

School Strategic Plan for the Implementation of the Oregon District Continuous Improvement Plan Template

School Year	2023/24
District	Lincoln County School District
School	Eddyville Charter School

District Direction Section

District Vision	Empowering all students every day to realize their full potential for living the future life they imagine.
District Mission	Relentlessly committed to ensuring that all students learn the critical reading and thinking skills needed to be educated, healthy and resilient people that graduate with future options and the ability to achieve their dreams.
Maxims	Build strong foundations, Overcome obstacles and Explore the path Beyond.

Comprehensive Needs Assessment Summary

What data did our team examine?

- District Report Card data including student performance, on-track to graduate, on-time graduation, and demographics
- School Report Cards
- Lincoln County ACEs data
- Lincoln County School District SBAC data
- ORIS District Needs Assessment
- ORIS School Needs Assessments
- Community Engagement Survey Data (English and Spanish)
- TELL Survey Data
- TFI Data
- Chronic Absenteeism Exclusion Data
- Fall 2018 School Designations Report for LCSD (Comprehensive and Targeted Chart)

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

All data was analyzed through the use of a structured data protocol. The district and school report cards were our primary source of data due to a lack of a comprehensive assessment system in the district. This data is suspect partly due to low participation in the SBAC at the secondary level. It has been noted that participation rates at some elementary schools has been declining.

Were inequities in student outcomes examined?

Most of the Charter Schools (Siletz Valley, Siletz Valley Early College Academy, Lincoln Career Technical High School) were identified as comprehensive. Many of our district schools have been identified (targeted) for needs for support in certain student groups in LCSD. Specifically, students with disabilities, English Language Learners, American Indian/Alaskan, Hispanic/Latino, white, and economically disadvantaged students were identified as needing more support.

What needs did our data review elevate?

The data made clear to the team that our district is in need of systems and structures that would better support teachers and students such as:

- Comprehensive Assessment System
- PBIS System
- MTSS/RTI Structure for academics and social emotional needs
- Aligned curriculums for reading and math

- Community engagement protocols
- Attendance protocols/systems for improvement
- Effective system to analyze data and respond to student needs (PLC)
- Professional development to improve instruction
- Professional development to improve instructional leadership district-wide

Which needs will become priority improvement areas?

- K-10 Comprehensive Assessment System for Reading
- K-8 Reading Curriculum
- K-5 Math Curriculum with coordinating PD quarterly in a 2-year phase
- Professional Development with feedback focused on effective instruction
- PBIS
- High School Success and graduation coaches
- Trauma Informed Practices Professional Development through Insight321 curriculum plan
- Tier One Social Emotional learning through school counselors, Character Strong curriculum, and K-12 Restorative Practices instruction/routines.

How were stakeholders involved in the needs assessment process?

- Building level leadership teams (administration, classified and certified staff) ORIS Needs Assessment completion
- Family and community engagement survey provided in both English and Spanish
- District Improvement Team made up of building and district leadership and teachers
- School Board presentation at a work session with solicited feedback
- Superintendent and Charter School Liaison visited charter school sites to discuss district support

Long Term District Goals & Metrics

Goal 1	Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.		
Metrics	By June 2024	By June 2025	By June 2026
	District Graduation statistics/Students On-track-to-Graduate data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).
Goal 2	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.		
Metrics	By June 2024	By June 2025	By June 2026
	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success	Graduation coaches at each building meet with appropriate teams to review behavior, attendance, and grade reports for all 9th grade students as part of evaluating and supporting on-track graduation.
Chronic Absenteeism	PBIS provides a framework to address the behavioral needs of all students, through a series of universal, targeted, and individualized supports that are positive in nature and emphasize a warm, welcoming school climate. Through intentional review of data, systems, and practices to determine if they are resulting in desired student outcomes, school and district teams utilize the PBIS framework to design and implement interventions to ensure students have the support needed to be successful with all behaviors, including attendance. Within the PBIS framework, the district will be able to provide resources and professional development of specific strategies and programs such as trauma-informed practice, a comprehensive school counseling program, restorative practices, etc.
AVID	AVID Electives have been implemented in all schools. School-wide AVID provides professional development to learn and monitor strategies proven to increase engagement and attendance and graduation rates. AVID supports healthy student transitions between buildings and grades. AVID Charter schools in LCSD are invited to attend LCSD offered AVID professional development.
21st Century	21st Century after-school program focuses on increasing reading skills through direct instruction and through STEM activities. Reading strategies and skills will be aligned with new adopted ELA curriculum

