

Continuous Improvement Plan - 2019/20

District Direction

Vision

Lake Oswego School District is a learning community that works to create the best conditions possible for the continuous learning success of students and staff.

Mission

Our mission is to be an inclusive and safe learning community with challenging opportunities that develop lifelong learners and contributing world citizens.

Comprehensive Needs Assessment Summary

Student Data

- State assessment results in math and ELA (last 5 years)
- Graduation rates
- Attendance rates
- Ninth grade on track
- 504 plans by demographic group
- Special education identification by demographic group
- Talented & gifted identification by demographic group
- Academic support class enrollment by demographic group
- Advanced class enrollment by demographic group
- Failing grades by demographic group
- Race/ethnicity of staff and students
- Demographics of students who did not graduate within 4 years

Survey Results

- Winter 2018-19 youth truth survey (staff, parents, students)
- Fall 2019 SSA survey (staff, parents, students, community)
- 2017-18 TELL survey (staff)
- April 2019 LOSD professional development survey (staff)
- June 2019 LOSD professional development survey (parents)
- 2019 local option poll (community)
- May 2018 thoughtexchange: "What do our students need in life and learning?" question

Other Data

- 2017-2020 LOSD strategic plan
- LOSD professional development calendar

Continuous Improvement Plan - 2019/20

General Themes in Data Review

Academic Achievement/Growth

Math

District-wide, the percentage of students who met or exceeded the standard on the math state assessment dipped slightly from 75.2% in 2017-18 to 74.0% in 2018-19.

Most grade levels saw decreases of less than 4.9% in the percentage of students who met or exceeded the standard compared to the previous year.

Grade levels 6 and 11 saw increases in the percentage of students who met or exceeded the standard compared to the previous year.

High school results may not be representative of the district as a whole because 23% of 11th graders opted out of the math assessment at one of the district's two high schools. However, we continue to see an increase in the number of high school participants.

English Language Arts

District-wide, the percentage of students who met or exceeded the standard on the ELA state assessment dipped slightly from 85.1% in 2017-18 (the highest since Smarter Balanced was introduced) to 84.4% in 2018-19.

Grade levels 3, 4, 7, and 8 saw decreases of less than 4.5% in the percentage of students who met or exceeded the standard compared to the previous year.

Grade levels 5, 6, and 11 saw increases in the percentage of students who met or exceeded the standard compared to the previous year.

High school results may not be representative of the district as a whole because 11% of 11th graders opted out of the ELA assessment at one of the district's two high schools. However, we continue to see an increase in the number of high school participants.

Continuous Improvement Plan - 2019/20

Attendance

2018-19

District Average: 89.5%
Elementary Level Average: 92.8%
Middle Level Average: 89.6%
High School Level Average: 85.4%

District Female Average: 89.4%
District Male Average: 89.6%

Attendance by Race-Ethnicity

Amer Ind: 90.9%
Asian: 94.7%
Black: 88.1%
Hispanic: 86.3%
Multi: 90.4%
Pac. Isl.: 78.9%
White: 89.0%

Other Group District Attendance

Econ Dis: 77.0%
SpEd: 83.3%
Ever EL: 91.5%
TAG: 94.6%

Graduation Rate

2014-15: 90.0%
2015-16: 91.0%
2016-17: 91.7%
2017-18: 92.5%
2018-19: 93.12%

Ninth Grade on Track

2014-15: 89.5%
2015-16: 95.5%
2016-17: 97.5%
2017-18: 98.0%
2018-19: 98.0%

AP Course Participation

2018-19
District's Total Exams = 1675
District's Total Students = 728

Demographics for AP Exams

Emerging Bilingual: 1%
Econ Disadvantage: 4%
SPED: 1%
Asian: 16%
Black: 1%
Hispanic: 5%
Multi-Racial: 7%
White: 71%

Continuous Improvement Plan - 2019/20

Dual Credit through college/university

World of Speed:

- Auto Fundamentals (CCC)
- General Auto Repair (CCC)
- Small Engine Repair (CCC)

Spanish 3 (PCC)

Spanish 4 (CCC)

French 3 (PCC)

French 4 (CCC)

Eng. & Design (PCC)

Chinese 4 (PSU)

Introduction to Program (PCC)

Computer Program C++(PCC)

Oceanography (PCC)

A Capella Choir (PCC)

Journalism (PCC)

