 5 and 6 English Language Arts SBAC summative assessment: 1. Each elementary school will meet or exceed the district SBAC achievement score average at each grade level as compared to the district average from the previous year 2. The district SBAC achievement score average will increase by at least 5% at each grade level as compared to results from the previous year	Grades 3, 4, 5 and 6 English Language Arts SBAC summative assessment: 1. Each elementary school will meet or exceed the district SBAC achievement score average at each grade level as compared to the district average from the previous year 2. The district SBAC achievement score average will increase by at least 5% at each grade level as compared to results from the previous year

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
Chronic Absenteeism	Program supports each school to utilize strategies to more effectively monitor and increase student attendance, thereby improving the probability that students who have irregular attendance and don't perform at grade level will improve academically
21 st Century Grant (through Boys and Girls Club)	Students grades 5-12 are eligible for the program if they are academically and/or behaviorally at-risk. Programming is targeted to a review of content/standards that are taught during the school day.

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

<i>District Goal this strategy supports</i>	Goal 1: All Junior High students will perform at or above the state achievement average on an annual basis as measured by the English Language Arts SBAC summative assessment.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we provide specialized training, schedule and document weekly PLC discussions, and administrators respond meaningfully to PLC forms,</p> <p>then teachers and administrators will implement research based instructional and monitoring practices</p> <p>and junior high English Language Arts achievement outcomes will improve.</p>		
<i>How we will know the plan is working?</i>	Measures of Evidence for Adult Actions ("then" statements")	<p>Fall</p> <ul style="list-style-type: none"> Analysis of 2018-2019 SBAC summative results Establish Response to Intervention at Work 	<p>Winter</p> <ul style="list-style-type: none"> Grades 7-8 SBAC Interims and follow up student tutorials Weekly PLCs 	<p>Spring</p> <ul style="list-style-type: none"> Grades 7-8 SBAC Interims and follow up student tutorials Weekly PLCs

<i>District Goal this strategy supports</i>	Goal 1: All Junior High students will perform at or above the state achievement average on an annual basis as measured by the English Language Arts SBAC summative assessment.			
		building leadership team <ul style="list-style-type: none"> • ODE Data Training, December 17th • Re-analysis of 2018-2019 SBAC summative results • Grades 7-8 SBAC Interims and follow up student tutorials for at-risk students • Weekly PLCs • Weekly PLC forms completed • Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<ul style="list-style-type: none"> • Weekly PLC forms completed • Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<ul style="list-style-type: none"> • Weekly PLC forms completed • Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators
Measures of Evidence for Students (“and” statement)	<p style="text-align: center;">Fall</p> <ul style="list-style-type: none"> • Common formative assessment data every 2-4 weeks • SBAC Interim Assessment results • SBAC Interim tutorial material provided for students 	<p style="text-align: center;">Winter</p> <ul style="list-style-type: none"> • Common formative assessment data every 2-4 weeks • SBAC Interim Assessment results • SBAC Interim tutorial material provided for students 	<p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> • Common formative assessment data every 2-4 weeks • SBAC Interim Assessment results • SBAC Interim tutorial material provided for students 	
<i>How we will get the work done?</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Colleen Henry	1. Establish an RTI at Work Guiding Coalition (leadership team)		October, 2019
	Rachel Stucky ODE	2. Provide Assessment Literacy Training to school improvement teacher leader and math teachers		Fall, 2019
	Colleen Henry Rachel Stucky	3. Establish and monitor SBAC Interim System at the junior high		Continuous
	Colleen Henry Rachel Stucky	4. Review PLC practices and provide feedback and resources as needed		Continuous

<i>District Goal this strategy supports</i>	Goal 1: All Junior High students will perform at or above the state achievement average on an annual basis as measured by the English Language Arts SBAC summative assessment.	
<i>ORIS Domain Alignment</i>	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

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

<i>District Goal this strategy supports</i>	Goal 2: All Junior High students will perform at or above the state achievement average on an annual basis as measured by Math SBAC summative assessment.			
<i>What are we going to do?</i>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we provide specialized training, schedule and document weekly PLC discussions, and administrators respond meaningfully to PLC forms,</p> <p>then teachers and administrators will implement research based instructional and monitoring practices</p> <p>and junior high math achievement outcomes will improve.</p>		
<i>How we will know the plan is working?</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall	Winter	Spring
		<ul style="list-style-type: none"> Analysis of 2018-2019 SBAC summative results Establish Response to Intervention at Work building leadership team Review of Tier III instructional practices 	<ul style="list-style-type: none"> Review of Tier III instructional materials and practices Purchase of Tier III instructional materials— if needed 	<ul style="list-style-type: none"> Review of Tier II instructional practices Revisions in master schedule made for 2020-2021 if needed Grades 7-8 SBAC Interims and follow up student tutorials