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

District Goal this strategy supports	Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.			
What are we going to do?	Strategy #1.1 Assessment	If we install an aligned K-10 comprehensive assessment system for reading Then educators will be able to have effective data team discussions around student achievement (disaggregated by groups) and the effectiveness of reading content and instruction And student achievement in reading will increase K-10.		
How we will know the plan is working	Measures of Evidence	Fall <ul style="list-style-type: none"> Fully implemented universal screener K-6 and data available for review PSAT 10 	Winter <ul style="list-style-type: none"> Universal screener (K-6) and data available for review Reviewing a standard set of 	Spring <ul style="list-style-type: none"> Universal screener (K-6) and data available for review PSAT 8/9 SBAC 3-8 SAT 11

		<ul style="list-style-type: none"> Teachers follow curriculum assessment plan Survey teachers on potential diagnostic measures for reading 	<p>diagnostic assessments</p> <ul style="list-style-type: none"> Reviewing feedback from teachers regarding curriculum embedded reading measures 	<ul style="list-style-type: none"> Provide diagnostic menu with PD plan & materials for Fall Implemented progress monitoring K-6 Reviewing feedback from teachers regarding curriculum embedded measures
		DISTRICT		
How we will get the work done	Person or Team Responsible	Action & Accountability Steps To be completed this year		Due Date
	Building Teams, High School Success Team	1. With 8/9 PSAT scores, determine students not on track in reading.		8/30/23
	Katie Barrett Title Team, Reading TOSA, Adoption Team Reps Majalise Tolan ELA Building Reps from Adoption Team	2. Share publisher curriculum assessment plan with reading teachers, including charter schools should they choose to adopt the same materials. State the expectation of the use of the curriculum-embedded plan.		8/30/23
	Katie Barrett	3. DIBELS training for designated staff, including interested charter schools, to administer and score for grades K-6.		9/6/23
	Katie Barrett Title I Team Majalise Tolan ELA Departments	4. All K-6 students will be screened three times a year using DIBELS (K-6). K-6 charter schools that opt to receive Title I funding will have access to DIBELS.		by 9/30/23 by 1/30/24 by 5/25/24
	ELA Building Reps from Adoption Team for both Secondary and Elementary adoptions	5. Create teacher feedback tool for curriculum-embedded assessment plan. Set due dates for feedback.		10/30/23 (Tool creation) 1/30/24 (Feedback) 5/30/24 (Feedback)
	ELA Building Reps from Adoption Team for both Secondary and Elementary adoptions	6. Make any necessary adjustments to the curriculum-embedded assessment plan based on the teacher feedback tool data and communicate changes to staff.		6/30/24 (adjustments) 8/30/24 (communication)
	Eddyville			
	Person or Team Responsible	Action & Accountability Steps To be completed this year		Due Date

	Leadership Team, Admin Team	With Iready Reading data, determine students not on track in reading	9/30/23
	Reading Team, TOSA, Admin.	Study and apply curriculum assessment plan with reading teachers for Iready reading and ECRI. State the purpose of curriculum embedded plan.	08/22/23
	Reading Team, TOSA, Admin.	F&P and DIBELS training/refresher course for designated staff to administer and score K-5.	08/22/23
	Reading Team, TOSA, Admin.	5. Create teacher feedback tool for curriculum-embedded assessment plan. Set due dates for feedback.	10/30/23 (Tool creation) 1/30/24 (Feedback) 5/30/24 (Feedback)
	Reading Team, TOSA, Admin.	6. Make any necessary adjustments to the curriculum-embedded assessment plan based on the teacher feedback tool data and communicate changes to staff.	6/30/24 (adjustments) 8/30/24 (communication)
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

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

District Goal this strategy supports	Goal: Each LCS D high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.		
What are we going to do?	Strategy # 1.2a/1.2b Curriculum & Instruction	If we adopt, implement and monitor a guaranteed, viable, and equitable K-8 reading curriculum and K-5 Math Curriculum aligned to our 6 th -8 th curriculum Then educators will be able to refine their instruction And student achievement in reading and math will increase K-8.	
How we will know the plan is working	Measures of Evidence	Fall <ul style="list-style-type: none"> ● PD Survey provided to teachers ● All K-10 teachers have ELA curriculum materials for the year & attended PD ● Implementation of publisher provided curriculum maps and unit plans ● Assessment calendar for 	Winter <ul style="list-style-type: none"> ● Monthly PLC minutes using district template ● Walk-thru data shows teacher use of curriculum (WICOR/ECRI) ● Review PD survey info ● PD Survey for recent PD provided to teachers
			Spring <ul style="list-style-type: none"> ● Monthly PLC minutes using district template ● Walk-thru data shows teacher use of curriculum (WICOR/ECRI) ● PD calendar for 20/21 school year created based on data ● Review PD survey info

