PLAN

IMPROVE

IMPLEMENT

EVALUATE

Random
Acts of Improvement

SET THE DIRECTION/ VISION

ASSESS NEEDS

CREATE STRATEGIC PLAN

IMPLEMENT STRATEGIC PLAN

MONITOR AND ADJUST

School & District

CONTINUOUS IMPROVEMENT PROCESS

Sustainable and Continuous Improvement Cycles for Capacity Building in Oregon Districts and Schools

1. Building Capacity to Engage in Active Improvement Efforts

2. Collecting and Analyzing Data

3. Setting Measureable Goals

4. Locating Evidenced-Based Practices to Reach Goals

5. Designing Action Plans/Assigning Responsibility

6. Implementation and Measuring Progress

7. Evaluating Effectiveness and Sustaining Progress

ORIS Framework School Needs Assessment Results

School: Howard Elemetary School   Date: 2/21/2019

School Leadership			Notes
Indicator	Score	Priority?	
1.1 Guiding School Vision and Mission	1		Components in place question systemic change.
1.2 Using Data to Prioritize and Plan	2		
1.3 Routines and Structures	2		Twos and Ones initial. Feel like data teams are the reason not rated higher. Do not like the new model for data teams.
1.4 Distributed Leadership	3		Twos and threes initial.
Talent Management			
2.1 Staff Growth	1		Twos and Ones initial. Struggles to find the time to for improving staff with embedded support. Diversity is not representative. Staff feel they are at a 1.5.
2.2 Professional Learning	1		Not feeling like there is evaluation of the Professional development. Feel like they need an accountability measure. How can we own the professional learning.
2.3 Evaluation Process	2		Initital twos and ones. Does our administrator have the time? 50 classified staff. Not enough time to do this. The system is in place and work for teachers individually.
Stakeholder Engagement			
3.1 Inclusiveness, Recruitment and Participation	3		
3.2 Communication Systems to Gather and Share Information	3		School and classrooms communicate with regularity.
3.3 Review and Incorporate Stakeholder Input	3		
3.4 Tribal Consultation	NA		
Well Rounded Learning			
4.1 Student Centered and Relational Principles for Learning	NC		Twos and a one. Feel that class size interferes with our ability to do this. Not yet seeing systemic changes. Not everyone was able to arrive on common groud with the definitions. All twos and one one final vote.
4.2 Materials and Practices to Inform Instruction	1		
4.3 Cultivate Academic Success	1		
4.4 Data Informed Decision Making	3		Feel like data team does not support this.
4.5 Provide Multi-tiered Systems of Support	2		Ones and Twos initial vote. It is all in place. Not yet making systemic change.
Inclusive Policy and Practice			
5.1 Equity and Access	1		Not all indicators present.
5.2 Barriers to Success	1		Not all indicators present. Need TIC practices and use of data for emotional health needs.

Scoring: 0 = **Laying the Foundation:** No components are in place yet
         1 = **Installing**: One or more, but not all, components in place
         2 = **Implementing**: All components in place, but no systematic review
         3 = **Sustaining Schoolwide**: All components in place PLUS systematic review

1

DISTRICT CAPACITY ASSESSMENT (DCA)

Implementation Drivers (What will move the Effective Innovation forward)

- **Leadership** – *Active involvement in facilitating and sustaining systems change to support implementation of the effective innovation through strategic communication, decisions, guidance and resource allocation.*
- **Competency** – *Strategies to develop, improve, and sustain educators' ability to implement an Effective Innovation as intended in order o achieve desired outcomes. Competency Drivers include:* **Performance assessment, Selection, Training, and Coaching.**
- **Organization** – *Strategies for analyzing, communicating, and responding to data in ways that results in continuous improvement of systems and support for educators to implement an effective innovation. Organization Drivers include:* **Decision support data system, Facilitative administration, and Systems Intervention.**

DCA Items mapped to driver domains & corresponding subscales:

Implementation Drivers & Subscales	DCA Item #	DCA Item Score	Driver Score Total
Leadership			**Total** **7/16**
• Leadership	1	2	
	2	2	
	3	No consensus	
	7	1	
	17	1	
• Planning	8	1	
	9	No consensus	
	18	No consensus	
Competency			**Total** **4/16**
• Performance Assessment	13	No consensus	
	26	1	
• Selection	20	1	
	21	1	
• Training	22	1	
	23	0	
• Coaching	24	0	
	25	0	
Organization			**Total** **3/20**
• Decision Support Data Systems	14	0	
	15	0	
	19	0	
• Facilitative Admin.	4	1	
	5	No consensus	
	6	1	
	10	0	
	11	0	
	16	1	
• Systems Intervention	12	No consensus	

The following has been taken from the District Engagement Protocol document and it's Summary Analysis section. These items were identified by participants as areas of emerging strengths followed by those possibly needing a deeper dive and/or root cause analysis.

