



David Douglas School District

Learn · Grow · Thrive

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Continuous Improvement Plan

2019-2022

Vision	David Douglas provides meaningful, equitable opportunities for all to grow and thrive within supportive communities of learners.
Mission	Our mission at David Douglas is to provide meaningful, equitable, and highly effective instruction so each student grows and thrives socially, emotionally, and academically. Through supportive communities of learners, David Douglas staff will foster the whole child to be a force for positive change in the global society.

Comprehensive Needs Assessment Summary

What data did our team examine?

- **Systems Health Data:**
 - District ORIS
 - PBIS- Tiered Fidelity Inventory- Elementary, MS, Fir Ridge
 - RTI ORSIS - Elementary
- **Outcome Data:**
 - DIBELS K-5
 - Math Inventory 1st-8th
 - Reading Inventory 6-8th
 - District Key Performance Indicators at 3rd, 5th, 6th, 8th, and 10th grade
 - Disaggregated discipline/behavior data
 - Report Card Accountability Data
 - Attendance: Student and Staff
- **Perception:**
 - Your Voice Matters Community Input and Feedback
 - Youth Truth Student + Families Survey
 - TELL Survey (Certified Staff)
 - RTI-ORSIS (Elementary)
 - Student & Teacher Math Empathy Interviews- Perception

How did the team examine the different needs of all learner groups and were inequities in student outcomes examined?

As stated in our mission/vision, David Douglas is committed to providing meaningful, equitable learning opportunities for each and every student. To ensure this, the district has established a culture of data-driven continuous improvement when looking at the health of our systems, identifying areas of strengths, and identifying areas for improvement. It is imperative to analyze various metrics when identifying our strengths and areas of improvement. For this plan, a team of educators with varying areas of expertise (ESL, SPED, Title I, Curriculum, etc), analyzed disaggregated student data such as benchmark assessments (DIBELS, Math Inventory, Reading Inventory), longitudinal

disaggregated summative Accountability data, longitudinal disaggregated attendance data, and longitudinal disaggregated discipline data. This team also analyzed student, family, and staff perception data through the use of various surveys that are listed in the previous section.

When looking at our various metrics, we identified inequities in the following areas:

- 4 Year Cohort Graduation with the with American Indian/Alaska Native, Black/African American, and Multi-Racial student groups
- OSAS achievement results with students with disabilities, American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander student groups
- Disproportionate discipline data and attendance data with our students of color

However, our historically underserved groups are showing average to above average (Level 3, 4 or 5) expected growth on the ELA and Math State Assessment.

How were stakeholders involved in the needs assessment process?

David Douglas School District gathered input from our families, community, staff, and students in a variety of ways to ensure all stakeholders, especially from historically underserved groups, were given the opportunity to give input.

One of the ways we gathered input was through in-person listening sessions (Your Voice Matters). Your Voice Matters was an opportunity for families and the community to provide input. The overarching input from Your Voice Matters was that families wanted their children safe from bullying, harassment, drugs, etc. Families also said they wanted their children to graduate from high school and wanted to know how to support their children academically with a focus on math.

David Douglas also partnered with YouthTruth to gather disaggregated family and student perception data. The questions focused on their experience in our schools and classrooms. YouthTruth survey focused on the stakeholders' perception of our school's culture, staff's relationships with families and students, school safety, and student engagement. Data from these surveys were used to help identify our areas of focus.

- The overarching input from families at the elementary, middle, and high school level identified the need for improved school/classroom safety, parent/teacher/student relationships and academic rigor with an emphasis on math.
- The overarching input from students at the elementary, middle, and high school level identified the need for improved school safety, student/teacher relationships, and academic rigor/relevancy with specific feedback on math.

We also used The Teaching, Empowering, Leading and Learning (TELL) staff survey to gather staff perception data. The overarching input from TELL indicated a need for a safer school environment and more community involvement and support.

Finally, we gathered additional input from the following stakeholders. These methods were in smaller settings and with targeted groups of staff, students, and the community.

- School Board Racial Equity Subcommittee- made up of school board members, staff, parents and students. This group focuses on the district's racial equity policies and practices.

- Principals, teachers, classified
- School Board Members *Board work session open to the community, give questions to board members to ask community- workshop to analyze response

Which needs will become priority improvement areas?

After a thorough analysis of our students, staff, and family data, we identified three priority areas which funnel into our CIP goals. These are our district commitments/priorities:

- Commitment/Priority 1: Ensure a strong culture of learning so that each student will graduate high school able to succeed in credit-bearing academic college courses and/or in workforce training programs
- Commitment/Priority 2: Ensure healthy practices for staff and student wellness by implementing universal systems of positive behavior and social/emotional development.
- Commitment/Priority 3: Ensure culturally responsive schools, classrooms, and teaching practices to create a safe and equitable learning environment for each student at each level within our PK-12 system.
- Commitment/Priority 4: Increase meaningful and productive discourse in each and every classroom with a focus on mathematics, which is our biggest barrier to high school graduation.