		ELA curriculum created	
		DISTRICT	
How we will get the work done	Person or Team Responsible	Action & Accountability Steps To be completed this year	Due Date
	Adoption Team, Business Office, LCSD School Board	1. Reading curriculum will be selected and purchased by spring 2019	May/June 2019
	Majalisse Tolan, Katie Barrett and Publisher	2. Establish and distribute Year-long PD plan calendar for reading curriculum from publisher to schools including any charter school that may purchase curriculum materials	June 2019
	LST and Admin Team	3. Establish the PLC calendar for 2019/2020 school year	June 2019
	District and Building Admin	4. Choose an elementary and secondary PLC meeting template	July 2019
	Team work group	5. K-6 pacing guides, assessment calendar alignment with district calendar	July/August 2019
	Katie, Majalisse and Publishers	6. Professional Development from publisher and district specific PD as related to curriculum to ELA teachers including any charter school that may purchase curriculum materials	Beginning August work week and continuing 2019/2020 school year
	Sudi Stodola, Media Assists and Directors	7. Distribution process, bar coding	August 2019
	District and Building Admin	8. Training on PLC process and template	Fall - District PD Day
	Building Admin	9. Collect and review monthly PLC minutes and Collaborative Reading Walkthrough data with grade level or department critical minimum	Monthly beginning Jan. 2020
Collaborative work group licensed, admin and publisher	10. Review PLC data to create 2020/21 PD calendar for continued reading curriculum implementation	June 2020	
		Eddyville	
	Person or Team Responsible	Action & Accountability Steps To be completed this year	Due Date
	Adoption Team, Business Office, School Board	1. Reading curriculum will be selected and purchased	July 2023
	Building Admin.	Establish and distribute Year-long PD plan calendar for reading curriculum, math curriculum	August 2023
	Building Admin.	Establish the PLC, PBIS, Cognia accreditation calendar for 2023/2024 school year	August 2023
	Building Admin./Leadership Team	Choose an elementary and secondary PLC meeting template	July 2023

	Publishers, Building Admin.	Professional Development from publisher in math and reading, partner with LCS D to access PD with ELA teachers for ELA curriculum and ECRI training.	Beginning Aug. 22 through 2023-24 school year
	Building Admin.	Training on PLC process and template refresher	Fall 2023
	Building Admin.	Collect and review monthly PLC minutes and Collaborative Reading Walkthrough data with grade level or department critical minimum	Monthly Beginning January 2023
	Building Admin.	Review PLC data to create 2023-24 PD calendar for continued reading curriculum implementation	June 2024
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

District Goal this strategy supports	Goal: Each LCS D high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.		
What are we going to do?	Strategy #1.3 Professional Development	If we provide professional development to our administrators on providing quality feedback focused on effective instruction Then educators will utilize relevant strategies that support student learning And student achievement will increase.	
How we will know the plan is working	Measures of Evidence	Fall <ul style="list-style-type: none"> ● PD on domain 3 & PD on effective instructional strategies provided for teachers and admins ● Collaboratively reviewed elementary/secondary walkthrough form is shared among staff 	Winter <ul style="list-style-type: none"> ● Data on domain 3 ● Elementary/Secondary walkthrough form reviewed ● Elementary begin AVID walkthrough form reviews
			Spring <ul style="list-style-type: none"> ● Comparing PD to Danielson evaluation data to determine the effectiveness of PD ● Review district global feedback data between Danielson 3
		DISTRICT	
How we will get the work done	Person or Team Responsible	Action & Accountability Steps To be completed this year	
	Admin & AVID Team Reps	1. Create Elementary/Secondary walkthrough form with AVID Site Team Reps during Summer Institute	
	Tiana Tucker	2. Determine admin calibration PD needs on Danielson and provide that PD to administrators.	
	District Admin	3. Provide PD to administrators on effective quality feedback	
			Due Date
			6/30/19
			8/15/19
			Ongoing 8/20-6/22

	District Admin	4. Common agreements on walkthroughs and expectations with building administrators	8/30/19
	All Admin	5. Collect and review walkthrough data at all administrator meetings	Monthly 8/20-6/22
		6. Evaluate district walkthrough/Danielson data to determine future PD needs for 2020-21 in area of instruction	6/30/20
	Eddyville		
	Person or Team Responsible	Action & Accountability Steps To be completed this year	Due Date
	Building Admin.	Access/Implement/Train for Elementary/Secondary walkthrough form with AVID/Danielson criteria and iwalkthrough assessments and feedback	06/30/23
	Building Admin. And LCSD Mentor	Determine admin calibration PD needs on Danielson and provide that PD to administrators.	09/2023
	Building Admin.	Common agreements on walkthroughs and expectations with building stakeholders	08/2023
	Building Admin.	Collect and review walkthrough data at all administrator meetings	Ongoing 08/2023 – 06/2024
	Building Admin.	Evaluate walkthrough/Danielson data to determine future PD needs for 2020-21 in area of instruction	06/30/2024
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