Strengths?

1. Support to move away from the current site-based management school model.

2. Create district wide systems that ensure equity in delivery of a guaranteed curriculum, behavior expectations and learning supports.

3. A commitment and willingness emerged to improve.

4. A strong, committed leadership at district and building levels.

5. A confidence and appreciation for each other.

Deeper Dive?

1. Continue to develop district wide curriculum with common material, assessment, interventions and a strengthened Core.

2. Continue focus on moving to centralized systems of curriculum, behavior expectations and supports.

3. Staff willingness and desire for PD in content areas.

4. Increase focus on mental health supports for students who struggle with emotional and behavioral issues.

Renard, Dec. 2018

Oregon School Continuous Improvement Plan Template

School Year	
School	

School Direction Section

Vision	
Mission	

Comprehensive Needs Assessment Summary

What data did our team examine?

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

Were inequities in student outcomes examined?

What needs did our data review elevate?

Which needs will become priority improvement areas?

How were stakeholders involved in the needs assessment process?

Long Term School Goals & Metrics
All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students
Example: *All students will meet their annual growth targets in math.*
Metrics are outlined for the year(s) to come.

Goal 1			
Metrics	By (year)	By (year)	By (year)
Goal 2			
Metrics	By (year)	By (year)	By (year)
Goal 3			
Metrics	By (year)	By (year)	By (year)

Initiative Alignment to Support School Goals
Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals

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

<table>
<tr><td rowspan="2">District or School Goal this strategy supports</td><td colspan="4">Goal:</td></tr>
<tr></tr>
<tr><td rowspan="2">What are we going to do?</td><td>Strategy # 1.1

Written as a Theory of Action and reflects evidence-based practices</td><td colspan="3">If we _____

Then _____

And _____</td></tr>
<tr></tr>
<tr><td>How we will know the plan is working</td><td>Measures of Evidence</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td rowspan="6">How we will get the work done</td><td>Person or Team Responsible</td><td colspan="2" align="center">Action Steps To
be completed this year</td><td align="center">Due Date</td></tr>
<tr><td></td><td colspan="2">1.</td><td></td></tr>
<tr><td></td><td colspan="2">2.</td><td></td></tr>
<tr><td></td><td colspan="2">3.</td><td></td></tr>
<tr><td></td><td colspan="2">4.</td><td></td></tr>
<tr><td></td><td colspan="2">5.</td><td></td></tr>
<tr><td>ORIS Domain Alignment</td><td>ORIS Domain(s) this strategy supports</td><td colspan="3">_____ Leadership

_____ Talent Development

_____ Stakeholder Engagement and Partnership

_____ Well-Rounded, Coordinated Learning

_____ Inclusive Policy and Practice</td></tr>
</table>

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

District or School Goal this strategy supports	Goal:			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we _____ Then _____ And _____		
How we will know the plan is working	Measures of Evidence	Fall	Winter	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		1.		
		2.		
		3.		
		4.		
		5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_____ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership _____ Well-Rounded, Coordinated Learning _____ Inclusive Policy and Practice		

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

		Goal:		
What are we going to do?		**Strategy #3.1** Written as a Theory of Action and reflects evidence-based practices	If we _____ Then _____ And _____	
How we will know the plan is working		Measures of Evidence	Fall	Winter	Spring

		Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done			1.	
			2.	
			3.	
			4.	
			5.	

		ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership ____ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice
ORIS Domain Alignment			

District or School Goal this strategy supports

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

School Plan
Self-Monitoring Routine Preview
This chart does not need to be completed prior to installation of school self-monitoring routines.