From PCC

206 total students from both high schools earned 1,634 credits and saved \$169,936

49.8% female, 50.2% male, 6.4% Asian, .5% Black/African American, 4.4% Hispanic/Latino, 6.9% Multiracial, .5% Native Hawaiian / Pacific Islander, 66% White, 15.3% Non Specified

From CCC:

262 students earned a total of 2,608 credits through Advanced College Credit (ACC), saving \$237,328
112 from LOHS earned 1,024
150 from LHS earned 1,587

40 students from LOSD earned a total of 150 credits through the High School Plus Automotive Technology courses through World of Speed
21 students from LOHS earned 99
19 students from LHS earned 51

Demographics from CCC participation:

From LOHS: 51% female, 49% male, 18% students of color
From LHS: 60% female, 40% male, 20% students of color

Continuous Improvement Plan - 2019/20

Perception Data

In February of 2019, all students, staff and parents at all levels took the YouthTruth Survey.

ELEMENTARY STUDENT RESULTS (1448 students across 6 participating elementary schools. Based on the enrollment data provided, your district received a 94% response rate).

Students at Lake Oswego School District were surveyed in February 2019 about their perceptions of their schools in terms of Engagement, Academic Rigor, Instructional Methods, Relationships, and Culture. In addition, students provided feedback about School Safety. These results are summarized in this report.

On an absolute basis, students at the typical Lake Oswego School District elementary school provided the highest ratings on Engagement and Relationships, while the lowest rated topics were Culture and Academic Rigor.

In order to put student feedback into context, this report compares Lake Oswego School District students' ratings to the ratings from students at 370 other elementary schools across the country. The median, or "typical," elementary school in your district will serve as the primary point of comparison to other participating schools. The "typical" school will always be the median-rated school for that specific measure. You can view results for specific elementary schools as well as for subgroups based on grade-level and gender in charts throughout the report.

On a relative basis, Lake Oswego School District students gave more favorable feedback on:

Instructional Methods
Relationships
Culture

Lake Oswego School District students gave typical feedback on:

Engagement
Lake Oswego School District students gave less favorable feedback on:
Academic Rigor

ELEMENTARY STAFF RESULTS (214 staff members across 6 participating schools).

Staff members at Lake Oswego School District elementary schools were surveyed in February 2019 about their perceptions of their school in terms of Culture, Engagement, Relationships, and Professional Development & Support.

On an absolute basis, Lake Oswego School District staff members provided the highest ratings on Relationships and Engagement, while the lowest rated topics were Professional Development and Support and Culture.

On a relative basis, Lake Oswego School District staff members gave more favorable feedback on:

Relationships

Lake Oswego School District staff members gave typical feedback on:

Culture
Engagement
Professional Development and Support

Continuous Improvement Plan - 2019/20

Perception Data

ELEMENTARY PARENT/FAMILY RESULTS (1123 family members across 6 participating schools)

Family members of students at Lake Oswego School District elementary schools were surveyed in February 2019 about their perceptions of their school in terms of Culture, School Safety, Engagement, Relationships, Resources and Facilities, and Communication and Feedback.

On an absolute basis, Lake Oswego School District family members provided the highest ratings on Relationships and Culture, while the lowest rated topics were Communication and Feedback and Resources.

On a relative basis, Lake Oswego School District family members gave typical feedback on:

Culture

Relationships

Lake Oswego School District family members gave less favorable feedback on:

Engagement

School Safety

Resources

Communication and Feedback

MIDDLE LEVEL STUDENT RESULTS (1564 students across 2 participating middle schools. Based on the enrollment data provided, your district received a 92% response rate)

Students at Lake Oswego School District middle schools were surveyed in February 2019 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, and Culture. In addition, students provided feedback about School Safety and Emotional and Mental Health. These results are summarized in this report.

On an absolute basis, students at the typical Lake Oswego School District middle school provided the highest ratings on Academic Rigor and Belonging & Peer Collaboration, while the lowest rated topics were Engagement and Culture.

On a relative basis, Lake Oswego School District students gave typical feedback on:

Belonging & Peer Collaboration

Lake Oswego School District students gave less favorable feedback on:

Engagement

Academic Rigor

Relationships

Culture

Continuous Improvement Plan - 2019/20

Perception Data

MIDDLE LEVEL STAFF RESULTS (88 staff members across 2 participating schools)

Staff members at Lake Oswego School District middle schools were surveyed in February 2019 about their perceptions of their school in terms of Culture, Engagement, Relationships, and Professional Development & Support.