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

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

District Goal this strategy supports	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.	
What are we going to do?	Strategy # 2.1 - Team Structure	<p>If we implement a school-based attendance team structure with standardized data and meeting protocols</p> <p>Then educators will be able to have effective data team discussions around student attendance</p> <p>And interventions and student attendance will increase.</p>

<i>How we will know the plan is working?</i>	Measures of Evidence	Fall <ul style="list-style-type: none"> Tiered Fidelity Inventory (TFI) measurement of Team Composition (1.1) and Operating Procedures (1.2) to provide baseline for each school 	Winter <ul style="list-style-type: none"> Team Meeting Evaluation 	Spring <ul style="list-style-type: none"> TFI Team Meeting Evaluation SAS (Self Assessment Survey) 	
DISTRICT					
<i>How we will get the work done?</i>	Person or Team Responsible	Action & Accountability Steps To be completed this year		Due Date	
	Vince Dye	1. Coordinate the training of attendance advisors to be certain to generate accurate monthly reports and to efficiently merge data. This will include charter schools.		6/22/19	
	Bldg. admins, Att. Advisors	2. Establish dates for structured meetings at school level (monthly or bi-monthly)		9/15/19	
	District & Bldg. Att. teams	3. Provide PD for building attendance teams, including use of LCSD's Early Indicator Intervention System (EIIS)		8/25 - 9/15/19	
	Bldg. Att. teams	4. Identify team members/roles (EIIS)		9/30/19	
	Bldg. Att. teams	5. Establish agendas/procedures for meetings (EIIS)		9/30/19	
	Bldg. Att. teams	6. Meet regularly to review data and assign interventions (EIIS)		Monthly/ongoing 9/15-6/22/20	
	Dist. Att. Team	7. Meet monthly to review district-wide data, analyze interventions, and update action plan		Monthly/ongoing 9/15-6/22/20	
	Eddyville				
	Person or Team Responsible	Action & Accountability Steps To be completed this year		Due Date	
	Office and Admin.	Coordinate the training of attendance advisors to be certain to generate accurate monthly reports and to efficiently merge data.		August 2023	
	Building Admin., Counselor, Attendance Sec., Attendance Counselor	Establish dates for structured meetings at school level bi-monthly		Sept. 2023 – June 2024	
	Building Admin., Attendance Counselor	Provide PD for building attendance teams and provide resources per classroom		Monthly 2023-24	
	Building Admin., Counselor, Attendance Sec., Attendance Counselor	Establish agendas/procedures for meetings		09/2023	
		Meet regularly to review data and assign interventions		Bi-Monthly 2023-24	
Meet monthly to review k-12 school data, analyze interventions, and update action plan		Monthly 2023-24			
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice			

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

District Goal this strategy supports	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.			
What are we going to do?	Strategy # 2.2 - Professional Development	If we provide district-wide professional development focused on the importance of attendance (including definitions) and strategies/interventions within the PBIS framework Then staff will accurately record student attendance and apply appropriate strategies/interventions And student attendance will increase.		
How we will know the plan is working	Measures of Evidence	Fall <ul style="list-style-type: none"> ● Review of attendance codes in use ● TFI to include attendance related look/for & questions on walkthrough 	Winter <ul style="list-style-type: none"> ● Review of attendance codes in use ● TFI walkthrough 	Spring <ul style="list-style-type: none"> ● Review of attendance codes in use ● TFI walkthrough
		DISTRICT		
How we will get the work done	Person or Team Responsible	Action & Accountability Steps To be completed this year		Due Date
	Building admins & District Att. team (Kelly and Vince lead)	1. Create and provide PD for building staff (classified and certified) re: importance of good attendance, & their role in attendance w/in PBIS framework; including PD for new district communication tool which will be shared with the charter schools		9/30/19
	District Att. team, Bldg. att. staff	2. Create a district attendance handbook and train school staff on proper attendance entry/tracking. Handbook will be shared with the charter schools		10/15/19
	District Att. team & Building Att. teams	3. Provide training to building teams to review data and determine interventions and monitor their effectiveness (EIS). Resulting protocol will be shared with the charter schools		12/15/19
	Building admins	4. Provide ongoing PD to staff related to Trauma-informed practices w/in PBIS that contribute to good attendance		Ongoing (district admin team planning) 6/22/20
	District admins, Kelly leads VP cohort	5. Implementation of PD needed to support Tier 1 PBIS framework district-wide, including: a) progress monitoring through TFI and continuous action plan cycle), b) tier 1 SEL practices w/universal screener, and c) behavioral expertise such as FBA training modules		Ongoing - PD calendar to be drafted in spring 2019 6/22/20
	Kelly, Susan, VP cohort	6. Attend NW PBIS conference in Tacoma, WA (dependent upon funding) to support action planning for Tier 2 implementation		3/1/20
	Kelly, VP cohort	7. Ongoing VP cohort work related to implementation of PBIS framework, PLC study of Restorative Practices		Monthly starting 8/19/19