This chart 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						

Comprehensive Needs Assessment Process

District

District Capacity or ORISS Assessment

- Stakeholder Input
- Data Review

Can occur simultaneously

School

ORISS Needs Assessment

- Stakeholder Input
- Data Review

Reconciliation

District examines trends from school needs assessments alongside their own results.

Schools attend to district vision.

District Creates Priority Driven Improvement Plan Aligned to Needs

School Creates Priority Driven Improvement Plan Aligned to Needs

DRAFT District Continuous Improvement Plan Template

SY 18-19   **District Name**   Anywhere District   **ESSA Status**   Comprehensive District Improvement Partner

District Direction

Vision: Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

Mission: Our mission is to empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Student-focused Goals (Written as a goal for all students. For example: *All students will meet their annual growth targets in English language arts, math and science.* Goals are aspirational and will take many years to accomplish because they focus on all students.)

Goal1:   Each student will meet their growth targets in English language arts, math and science.

Measure(s):
1. Percentage of students who meet or exceed their growth targets in English language arts as measured by the state assessment and growth model.
2. Percentage of students who meet or exceed their growth targets in math as measured by the state assessment and growth model.
3. Percentage of students who meet or exceed their growth targets in science as measured by the state assessment and growth model.
4. Percentage of EL students who meet or exceed their growth target in English proficiency as measured by the state assessment and growth model.

Goal 2:   Each student will succeed in at least one advanced placement course (AP) or complete one or more career and technical education (CTE) certification programs to be college and career ready.

Measure(s):
1. Percentage of students who took an AP course and passes the final exam.
2. An increase in the percentage of students earning a CTE certificate by graduation.
3. An increase in the percentage of high school freshmen who are on track to graduate.

Goal 3:   Each student will develop the social, emotional and behavioral skills needed to be successful learners.

Measure(s):   Percentage of students who are absent less 10% of the days they are enrolled.
Percentage of students with one or more school incidence reports.
Percentage of schools implementing PBIS with fidelity.

Purpose Statement for Continuous Improvement:

If we implement a continuous improvement model that includes differentiated supports to school based on identification, then schools will provide improved education services and supports to students, and student achievement will improve.

Data Source	Date Reviewed/Participants	Key Learnings	Connection to ORIS Domain(s)
Transition Lens Data	6/18/18/District leadership team, principals from identified schools, teacher leads and parent representatives	Elementary transition and transition to middle school are strengths, however transition form middle to high school and beyond high school are weak.	Well Rounded, Coordinated Learning Principles Stakeholder Engagement and Partnerships
Equity Lens Decision Tool	6/18/18	We are not using an equity lens for resource decisions, including staffing.	Inclusive Policy and Practice
District Capacity Assessment	6/23/18	Strongest drivers were leadership and organization decision support and data systems. The lowest were the competency drives.	Talent Development
ORIS Needs Assessment	6/18/18	Talent Development, Well Rounded Learning and Inclusive Policy and Practice were the lowest areas. Leadership was the highest score which is consistent with the DCA. Inclusive Policy and Practice was the lowest score which is consistent with the Equity and Transition Lens data	N/A
Consolidated Plan Data (SPR & I)	6/18/18		
Deeper Diagnostics	8/21/18	Parent survey corroborates the issue in equity and transition. There is a significant decline in communication, inclusiveness and engagement when students leave elementary school. In addition, Hispanic and Native American parents feel the most excluded.	Inclusive Policy and Practice Stakeholder Engagement and Partnerships

Narrative: What was elevated through the needs assessment process that will be included in Priority Action Planning?

Policies and practices need to be more inclusive of our diverse community members. Building capacity of our staff (Competency Drivers) is key to improving the quality of instruction. Engaging students in meaningful relevant instruction based on their aspirations and interest needs to improve if we are to meet the needs of the entire student population.