On an absolute basis, Lake Oswego School District staff members provided the highest ratings on Relationships and Engagement, while the lowest rated topics were Professional Development and Support and Culture.

On a relative basis, Lake Oswego School District staff members gave typical feedback on:

Culture

Engagement

Relationships

Lake Oswego School District staff members gave less favorable feedback on:

Professional Development and Support

MIDDLE LEVEL PARENT/FAMILY RESULTS (588 family members across 2 participating schools)

Family members of students at Lake Oswego School District middle schools were surveyed in February 2019 about their perceptions of their school in terms of Culture, School Safety, Engagement, Relationships, Resources and Facilities, and Communication and Feedback.

On an absolute basis, Lake Oswego School District family members provided the highest ratings on Relationships and Culture, while the lowest rated topics were Communication and Feedback and School Safety.

On a relative basis, Lake Oswego School District family members gave less favorable feedback on:

Culture

Engagement

School Safety

Relationships

Resources

Communication and Feedback

Continuous Improvement Plan - 2019/20

Perception Data

HIGH SCHOOL STUDENT RESULTS (1990 students across 2 participating high schools. Based on the enrollment data provided, your district received a 82% response rate).

Students at Lake Oswego School District high schools were surveyed in February 2019 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, Culture, College & Career Readiness, and Academic Support Services. In addition, students provided feedback about School Safety and Emotional and Mental Health. These results are summarized in this report.

On an absolute basis, students at the typical Lake Oswego School District high school provided the highest ratings on Academic Rigor and Relationships, while the lowest rated topics were College & Career Readiness and Belonging & Peer Collaboration.

On a relative basis, Lake Oswego School District students gave more favorable feedback on:
Relationships
Culture

Lake Oswego School District students gave typical feedback on:
Belonging & Peer Collaboration

Lake Oswego School District students gave less favorable feedback on:
Engagement
Academic Rigor
College & Career Readiness

HIGH SCHOOL STAFF RESULTS (72 staff members across 2 participating schools)

Staff members at Lake Oswego School District high schools were surveyed in February 2019 about their perceptions of their school in terms of Culture, Engagement, Relationships, and Professional Development & Support.

On an absolute basis, Lake Oswego School District staff members provided the highest ratings on Relationships and Engagement, while the lowest rated topics were Culture and Professional Development and Support.

On a relative basis, Lake Oswego School District staff members gave typical feedback on:
Relationships

Lake Oswego School District staff members gave less favorable feedback on:
Culture
Engagement
Professional Development and Support

Continuous Improvement Plan - 2019/20

Perception Data

HIGH SCHOOL PARENT/FAMILY RESULTS (637 family members across 2 participating schools)

Family members of students at Lake Oswego School District high schools were surveyed in February 2019 about their perceptions of their school in terms of Culture, School Safety, Engagement, Relationships, Resources and Facilities, and Communication and Feedback.

On an absolute basis, Lake Oswego School District family members provided the highest ratings on Resources and Relationships, while the lowest rated topics were Communication and Feedback and School Safety.

On a relative basis, Lake Oswego School District family members gave typical feedback on:

Engagement

Resources

Lake Oswego School District family members gave less favorable feedback on:

Culture

School Safety

Relationships

Communication and Feedback

Systems Data (e.g. Retention Rate, Evaluation Data, Program Data)

Lake Oswego School District, where challenging academics and high expectations combined with extensive extra-curricular opportunities to prepare students for the best colleges and beyond. Our exceptionally qualified staff creates focused, supportive environments where students are ready to learn and reach the highest levels of achievement. Our mission is to be an inclusive and safe learning community with challenging opportunities that develop lifelong learners and contributing world citizens.

Teachers report 88% job satisfaction but do score "time" to implement all required programs as one of their major barriers to their success. LOSD TELL surveys show that teachers feel that the community supports them as teachers and their school by 86.3%. They also list that they feel supported by administrators by 76.2%. One reason we are implementing new standards based teaching is to directly address the teacher's concern with time. If teachers can be more effective and efficient with their planning and instruction, they will have more job satisfaction. We feel that with the coaching model we are implementing they will have direct access to a coach that can immediately answer any instructional questions about specific strategies with standards based teaching for students. We know teachers have limited time and resources for ensuring that students with a wide variety of needs meet increasingly rigorous learning expectations. Based on this, we have implemented a new mentoring program at LOSD. We have new mentors for all teachers with less than five years of experience. The mentor and mentees have paid time to meet, collaborate and plan. We have provided professional development to the mentors and have set it up as a team coaching model.