	Kelly, counselor cohort	8. Ongoing counselor PD and cohort meetings, including ASCA training (3 sessions) and goal/action planning to increase regular attenders rate and implement PBIS w/in 3-tiers of counseling program	Monthly starting 8/19/19
	Kelly coordinate w/program leads	9. PBIS for Bus, Sodexo, secretaries, HELP, etc. - provide direction & resources to each group in mini-PD sessions, to support PBIS framework	Monthly starting 8/26/
	Eddyville		
	Person or Team Responsible	Action & Accountability Steps To be completed this year	Due Date
	Building Admin.	Create and coordinate PD for building staff (classified and certified) re: importance of good attendance, & their role in attendance w/in PBIS framework and RP community building; including PD for upgraded communication using Remind	8/2023
	Attendance Team	Develop attendance MTSS and wrap service protocols and train school staff on proper attendance entry/tracking	9/2023
	Attendance Team	Establish monthly data meeting and monthly intervention and support plan meeting sessions with students/families	2023-2024
	Admin. Team	Provide ongoing PD (Insight 321 training modules) to staff related to Trauma Informed practices w/in PBIS that contribute to good attendance.	Ongoing 08/2023-06/2024
	Building Admin.	Implementation of PD needed to support Tier 1 PBIS framework school-wide including: a) progress monitoring with TFI and continuous action plan cycle b.) tier 1 SEL practices with universal screener c.) behavioral expertise with mental health and FBA training/assessments	Monthly Starting 9/2023 – 6/2024
	Building Admin. Team Leaders	Team development for implementation of PBIS K-12 and PLC Restorative Practices k-12	Monthly 2023-2024
	Building Admin.	PBIS partnership with First Student bus company, Sodexo, secretaries, HELP, Nurse/Student Health Services- provide direction and mini PD sessions to provide resources in supporting PBIS and attendance framework.	Monthly Starting 9/2023-6/2024
	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	
ORIS Domain Alignment			

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

District Goal this strategy supports	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.	
What are we going to do?	Strategy # 2.3 - MTSS	If we align district-wide attendance actions and interventions with the 3-tiered PBIS system Then educators will be able to apply a core set of effective practices at each tier And student attendance will increase.

How we will know the plan is working	Measures of Evidence	Fall ● Tier 1 survey of practices	Winter ● Tier 1 & 2 survey of practices	Spring ● Tier 1-2-3 survey of practices ● TFI Tiers 1-2-3 ● SAS ● Universal SEL data for each K-6 school
DISTRICT				
How we will get the work done	Person or Team Responsible	Action & Accountability Steps To be completed this year		Due Date
	District admins, Kelly leads	1. Implementation of Tier 1 PBIS framework district-wide, including: a) progress monitoring through TFI and continuous action plan cycle), b) tier 1 SEL practices w/universal screener, and c) trauma-informed practices		Ongoing (3 action planning cycles throughout year) 6/22/20
	District Comm. Team	2. Analyze and select district-wide digital tool for Parent Communication re: the importance of good attendance		9/30/19
	Campaign Team, Building staff	3. Plan and carry out district-wide ‘September is Attendance Awareness Month’ campaign		6/30/19(Planning) 9/30/19 (September campaign kick-off)
	Campaign Team, Building staff	4. Plan and implement ongoing campaign details to sustain attendance messaging throughout school year, including illness-related messaging/reminders as needed		6/30/19 (Planning) (Implementation ongoing throughout the year) 6/22/20
	District Att. Team	5. Map out current attendance-specific district-wide strategies/interventions for Tier 1. Map will be shared with charter schools		10/31/19
	District Att. Team	6. Map out current attendance-specific district-wide strategies/interventions for Tier 2. Map will be shared with charter schools		1/31/20
	District Att. Team	7. Map out current attendance-specific district-wide strategies/interventions for Tier 3. Map will be shared with charter schools		4/30/20
	Select buildings	8. Pilot Tier 2 systems/interventions that support improved attendance		6/22/20
	District Team & admins	9. Draft and review core set of attendance-specific district-wide strategies/interventions for Tiers 1-2-3. Strategies will be shared with charter schools		6/22/20
Eddyville				
	Person or Team Responsible	Action & Accountability Steps To be completed this year		Due Date
	Building Admin and PBIS team	1. Implementation of Tier 1 PBIS framework district-wide, including: a) progress monitoring through TFI and continuous action plan cycle), b) tier 1 SEL practices w/universal screener, and c) trauma-informed practices		Ongoing 2023-2024
	Building Admin.	Continued use/implementation of digital tool (Remind) for Parent Communication re: the importance of good attendance and post as well as updates and reminders.		8/2023