Long Term District Goals & Metrics

Priority Long Term District Goal: The David Douglas School District will achieve 83% Graduation Rate for All Students by 2023.

Goal 1	Strong District and School Culture: David Douglas schools are great places to learn as measured by annual growth targets on the YouthTruth student survey.		
Metrics	By 2020	By 2021	By 2022
	Each school will increase on average by 5% (Strongly Agree/Agree) on 80% of the questions on the Student YouthTruth survey.	Each school will increase on average by 5% Strongly Agree/Agree) on 85% of the questions on the Student YouthTruth survey.	Each school will increase on average by 5% Strongly Agree/Agree) on 90% of the questions on the Student YouthTruth survey.
Goal 2	Staff and Student Wellness: Students and staff will experience increased overall well being in our schools as measured by Youth Truth Survey, Staff Health and Wellness Survey, Wellness Staff Survey, and Tiered Fidelity Inventory.		
Metrics	By 2020	By 2021	By 2022
	Each school will increase on average by 5% (Strongly Agree/Agree) on 80% of the questions on the Student YouthTruth survey. All schools will be at 90% on Tier one on the TFI.	Each school will increase on average by 5% (Strongly Agree/Agree) on 85% of the questions on the Student YouthTruth survey. All schools will be at 90% on Tier one and two on the TFI.	Each school will increase on average by 5% (Strongly Agree/Agree) on 90% of the questions on the Student YouthTruth survey. All schools will be at 90% on Tier one, two and three on the TFI.
Goal 3	Math Achievement and Growth: Each student group will show growth as measured by the Mathematics Academics Growth Details Report on the District Report Card.		
Metrics	By 2020	By 2021	By 2022
	Student groups <ul style="list-style-type: none"> At a level 1 will move to a level 2 In level 2-5 will increase by 5 points each year. 	Student groups <ul style="list-style-type: none"> At a level 2 will move to a level 3 In level 3-5 will increase by 5 points each year. 	Student groups <ul style="list-style-type: none"> In level 2-5 will increase by 5 points each year.

Initiative/Program	How this initiative/program supports the district to meet goals
Ensure a School Culture of Learning and Culturally Responsive Schools, Classrooms and Teaching Practices (Goal # 1)	All students have an unlimited capacity to learn and deserve equal access and opportunity through the support of caring adults.
Ensure Healthy Practices for Staff and Student Wellness (Goal # 2)	All staff and students have the right to a health school environment that supports their intellectual, physical and social emotional development
Increase Meaningful and Productive Discourse in Math Classrooms	All students have a right to equal access of curricular and extracurricular resources and opportunities.

(Goal #3)	
Ensure Educator Effectiveness (Goal #1, #2, #3)	Effective educators hold students, themselves and each other to consistent, high expectations, while recognizing the diverse individual needs required and multiple paths to those goals. Teaching is a complex art form that needs ongoing refinement through reflection, collaboration, coaching, and recognition.

Annual Evidence Based Strategies, Measures and Actions

District Goal this strategy supports	GOAL 1: Strong District and School Culture of Learning: David Douglas schools are great places to learn as measured by annual growth targets on the YouthTruth student survey.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	IF WE provide resources and effective professional learning for administrative leadership aligned to the four pillars of culture as referenced in <i>Culturize</i> by Jimmy Casas, THEN administrators will lead and foster strong cultures of learning throughout our schools and departments using a variety of aligned resources AND schools will meet their annual growth targets on the annual Student YouthTruth Surveys.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	YEAR 1 Collection of activities completed by administrators aligned to the four core principles of positive school culture: Champion for Students, Expect Excellence, Carry the Banner, Be a Merchant of Hope. WINTER 2020: 1-2 completed activities will be shared by administrators at monthly administrative meetings. SPRING 2020: 1-2 completed activities will be shared by administrators at monthly administrative meetings. ***** Administrators will set two or three measurable YouthTruth goals for the year. Principals will formally address these goals through a plan developed by their	YEAR 2 Collection of activities completed by administrators aligned to the four core principles of positive school culture: Champion for Students, Expect Excellence, Carry the Banner, Be a Merchant of Hope. Administrators and School Leadership Teams will review Year 1 YouthTruth survey results to determine if any improvement was made from Year 1 to Year 2 results. Particular analysis for grade levels in which students have been in the school for more than one year - 4th, 5th, 7th, 8th, 10th, 11th and 12th)The goals may be different for each school - Measure of implementation determined through	YEAR 3 and beyond Collection of activities completed by administrators aligned to the four core principles of positive school culture: Champion for Students, Expect Excellence, Carry the Banner, Be a Merchant of Hope. Administrators and School Leadership Teams will create the school’s adult action plan for Year 3 2020-21 (or following years in sequence). This would include any adjustments and modifications to previous year’s goals based on YouthTruth annual survey analysis. Measure of implementation determined through