<p><i>District Goal this strategy supports</i></p>	<p>Goal 2: All Junior High students will perform at or above the state achievement average on an annual basis as measured by Math SBAC summative assessment.</p>			
		<ul style="list-style-type: none"> • Increase math FTE • ODE Data Training, December 17th • Re-analysis of 2018-2019 SBAC summative results • Grades 7-8 SBAC Interims and follow up student tutorials for at-risk students • Monitor effectiveness of SBAC Interim tutorials • Weekly PLCs • Weekly PLC forms completed • Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<ul style="list-style-type: none"> • Grades 7-8 SBAC Interims and follow up student tutorials • Monitor effectiveness of SBAC Interim tutorials • Weekly PLCs • Weekly PLC forms completed • Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<ul style="list-style-type: none"> • Monitor effectiveness of SBAC Interim tutorials • Weekly PLCs • Weekly PLC forms completed • Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall</p> <ul style="list-style-type: none"> • Common formative assessment data every 2-4 weeks • SBAC Interim Assessment results • SBAC Interim tutorial material provided for students 	<p>Winter</p> <ul style="list-style-type: none"> • Common formative assessment data every 2-4 weeks • SBAC Interim Assessment results • SBAC Interim tutorial material provided for students 	<p>Spring</p> <ul style="list-style-type: none"> • Common formative assessment data every 2-4 weeks • SBAC Interim Assessment results • SBAC Interim tutorial material provided for students • SBAC summative results
<p><i>How we will get the work done?</i></p>	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>
	<p>Colleen Henry</p>	<p>1. Establish an RTI at Work Guiding Coalition (leadership team)</p>		<p>October, 2019</p>
	<p>Colleen Henry Rachel Stucky</p>	<p>2. Review of Tier III and Tier III instructional practices, systems and materials (Tier III)</p>		<p>Fall and winter, 19-20</p>
	<p>Tom Yahraes</p>	<p>3. Review and adjust staffing allocation</p>		<p>October, 2019</p>
	<p>Rachel Stucky ODE</p>	<p>4. Provide Assessment Literacy Training to math department</p>		<p>Fall, 2019</p>
	<p>Rachel Stucky Colleen Henry</p>	<p>5. Establish and monitor SBAC Interim System at the junior high</p>		<p>Continuous</p>
	<p>Rachel Stucky Colleen Henry</p>	<p>6. Review PLC practices and provide feedback and resources as needed</p>		<p>Continuous</p>

<i>District Goal this strategy supports</i>	Goal 2: All Junior High students will perform at or above the state achievement average on an annual basis as measured by Math SBAC summative assessment.	
<i>ORIS Domain Alignment</i>	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

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: Elementary Literacy: All K-6 students will meet or exceed expected growth goals annually.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	<p>If we provide up to date, research-based materials, continuous professional learning and aligned progress monitoring tools,</p> <p>then teachers and administrators will implement research based instructional and monitoring practices,</p> <p>and K-6 literacy achievement outcomes will improve.</p>		
How we will know the plan is working?	Measures of Evidence for Adult Actions (“then” statements)	<p style="text-align: center;">Fall</p> <ul style="list-style-type: none"> • Analysis of 2018-2019 SBAC summative results • DIBELS benchmarking • Full day preservice training—teachers and administrators • Full Day training for each teacher, October • Half-day training for each administrator • Full day coaching and debrief with HMH for each school • Continuous paraprofessional training • Grades K-2 use <i>Educational Software for Guiding Instruction</i> (ESGI) • Grades 3-6 use SBAC Interims • Monthly administrative Walkthroughs • Administrative Coaching monthly • Weekly PLCs • Weekly PLC forms completed • Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<p style="text-align: center;">Winter</p> <ul style="list-style-type: none"> • DIBELS, school and district review of data • Full day coaching and debrief with HMH for each school • Grades K-2 use <i>Educational Software for Guiding Instruction</i> (ESGI) • Grades 3-6 use SBAC Interims • Monthly administrative Walkthroughs • Administrative Coaching monthly • Weekly PLCs • Weekly PLC forms completed • Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators 	<p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> • DIBELS, school and district review of data • Grades K-2 use <i>Educational Software for Guiding Instruction</i> (ESGI) • Grades 3-6 use SBAC Interims • Monthly administrative Walkthroughs • Administrative Coaching monthly • Weekly PLCs • Weekly PLC forms completed • Continuous monitoring of PLC assessment design, data analysis and results—teachers and administrators