Domain-related Priorities, Strategies, Measures, and Actions

Priority 1: *(Selected through the Needs Assessment Process)*

Meaningful, Relevant Planning, Instruction and Transition

<table>
<tr>
<td rowspan="2">What we say we will do.</td>
<td colspan="2">*Strategy # 1.1
(Written as a Theory of Action and reflects evidence-based practices)</td>
<td colspan="4">If we implement individual student plans of study beginning when students leave elementary school,

then teachers will engage students and families in transition planning and instruction based on their aspirations, interests and needs,

and students will be college and career ready.</td>
</tr>
<tr>
<td colspan="2">ORIS Domain
(Check which Domain this strategy most closely aligns with and is connected to identified needs)</td>
<td colspan="4">___ Leadership   X Well Rounded, Coordinated Learning Principles
___ Talent Development   X Stakeholder Engagement and Partnerships
___ Inclusive Policy and
      Practice</td>
</tr>
<tr>
<td rowspan="2">How we know it is working</td>
<td rowspan="2">Quarterly Measurement</td>
<td>Milestones (Leading Indicators):</td>
<td>Fall
Each student entering middle school has an individual student plan.</td>
<td>Winter
Families indicate they were part of the IPS development and use the plan to encourage their child's engagement in learning.</td>
<td>Spring
The plan of study is reviewed and used to determine transition supports and plan of study for next school year.</td>
</tr>
<tr>
<td>Annual (Lagging) Indicators:</td>
<td>Year 1
School staff involves parents and students in setting student goals and preparing the student for postsecondary education and careers.

Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.</td>
<td>Year 2
The school provides learning opportunities, guidance, planning, and supports for career and college options matched to student interests and aspirations.</td>
<td>Year 3
The school provides opportunities for students to explore career options, to plan and to complete necessary courses along selected college and career pathways.</td>
</tr>
</table>

Actions *(To be accomplished this school year)*	Due Date	Responsible Person/Team	Output *(Tangible product as a result of Action)*
1. Research and create a draft individual student plan of study (IPS).	9/30/18	Office of Secondary Education	Draft IPS
2. Pilot the plan of study with a cohort of students in middle and high schools.	6/30/19	Office of Curriculum and Instruction and 2 middle and 2 high schools	Evaluations and recommendations from pilot participants
3. Provide professional learning for teachers and school counselors on creating learning opportunities, guidance, planning, and supports based on varying student interests and aspirations.	10/30/18	Office of Professional learning	Exit tickets from professional learning sessions demonstrating understanding of concepts taught.
4. Provide coaching to teachers at CSI schools in creating learning opportunities, guidance, planning, and supports based on varying student interests and aspirations	Ongoing through May 30, 2019	Office of Professional learning	Coaching logs, teacher lesson plans
5. Provide professional learning for teachers, school counselors, students and families on engaging students and families on creating and using an individual plan of study to guide student college and career preparation.	2/27/19	Office of Professional learning	Exit tickets from professional learning sessions demonstrating understanding of concepts taught.

*Additional strategies may be added i.e. 1.2, 1.3 etc.

Update Date	What supports are being provided to schools?	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?
11/1/18	Selected pilot schools are ready to implement IPS. All secondary school teachers received training, however CSI schools are receiving additional coaching on creating learning opportunities, guidance, planning, and supports based on varying student interests and aspirations.	The coaching at CSI schools is working as teachers are developing lesson plans that induces personalization of activities based on student interests.	Coaching at CSI schools is working. Several TSI schools are need coaching as they are struggling to plan for and create learning opportunities matched to diverse student aspirations and interests.	Lead teachers at TSI schools will receive coaching to build their capacity in assisting other teachers in applying what they learned in the PD to their lesson planning.

Priority 2: *(Selected through the Needs Assessment Process)*
Quality Instruction

What we say we will do.	***Strategy # 2.1** *(Written as a Theory of Action and reflects evidence-based practices)*	If we implement an evidence-based reading program for k-3 grades, then teachers will provide evidence-based reading instruction to all k-3 students, and k-3 students will meet or exceed their growth targets in ELA.
	ORIS Domain *(Check which Domain this strategy most closely aligns with and is connected to identified needs)*	__ Leadership _X_ Talent Development __ Inclusive Policy and Practice _X_ Well Rounded, Coordinated Learning Principles __ Stakeholder Engagement and Partnerships

	Quarterly Measurement	Milestones (Leading Indicators):	Fall	Winter	Spring
How we know it is working			All teachers trained on the evidence-based reading program will demonstrate skills on exit tickets.	Fidelity checks will indicate at least 55% of teachers are implementing the program with fidelity.	Fidelity checks will indicate at least 80% of teachers are implementing the program with fidelity.
		Annual (Lagging) Indicators:	**Year 1** All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.	**Year 2** All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes.	**Year 3** Instructional Teams and teachers use growth data to provide more personalized learning for literacy.