Continuous Improvement Plan - 2019/20

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

Math

Males and females had almost identical math results, with 73.9% of females and 74.0% percent of males meeting standard. (Non-binary results are not reported due to the small number of students in this gender category who took the assessment.)

The lowest-performing student groups (among those that represent at least 1% of the district's population) were:

- Students with Disabilities: 41.4% met the standard in either Smarter Balanced or Extended Assessment. While similar to previous years, this is the highest percentage for this group since Smarter Balanced was introduced in 2014-15.
- Economically Disadvantaged: 48.3% met the standard compared with 48.1% the previous year.
- English Learners: 66.3% met the standard compared with 68.0% the previous year.

English Language Arts

As in previous years, females outperformed males in ELA, with 88.7% of females and 80.4% percent of males meeting the standard. (Non-binary results are not reported due to the small number of students in this gender category who took the assessment.)

The lowest-performing student groups (among those that represent at least 1% of the district's population) were:

- Students with Disabilities: 53.5% met the standard in either Smarter Balanced or Extended Assessment. This is the highest percentage for this group since Smarter Balanced was introduced in 2014-15.
- Economically Disadvantaged: 63.1% met the standard, almost the same as the previous year.
- English Learners: 66.3% met the standard. This is the highest percentage for this group since Smarter Balanced was introduced in 2014-15.

Continuous Improvement Plan - 2019/20

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

As mentioned, student data were disaggregated by gender, race/ethnicity, Special Ed, English Learners, and Economically Disadvantaged groups, and compared to the overall district population.

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

Student data are reviewed by the School Board, Central Office administrators, and school administrators independently, then discussed together during K-12 Administrator meetings and Levels (elementary, middle, high) principals' meetings. School Advisory Committees (made up of parents) regularly meet with school leadership teams to review data and discuss areas of potential improvement.

What needs did our data review elevate?

We would like to see our regular attenders rates increase. We have seen decreasing rates for several grade levels and demographic groups including kindergarten and Economically Disadvantaged.

Our Economically Disadvantaged and Special Ed students consistently stand out when we look at disaggregated academic student data. We need to find ways to improve their experience in our district.

How were stakeholders involved in the needs assessment process?

The district has collected staff, student, parent, and community input through many surveys (see list above). The LO Leadership group that wrote our current Strategic Plan included Board Members, staff, parents, and community members.

Which needs will become priority improvement areas?

- Improve regular attender rates for:
 - Economically Disadvantaged group
 - Kindergarten
- Improve other outcomes for Economically Disadvantaged and Special Ed groups:
 - Elementary ELA and Math state assessment results
 - Middle School ELA and Math state assessment results
 - 5-Year graduation rates

Continuous Improvement Plan - 2019/20

Long Term District Goals & Metrics

Goal 1	Diversity, Equity and Inclusion A. Every family, student and staff member feels welcomed and safe at our schools B. Diversity is celebrated, all are included, and decisions are made using an equity lens		
Metrics	By 2021	By 2023	By 2025
	Climate survey data will show improvement in how staff, students, and parents perceive their experience with LOSD.	There will be alignment between the goals & work of the School Board-appointed equity committee and district & school equity teams.	There will be an equal percentage of students and staff of color.
Goal 2	Career and College Success A. LOSD provides rigorous and broad academic, performing and visual arts, and athletic programs which prepares all students for success in all facets of life. B. LOSD provides multiple learning pathways so every student has the opportunity to reach their full potential – students with opportunity or achievement gaps will receive the appropriate <u>supports</u> , differentiated as necessary, to ensure we meet the educational needs of all students.		
Metrics	By 2021	By 2023	By 2025
	Our high schools will offer 6 Career-Technical Ed (CTE) Programs of Study.	The district's 5-year graduation rate will be 97% or higher.	By the end of their senior year, every student will have taken at least one college-level course (dual-credit or AP).