	Building Admin., Attendance Team	Plan and carry out district's 'September is Attendance Awareness Month' campaign	8/2023 planning 9/2023
	Building Admin., Attendance Team, Health Center Director	Develop and carry out ongoing attendance campaign effort messaging throughout the year, including illness related messaging and reminders	Monthly 2023-24
	Building Admin., Attendance Team	Access and Implement Tier 1 Map from LCSD's Attendance Strategies in alignment with ECS's Attendance Plan	10/31/2023
	Building Admin., Attendance Team	Access and Implement Tier 2 Map from LCSD's Attendance Strategies in alignment with ECS's Attendance Plan	1/31/2024
	Building Admin., Attendance Team	Access and Implement Tier 3 Map from LCSD's Attendance Strategies in alignment with ECS's Attendance Plan	6/30/2024
	Building Admin., Attendance Team	Draft and review core set of attendance-specific school-wide strategies/interventions for Tiers 1-2-3 as they align with LCSD's plan.	6/30/2024
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

District Plan Self-Monitoring Routines

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

Our district implementation team spent two meetings working on a plan to structure and run efficient routine monitoring sessions. We discussed the need for the right people to be at the table during these monitoring meetings. We structured a plan to provide discussion and guidance to our building principals to assure their understanding as they create their SIP's and plan for their monitoring routine meetings. Routine monitoring meetings will be conducted at the district level by the District Implementation Team and at the school building level by the school's leadership team. Our DIT determined that a calendar must be created to align the needed data deliverables between the district and schools. In addition, a discussion occurred around how both the DIT and Leadership teams will run the routine meetings and that there will be flexibility of membership focused on what the data reveals as the greatest need. This again assures the right people are always at the table.

This chart does not need to be completed prior to installation of district 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?

SCHOOL Self-Monitoring Routine Template

<i>Performance Updates</i>	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?

I-ready Reading + Math Diagnostic Data Winter 2024

Math						Reading					
	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets			Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets	
K		12	4	24%		K		7	8	47%	
1		7	3	30%		1		5	5	50%	
2	3	7	6	32%		2	5	6	0	0%	
3	2	13	1	6%		3	2	2	6	60%	
4	9	7	2	10%		4	6	3	5	25%	
5	10	7	3	15%		5	11	4	1	5%	
		24	53	19				24	27	25	
		26%	56%	20%				26%	29%	27%	
6				0%		6				0%	
7				0%		7				0%	
8				0%		8				0%	
Alg-1				0%		9				0%	
Geo				0%		10				0%	
Alg-2				0%		11				0%	
	0	0	0			12				0%	
		0%	0%	0%				0%	0%	0%	

NOTE: Some students didn't participate or complete for round 1. Secondary only conducts 2 rounds fall/spring.

Eddyville Charter School Curriculum

Level	Diagnostics + MTSS	ELA	Math	Science	Social Studies	Art	Health	Computers
K	Iready Math+Reading F+P	Journeys ECRI	Iready	Mystery Science	Scholastic News, Scholastic Science Spin, Education to the Core	Teacher Led	The Great Body Shop	Teacher Led
1	Iready Math+Reading F+P	Journeys ECRI	Iready	Mystery Science	Scholastic News, Scholastic Science Spin, Education to the Core	Teacher Led	The Great Body Shop	Teacher Led
2	Iready Math+Reading F+P	Journeys ECRI	Iready	Mystery Science	Scholastic News, Scholastic Science Spin, Education to the Core	Teacher Led	The Great Body Shop	Teacher Led
3	Iready Math+Reading F+P	Iready ECRI	Iready	Mystery Science	Scholastic News, Scholastic Science Spin, Education to the Core	Teacher Led	The Great Body Shop	Teacher Led
4	Iready Math+Reading	Iready	Iready	Mystery Science	Get Oregonized	Teacher Led	The Great Body Shop	eReadiness BEPublishing
5	Iready Math+Reading	Iready	Iready	Mystery Science	Get Oregonized	Teacher Led	The Great Body Shop	eReadiness BEPublishing