will get the wo	Actions *(To be accomplished this school year)*	Due Date	Responsible Person/Team	Output *(Tangible product as a result of Action)*

1. Obtain all materials, training contracts and develop sample lessons and walkthroughs for fidelity checks.	9/31/18	Office of Learning	Signed contracts, receipt of materials, sample lesson plans for each grade level and a walkthrough form with look-fors to assess fidelity of program implementation	
2. Train all administrators and ELA teachers on the evidence-based reading program.	10/31/18	Office of Professional learning	Exit tickets from professional learning sessions demonstrating understanding of concepts taught.	
3. Coach teachers at CSI schools on implementing the reading program with fidelity.	Ongoing through 5/30/19	Office of Learning and contracted reading coaches	Coaching logs, teacher lesson plans, walkthroughs by coaches	
4. Train school administrators on fidelity walkthroughs	11/30/18	Office of Learning and contracted reading coaches	Exit tickets from professional learning sessions demonstrating understanding of concepts taught, review of one walkthrough co-conducted with reading coach	

*Additional strategies may be added i.e. 2.2, 2.3 etc.

	Update Date	What supports are being provided to schools?	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?
Performance Updates	11/1/18	CSI school administrators are receiving additional coaching on how to use the walk though form for fidelity checks and how to provide feedback based on walkthrough data.	Exit tickets from professional learning sessions demonstrated understanding of the steps in implementing the program from 86% of participants.	The training worked for most participants, however there were 12 teachers and 2 administrators that need follow-up to ensure they can implement with fidelity.	The 14 participants will receive a one-day refresher.

Priority 3: *(Selected through the Needs Assessment Process)*		
Positive Social and Behavior Skills		

What we say we will do.	*Strategy # 3.1* (*Written as a Theory of Action and reflects evidence-based practices*)	If we implement a restorative justice model in our schools,
		then schools will use restorative justice to address behavior incidences and teach students positive social skills,
		and student will develop the social, emotional and behavioral skills needed to be successful learners.
	ORIS Domain (*Check which Domain this*	___ Leadership X Well Rounded, Coordinated Learning Principles
		Talent Development X Stakeholder Engagement and Partnerships

	strategy most closely aligns __X__ Inclusive Policy and with and is connected to Practice identified needs)				
How we know it is working	**Quarterly Measurement**	**Milestones (Leading Indicators):**	**Fall** 6 schools, including the CSI schools have received training on restorative justice.	**Winter** Data indicate restorative justice is being implemented in the 6 schools.	**Spring** A pilot using restorative justice in 6 schools has been completed and adjustments have been made to process and materials for full implementation next school year;
		Annual (Lagging) Indicators:	**Year 1** All instructional staff in the school use sound classroom management practices that encourage student engagement and effect student learning. Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.	**Year 2** The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. All teachers use misbehavior as an opportunity to re-teach and reinforce previous social emotional skill instruction.	**Year 3** All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors.

	Actions *(To be accomplished this school year)*	**Due Date**	**Responsible Person/Team**	**Output** *(Tangible product as a result of Action)*
How we will get the work done	1. Train all administrators, staff and key community members on restorative justice (RP) so there is a common understanding of why restorative practices are being implemented.	10/31/.18	Office of Professional learning and consultants	Exit tickets from professional learning sessions demonstrating understanding of concepts taught.
	2. Foundational structures to support RP implementation are in place.			At each school there is a team of educators, each of whom have a clearly defined role, is in place to lead implementation and sustain restorative practices in the building and a clear referral system in place
	3. Provided staff with resources to assist with implementation and provided frequent feedback from the RP coach on restorative		Consultants/coaches	Coaching logs

	strategy most closely aligns with and is connected to identified needs)	X Inclusive Policy and Practice			
How we know it is working	**Quarterly Measurement**	**Milestones (Leading Indicators):**	**Fall** 6 schools, including the CSI schools have received training on restorative justice.	**Winter** Data indicate restorative justice is being implemented in the 6 schools.	**Spring** A pilot using restorative justice in 6 schools has been completed and adjustments have been made to process and materials for full implementation next school year;
		Annual (Lagging) Indicators:	**Year 1** All instructional staff in the school use sound classroom management practices that encourage student engagement and effect student learning. Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.	**Year 2** The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. All teachers use misbehavior as an opportunity to re-teach and reinforce previous social emotional skill instruction.	**Year 3** All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors.