Continuous Improvement Plan - 2019/20

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
Professional Learning Communities (PLCs)	Improves teacher efficacy and awareness of the needs of student groups and individual students
Multi-Tiered Systems of Support (MTSS)	Ensures every student receives the academic and social-emotional supports they need to succeed at high levels
Intensive Literacy Supports	Professional development for teachers on the neuroscience of reading development and the science of teaching reading, in order to support students with dyslexia and other reading challenges (Orton Gillingham, 95% Group, PDX Reading)
CTE	Expands students' options for coursework relevant to their future goals
Alternative Education	Expands students' options for remaining in school to complete a high-school diploma or equivalent

Annual Evidence Based Strategies, Measures and Actions to Meet Goals

Goal 1: Diversity, Equity and Inclusion

Strategy 1.1: Develop a Student Services Action Plan and accompanying professional learning plan.

If we...	Then...	And....
1. Create Student Services Action Plan	We will have better alignment between Tier 1, 2, and 3 services and Special Education.	All students including those with disabilities will have improved outcomes in more inclusive settings.
2. Create and implement accompanying PD for all staff	Classroom teachers will be better equipped to serve all students.	All students including those with disabilities will have improved outcomes.

Continuous Improvement Plan - 2019/20

How will we know the plan is working?

Measures of Evidence for Adult Actions (“then” statements)		
Fall 2020	Winter 2020-21	Spring 2021
MTSS Needs Assessment	School-by-school MTSS Review	School-by-school MTSS Report Out

Measures of Evidence for Students (“and” statement)		
Fall 2020	Winter 2020-21	Spring 2021
State Assessment Results, 9th Grade On Track, Inclusion Percentage, Post Secondary Outcomes	Graduation Rates, Drop Out Rates, D/F Rates, Attendance Rates	Course Selection, Behavioral Referrals Data, D/F Rate, Attendance Rates

How we will get the work done

Person or Team Responsible	Actions to be completed 2019-20	Due Date
Student Services Action Plan Oversight Committee	1. District will include parent voice representation on recommendations.	Fall 2019
Student Services Action Plan Oversight Committee	2. District will include staff and faculty voice representation on all stakeholder groups.	Fall 2019
Central Office Administrators	3. District will appropriate funds for professional development recommended in the plan.	Spring 2020

Continuous Improvement Plan - 2019/20

ORIS Domain Alignment This Strategy Supports

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

Strategy 1.2: Create a Diversity, Equity & Inclusion (DEI) plan, based on LOSD equity policy.

If we...	Then...	And....
1. Create DEI plan aligned across district.	Communicate plan to the LOSD community.	Every family, student and staff member will feel welcomed and safe at our schools.
2. Maintain Board-appointed, district, and school equity teams aligned to common goals.	Alignment and integrate DEI activities throughout the district.	Every family, student and staff member will feel welcomed and safe at our schools.
3. Actively recruit, employ, support, and retain a workforce of ethnic/racial, gender and linguistic diversity with the goal to have the teacher and administrative workforce reflect the diversity of the student body.	There will be less discrepancy between the race/ethnicity and cultural background of our staff and students.	Every family, student and staff member will feel welcomed and safe at our schools.

Continuous Improvement Plan - 2019/20

How will we know the plan is working?

Measures of Evidence for Adult Actions (“then” statements)		
Fall 2020	Winter 2020-21	Spring 2021
Identify roles and responsibilities of each district and school DEI group.	Review ratio of staff to student demographics.	Survey staff to understand issues/concerns that might impact retention.

Measures of Evidence for Students (“and” statement)		
Fall 2020	Winter 2020-21	Spring 2021
Improved attendance	Climate survey for students	Lower drop-out rates

How we will get the work done

Person or Team Responsible	Actions to be completed	Due Date
Central Office Administrators	1. District will set 2 equity and inclusion goals.	Fall 2019
School Administrators	2. Each school will set 1 diversity/equity goal.	Winter 2019-20
Human Resources	3. District will increase staff of color by 2 percentage points.	Fall 2020

Continuous Improvement Plan - 2019/20

ORIS Domain Alignment This Strategy Supports

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

Goal 2: Career and College Success

Strategy 2.1: Create comprehensive LOSD Literacy Plan.

If we...	Then...	And....
1. Create clear literacy instructional pathway.	There will be clear coordination of instruction through Tier 1, 2, and 3.	Each and every student will have improved outcomes.
2. Purchase appropriate, evidence-based interventions.	Train and implement.	Each and every student will have improved outcomes.
3. Provide professional development to support students with dyslexia.	All teachers will have the tools they need to teach diverse learners.	Each and every student will have improved outcomes.
4. Develop a common understanding of the district's MTSS plans, processes, and procedures.	All teachers will have the tools they need to support all students, and there will be clear coordination of instruction through Tier 1, 2, and 3.	Each and every student will have improved outcomes.