Level	Diagnostics + MTSS	ELA	Math	Science	Social Studies	Art	Health	Computers
6	Iready Math+Reading	MyPerspectives	CoreFocus on Math Iready	Generation Genius	TCI History Alive	Mixed Media	The Great Body Shop + Obria	EReadiness BE Publishing
7	Iready Math+Reading	MyPerspectives	CoreFocus on Math Iready	Generation Genius	TCI History Alive	Mixed Media	The Great Body Shop + Obria	EReadiness BE Publishing
8	Iready Math+Reading	MyPerspectives	CoreFocus on Math Iready	Generation Genius	TCI History Alive	Mixed Media	The Great Body Shop + Obria	EReadiness BE Publishing

Level	Diagnostic + MTSS	ELA	Math	Science	Social Sciences	Art	Health	Biz./Computers
HS	Iready Math+Reading Common Lit	MyPerspectives	Algebra 1 –Infinite KutaSoftware Math for Carpentry+constructi on Richard B. Miles Geometry - Larson Geometry (Holt McDougal) Algebra 2 - Holt Algebra 2 PreCalculus - Holt PreCalculus - A Graphing Approach	Science 9: Globe Earth Science: Globe Fearon 1996 Biology: the Dynamics of Life Glencoe Mcgraw Hill 2000 Chemistry: Addison-Wes ley fifth edition 2000 Physics - Classical Physics by Pat Canon	TCI History Alive	Mixed Media	eReadiness Anatomy/Physiology Comprehensive Health Skills <i>Goodheart-Wilcox</i> + Obria	EReadiness BE Publishing Sports Media: Daktroniks Software Computer Science: code.org CS Principles https://code.org/educate/csp
AP		<i>They Say/I Say: The Moves That Matter in Academic Writing</i> , by Gerald Graff & Cathy Birkenstein (every student receives one of these) <i>From Inquiry to Academic Writing</i> , by April Lidinsky and Stuart Green (select pages/sections photocopied for students). OregonTech Dual-Credit Handbook- Course requirements and curriculum guidelines (Instructor)	n/a	Exploring Environmental Science for AP®, Updated Edition, 1e, Miller ©2021	The American Pageant AP Edition Criminal Justice in America Fifth Edition		n/a n/a n/a	

I-ready Reading + Math Diagnostic Data *early FALL 2023*

Math					Reading				
	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level			Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	
				Class % Meets					Class % Meets
K		16	1	6%	K		14	3	18%
1		7	3	30%	1		7	3	30%
2	9	5	5	26%	2	6	8	3	16%
3	8	7	1	6%	3	4	5	6	38%
4	11	7	2	10%	4	12	3	5	25%
5	11	6	3	15%	5	12	5	3	15%
	39	48	15			34	42	23	
	41%	51%	16%			36%	45%	24%	
6	11	5	0	0%	6	11	3	1	6%
7	10	3	1	7%	7	12	1	2	13%
8	7	0	2	17%	8	6	1	2	17%
Alg 1	11	2	1	7%	9	4	4	4	25%
Geo	18	0	0	0%	10	18	4	0	0%
Alg 2	6	1	1	13%	11	4	2	2	18%
	63	11	5		12	9	1	1	6%
						64	16	12	
	59%	10%	5%			60%	15%	11%	
NOTE: Some students didn't participate or complete for round 1.									

I-ready Reading + Math diagnostic data FALL 2022

Math					Reading				
	Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets		Red Does Not Meet	Yellow Nearly Meets (beginning of year level)	Green Meets Grade Level	Class % Meets
K		9		0%	K	6	3		0%
1	3	12	2	12%	1	2	14	1	6%
2	4	9	1	7%	2	4	7	4	27%
3	10	8	0	0%	3	10	4	4	22%
4	9	9	1	5%	4	10	3	6	32%
5	11	4		0%	5	10	4	1	7%
	37	51	4			42	35	16	
	39%	54%	4%			45%	37%	17%	
6	6	4	0	0%	6	10	4	2	13%
7	10	2		0%	7	7	3	1	9%
8	10	3		0%	8	3	6	4	31%
Alg 1	20	2		0%	9	13	4	1	6%
Geo	4	1	2	29%	10	3	2	4	44%
Alg 2	10	1		0%	11	11		2	15%
	60	13	2		12	3		1	25%
	57%	12%	2%			47%	18%	14%	
NOTE: Some students didn't participate or complete for round 1.									