District Goal this strategy supports	Goal 3: Elementary Literacy: All K-6 students will meet or exceed expected growth goals annually.			
		<ul style="list-style-type: none"> • ODE Data Training, December 17th • Re-analysis of 2018-2019 SBAC summative results 		
	Measures of Evidence for Students (“and” statement)	<p style="text-align: center;">Fall</p> <ul style="list-style-type: none"> • Common formative assessment data every 2-4 weeks • Interim Journeys Unit data every 6 weeks • DIBELS baseline data • Baseline SBAC Interim assessment data 	<p style="text-align: center;">Winter</p> <ul style="list-style-type: none"> • Common formative assessment data every 2-4 weeks • Interim Journeys Unit data every 6 weeks • DIBELS data • SBAC Interim assessment data 	<p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> • Common formative assessment data every 2-4 weeks • Interim Journeys Unit data every 6 weeks • DIBELS data • SBAC Interim assessment data • SBAC summative results
<i>How we will get the work done?</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Rachel Stucky Stacey Jubb	1. Establish calendar dates for: HMH Journeys, ECRI, SBAC interims, ESGI, Assessment Literacy, PLC practices		August 1, 2019
	Stacey Jubb	2. Work with HMH to provide Journeys training to K-6 teachers and administrators		Ongoing
	Rachel Stucky Michelle Bidwell	3. Provide SBAC IAB training, ESGI training to K-6 teachers and administrators		Fall, 2019
	Rachel Stucky ODE	4. Provide Assessment Literacy Training to administrators and school improvement teacher leaders		December, 2019
	Stacey Jubb Rachel Stucky	5. Analyze district and school DIBELS data three times a year, providing a district level report		Fall, winter, spring
	Rachel Stucky	6. Review grade 3 reading data from PLCs at all four schools on a regular basis (every two to four weeks)		Ongoing
	Rachel Stucky Michelle Bidwell	7. Analyze district and school SBAC IAB data three times a year, providing a district level report		Fall, winter, spring
<i>ORIS Domain Alignment</i>	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		

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

District Plan Self-Monitoring Routines

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

Each school and department currently completes a progress monitoring process annually. *Please see below.*

Routine Example:

The chart below does not need to be completed prior to installation of district self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
Performance Updates						
	PLEASE SEE BELOW					

Sweet Home Progress Monitoring Process Form:

**Junior High Strategic Monitoring Plan:
2019-2020**

Outstanding Achievement: Offer an academically challenging experience, celebrating individual excellence.

Performance Indicators (includes programs)	18-19 SMART Goal met?	Fall 19-20 data indicator	Specific follow up Actions if SMART Goal was not met for 18-19	20-21 Target (SMART Goal)	Who is responsible?	Progress Monitoring Update (January, 2020)	End of Year Update (June, 2020)
ELA State Report Card Growth							
ELA Achievement Formative Progress Monitoring ELA (Dibels,CBM, CFAs)							
School activities that enhance ELA							
Math State Report Card Growth							
Math Achievement Formative Progress Monitoring Math (CBM, CFAs)							
School activities that enhance Math							
Other Programming Goals (Science?)							
College/Career/ High School Readiness goals?							

Thriving Citizen: Champion success, unlocking each student's full potential.

Performance Indicator (includes	18-19 SMART	Fall 19-20 data indicator	Specific follow up Actions if SMART	20-21 Target (SMART Goal)	Who is responsible?	Progress Monitoring Update	End of Year Update (June 2020)
	Goal met?		Goal was not met for 18-19				
Participation in extra/co curricula/clubs							
Attendance Rate							
Tardy Rate							
Employability Scores							
Behavioral Referrals							
Activities							
Fitness Goals							
Other							

Thriving Community: Promote seamless partnerships where students, staff and community members feel connected.

Performance Indicator	18-19 SMART Goal met?	Fall 19-20 data indicator	Specific follow up Actions if SMART Goal was not met for 18-19	20-21 Target (SMART Goal)	Who is responsible?	Progress Monitoring Update (January, 2020)	End of Year Update (June, 2020)
Key Service Initiatives							
Career Fairs/Events							
Host Community Events beyond extra-curricular programming							
Other?							

Safe and Welcoming Facilities and Services: Provide a learning atmosphere that prepares students of an ever changing world.

Performance Indicator	18-19 SMART Goal met?	Fall 19-20 data indicator	Specific follow up Actions if SMART Goal was not met for 18-19	20-21 Target (SMART Goal)	Who is responsible?	Progress Monitoring Update (January, 2020)	End of Year Update (June, 2020)
Execute School Safety Plan							
Welcoming Environment							
Facility Improvement							

*KPI (Key Performance Indicators)