Continuous Improvement Plan - 2019/20

How will we know the plan is working?

Measures of Evidence for Adult Actions ("then" statements)		
Fall 2020	Winter 2020-21	Spring 2021
Completed school & district MTSS pyramids.	Clearly outlined entry and exit criteria for Tier 1, 2, and 3 interventions.	Suite of evidence-based interventions specific to student needs.

Measures of Evidence for Students ("and" statement)		
Fall 2020	Winter 2020-21	Spring 2021
N/A (implementation)	Decreased number of IEP referrals	Improved state assessment ELA scores and attendance

How we will get the work done

Person or Team Responsible	Actions to be completed	Due Date
Teaching and Learning Administrators	1. Complete Dyslexia Plan.	Spring 2020
Teaching and Learning Administrators	2. Train all K-12 teachers on guaranteed and viable curriculum.	Spring 2021
Teaching and Learning Administrators	3. Develop Tier 1, 2, and 3 entry and exit criteria.	Spring 2021
Teaching and Learning Administrators	4. Communicate Literacy Plan to stakeholders.	Spring 2020

ORIS Domain Alignment This Strategy Supports

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

Continuous Improvement Plan - 2019/20

Strategy 2.2: Develop a Social Emotional Learning (SEL) Framework for K-12.

If we...	Then...	And....
1. Create a SEL team.	There will be clear coordination of SEL instruction through Tier 1, 2, and 3.	Each and every student will have improved social/emotional outcomes.
2. Create a needs assessment for students and families.	We will have planning information from stakeholders.	Each and every student will have improved social/emotional outcomes.
3. Hire a consultant to develop additional SEL-driven physical education activities at the elementary level.	Staff will receive training in this area.	Each and every elementary student will have improved social/emotional outcomes.
4. Create an evaluation rubric for materials and resources.	The district will have a measuring guide for the curriculum adoption.	Each and every student will have improved social/emotional outcomes.
5. Communicate decisions with Board and other stakeholders.	Stakeholders will be better informed.	Each and every student will have improved social/emotional outcomes.
6. Create quick resource guide for parents and teachers.	Stakeholders will be better informed.	Each and every student will have improved social/emotional outcomes.

How will we know the plan is working?

Measures of Evidence for Adult Actions ("then" statements)		
Fall 2020	Winter 2020-21	Spring 2021
Scope and sequence of SEL goals and curriculum designed by each teacher	Stakeholders have a complete reference guide	Completed physical education plan for SEL activities

Measures of Evidence for Students ("and" statement)		
Fall 2020	Winter 2020-21	Spring 2021
Improved attendance	Climate survey for students	Lower drop-out rates

Continuous Improvement Plan - 2019/20

How we will get the work done

Person or Team Responsible	Actions to be completed this year	Due Date
SEL Team	1. Analyze student and family needs assessment.	Spring 2020
Central Office Administrators	2. Add FTE for counseling and other mental health professionals.	Fall 2020
SEL Team	3. Evaluate current practices and materials supporting SEL in each building.	Fall 2020
School Leadership Teams	4. Each school will report 1 SEL goal for the 2021-22 school year.	Spring 2021

ORIS Domain Alignment This Strategy Supports

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

Continuous Improvement Plan - 2019/20

Self-Monitoring Routines

Describe the district's plan to install quarterly plan-review/monitoring routines.

The district plans to review data, disaggregated by student groups where applicable, on a quarterly schedule as follows:

September

- State assessment results in math and ELA
- Ninth Grade on Track
- Climate survey results
- Number of "Grade 13" sections at each high school
- ACT scores
- SAT scores

December

- Attendance rates
- PSAT scores
- Students in classes taught by out-of-field teachers

March

- Attendance rates
- Graduation rates
- F grades by demographic group (Semester 1/Trimester 2 of current year)
- Demographics of students who did not graduate within 4 years

June–July

- Attendance rates
- 504 Plans by demographic group
- Special Ed by demographic group
- Talented & Gifted identification by demographic group
- Academic Support class enrollment by demographic group
- Advanced class enrollment by demographic group
- F grades by demographic group
- Race/ethnicity of staff vs. students