I-ready Reading + Math diagnostic data WINTER 2022

Math					Reading				
	Red	Yellow	Green			Red	Yellow	Green	
	Does Not Meet	Nearly Meets (beginning of year level)	Meets Grade Level	Class % Meets		Does Not Meet	Nearly Meets (beginning of year level)	Meets Grade Level	Class % Meets
K		5	4	44%	K		5	4	44%
1		13	5	28%	1		14	3	18%
2	2	12		0%	2	3	6	5	36%
3	11	3	4	22%	3	10	3	5	28%
4	5	9	5	26%	4	3	10	6	32%
5	9	6		0%	5	11	2	2	13%
	27	48	18			27	40	25	
	29%	51%	19%			29%	43%	27%	
6	9	5	1	7%	6	10	5	1	6%
7	9	3		0%	7	8	1	2	18%
8	7	6		0%	8	8	1	5	36%
Alg 1	17			0%	9	12	4	2	11%
Geo	6		2	25%	10	2	2	5	56%
Alg 2	8		1	11%	11	9	2	2	15%
	56	14	4		12	3	1		0%
						52	16	17	
	56%	13%	4%			49%	15%	16%	

I-ready Reading + Math diagnostic data SPRING 2023

Math					Reading				
	Red	Yellow	Green	Class % Meets		Red	Yellow	Green	Class % Meets
	Does Not Meet	Nearly Meets (beginning of year level)	Meets Grade Level			Does Not Meet	Nearly Meets (beginning of year level)	Meets Grade Level	
K	0	3	7	70%	K	0	2	8	80%
1	0	10	7	41%	1	0	10	7	41%
2	2	8	5	33%	2	1	6	7	50%
3	7	6	5	28%	3	9	1	8	44%
4	5	9	6	30%	4	4	9	7	35%
5	6				5	4			
	20	36	30			18	28	37	
	21%	38%	31%			19%	29%	39%	
6	6	3	7	41%	6	10	4	1	7%
7	5	3	4	36%	7	7	2	2	18%
8	4	2	5	42%	8	7	2	4	31%
Alg 1	9	5	5	26%	9	8	9	1	6%
Geo	2	2	5	56%	10	2	2	5	56%
Alg 2	4	1	4	44%	11	8	4	2	14%
	24	16	30		12	2	2	10	71%
						44	25	25	
	24%	16%	30%			44%	25%	25%	

Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Question Skipped	My child is prepared for success in the next school year. OPINION_SCALE Question Skipped	and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Question Skipped
Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Agree	My child is prepared for success in the next school year. OPINION_SCALE Not Applicable	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Not Applicable
Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Neutral	My child is prepared for success in the next school year. OPINION_SCALE Agree	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Disagree
Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Strongly Disagree	My child is prepared for success in the next school year. OPINION_SCALE Strongly Disagree	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Disagree
Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Question Skipped	My child is prepared for success in the next school year. OPINION_SCALE Question Skipped	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Question Skipped
Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Disagree	My child is prepared for success in the next school year. OPINION_SCALE Disagree	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Neutral
Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Neutral	My child is prepared for success in the next school year. OPINION_SCALE Neutral	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Neutral
Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Agree	My child is prepared for success in the next school year. OPINION_SCALE Agree	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Agree
Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Disagree	My child is prepared for success in the next school year. OPINION_SCALE Agree	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Disagree
Using Results for Continuous Improvement	Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Neutral	My child is prepared for success in the next school year. OPINION_SCALE Agree	Using Results for Continuous Improvement
Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Question Skipped	My child is prepared for success in the next school year. OPINION_SCALE Question Skipped	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Question Skipped	Using Results for Continuous Improvement
Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Strongly Disagree	My child is prepared for success in the next school year. OPINION_SCALE Strongly Disagree	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Disagree	Using Results for Continuous Improvement
		My child has administrators	

Using Results for Continuous Improvement	My child is prepared for success in the next school year. OPINION_SCALE Question Skipped	inform me of his/her learning progress. OPINION_SCALE Neutral
Using Results for Continuous Improvement	My child is prepared for success in the next school year. OPINION_SCALE Disagree	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Question Skipped
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Using Results for Continuous Improvement Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Question Skipped	My child is prepared for success in the next school year. OPINION_SCALE Neutral	My child has administrators and teachers that monitor and inform me of his/her learning progress. OPINION_SCALE Strongly Agree
Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Neutral	My child is prepared for success in the next school year. OPINION_SCALE Question Skipped	
Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Disagree	My child is prepared for success in the next school year. OPINION_SCALE Disagree	
Our school ensures that all staff members monitor and report the achievement of school goals. OPINION_SCALE Disagree	My child is prepared for success in the next school year. OPINION_SCALE Agree	
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