	Actions (To be accomplished this school year)	**Due Date**	**Responsible Person/Team**	**Output** (Tangible product as a result of Action)
How we will get the work done	1. Train all administrators, staff and key community members on restorative justice (RP) so there is a common understanding of why restorative practices are being implemented.	10/31/.18	Office of Professional learning and consultants	Exit tickets from professional learning sessions demonstrating understanding of concepts taught.
	2. Foundational structures to support RP implementation are in place.			At each school there is a team of educators, each of whom have a clearly defined role, is in place to lead implementation and sustain restorative practices in the building and a clear referral system in place
	3. Provided staff with resources to assist with implementation and provided frequent feedback from the RP coach on restorative		Consultants/coaches	Coaching logs

practices used in their individual classrooms and throughout the school building.				
4. Introduce students and families to the new philosophy of restorative versus punitive discipline, the common language and process and provide ongoing training to ensure engagement in the process.	6/30/19	Office of Professional learning, school administrators and RP school teams.		Student and family surveys indicate student and family voice is valued in the RP school decision-making process.

*Additional strategies may be added i.e. 3.2, 3.3 etc.

	Update Date	What supports are being provided to schools?	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?
Performance Updates	11/1/18	School RP teams are receiving virtual coaching from consultants. CSI schools have monthly onsite coaching.	Those who have been trained understand the vision, process and language of RP.	School teams are in place. Initial parent informational meetings were not as well attended as we anticipated.	Community outreach will be conducted once a week in each school community to increase understanding and engagement.

Data Analysis, System Analysis and Need(s)

Data Source	Date Reviewed/Participants	Key Learnings	Connection to ORIS
Transitional Lens Data			
Equity Lens Data			
District Capacity Assessment or ORIS			
ORIS School Needs Assessment			
Consolidated Plan Data			
Deeper Diagnostics			

Narrative: What was elevated through the needs assessment process that will be included in Priority Action Planning?

Tips for Writing Goals:

Goals should be ambitious (rigorous) and aspirational (may take several years). For an SEA, LEA, or school, the goals are student focused and apply to all students.

Example Goal Performance Measures

Goal: Increase percent of all students graduating high school to 85%	Data Source: Annual Graduation Rates (up from 64%)	Year 1 Increase 5% to 69%	Year 2 Increase 10% to 79%	Year 3 Increase 15% to 85%

Tips for Writing Strategies as a Theory of Action:

About Strategies:
- Strategies describe the work the organization will undertake in pursuit of its goals
- A strategy may take one or two or more years to implement
- Strategies are powerful, high leverage work that build capacity and changes **practice, behavior, and belief** so students are more successful
- One bold strategy can have more impact than a litany of poorly implemented strategies.

Writing a strategy as a theory of action: - Redding & Layland, 2015
- **If we** (the work we will do)
- **then** (direct short term impact – what change adults will make)
- **and** (the longer term impact - for students)
- **The "If"** part of the statement describes or is aligned to the evidence-based practice that will be implemented (for example, practices found in the ORIS Domains).

Example of a Strategy written as a theory of action:
- **IF** we provide resources and effective professional learning supports aligned to standards based ELA instruction,
- **THEN** teachers will implement effective ELA instruction using a variety of aligned resources,
- **AND** students will meet their ELA growth targets.

Example of Measures of Evidence for this strategy:

Measures of Evidence	Fall	Winter	Spring
Teachers demonstrate high leverage strategies during 100% of walk-throughs	Composite walk-through data exhibit 65% "strong" markers of implementation for 3 key techniques	Composite walk-through data exhibit 75% "strong" markers of implementation for 3 key techniques	Composite walk-through data exhibit 85% "strong" markers of implementation for 3 key techniques
Measures of Evidence	**Fall**	**Winter**	**Spring**
K-2 Reading Benchmark	% on track 35%	Increase on track by 15%	Increase on track by 15%
District ELA Interim Benchmark Assessment	% on track 30%	Increase on track by 20%	Increase on track by 15%