		<p>building leadership teams. The goals may be different for each school - based on Year 0 (2018-19) survey results.</p> <p>*****</p> <p>Measure of implementation determined through common implementation continuum.</p> <p>WINTER 2020: 19-20 YouthTruth Survey completed. Principals analyze new data and set goals for the year.</p> <p>SPRING 2020: District administration will follow up with principals to ensure goals are being implemented at buildings. Next Steps outlined for Year 2.</p>	common implementation continuum.	common implementation continuum.
	Measures of Evidence for Students (“and” statement)	Students will be able to identify at least one adult in school who they are able to seek out for help based on student check-ins.	Students will be able to make connections from their classroom learning to their lives outside of school based on student check-ins.	Students YouthTruth survey results on Culture will show growth on mutual respect between students and teachers.
How we will get the work done	Person or Team Responsible	Action Steps		Due Date
	Cabinet, Principals	<p>1. Administrators monthly Professional Learning Meetings - Administrative Book Study</p> <ul style="list-style-type: none"> ● Year 0 - <i>Culturize</i> and Education NW Culturally Responsive Teaching Research ● Year 1 - <i>Culturally Responsive Teaching and The Brain</i> ● Year 2 - TBD ● Year 3 - TBD 		Annual from June to May at monthly meetings
	Cabinet, Principals, School Leadership Teams	2. Schools will analyze disaggregated YouthTruth Survey results, identify two or three goals based on data, and create a measurable action plan aligned to YouthTruth goals.		October 31 - Annually
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		

		__X__ Inclusive Policy and Practice		
What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	<p>IF WE provide resources and effective professional learning (i.e. Education NW Culturally Responsive Teaching Research and Zaretta Hammond) for all staff aligned to culturally responsive teaching practices,</p> <p>THEN administrators will lead and foster strong cultures of learning throughout our schools and departments using a variety of aligned resources</p> <p>AND schools will meet their annual growth targets on the annual Student YouthTruth surveys.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	<p>YEAR 1 The Power of Being Seen: Data collection process to ensure all students are recognized by their name, story, strength and need.</p> <p>WINTER 2020: District Administration will collaborate with principals in determining activity for recognizing student by their name, story, strength, and need.</p> <p>SPRING 2020: District Administration and principal will collaborate to discuss results of activity, how it supported students, and outline next steps for Year 2. ***** Administrators will set two or three measurable YouthTruth goals for the year. Principals will formally address these goals through a plan developed by their building leadership teams. The goals may be different for each school - based on Year 0 (2018-19) survey results.</p> <p>WINTER 2020: 19-20 YouthTruth Survey completed. Principals analyze new data and set</p>	<p>YEAR 2 All administrators will lead adults in expecting, championing, and modeling culturally responsive teaching strategies.</p> <p>Administrators and School Leadership Teams will review Year 1 YouthTruth survey results to determine if any improvement was made from Year 0 to Year 1 results. Particular analysis for grade levels in which students have been in the school for more than one year - 4th, 5th, 7th, 8th, 10th, 11th and 12th)</p> <p>Schools will measure the effectiveness of two prioritized culturally responsive teaching practices. Measurement of improved level of implementation determined through common rubric.</p>	<p>YEAR 3 and beyond All administrators will lead their schools/departments to implement the four core principles of positive school culture: Champion for Students, Expect Excellence, Carry the Banner, Be a Merchant of Hope.</p> <p>Administrators and School Leadership Teams will create the school’s adult action plan for Year 2 (2020-21.) This would include any adjustments and modifications to Year 1 goals based on YouthTruth annual survey analysis.</p> <p>Schools will measure the effectiveness of two prioritized culturally responsive teaching practices. Measurement of improved level of implementation determined through common rubric.</p>

		<p>goals for the year.</p> <p>SPRING 2020: District administration will follow up with principals to ensure goals are being implemented at buildings. Next Steps outlined for Year 2. ***** Schools will measure the effectiveness of two prioritized culturally responsive teaching practices. Measurement of level of implementation determined through common rubric.</p> <p>WINTER 2020: Rubric completed by cabinet administration and principals.</p> <p>SPRING 2020: Rubric is piloted in schools. District administration will follow up with principals to analyze results and assist in planning next steps for 2020-2021.</p>		
	Measures of Evidence for Students (“and” statement)	Students will be able to identify at least one adult in school who they are able to seek out for help.	Students will be able to make connections from their classroom learning to their lives outside of school.	Students YouthTruth survey results on Culture will show growth on mutual respect between students and teachers.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Cabinet	<p>2. Administrators Monthly Professional Learning Meetings - Administrative Book Study</p> <ul style="list-style-type: none"> ● Year 0 - Culturize and REL NW Culturally Responsive Teaching Research ● Year 1 - Culturally Responsive Teaching and The Brain ● Year 2 - TBD ● Year 3 - TBD 		Annual from September to May - @ Monthly Meetings
	Cabinet, Principals, School Leadership	2. Schools will analyze disaggregated YouthTruth Survey results, identify two or three goals based on data, and create a measurable action plan aligned to YouthTruth goals.		October 31 - Annually

	Teams		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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 2: Students and staff will experience increased overall well being in our schools as measured by Youth Truth Survey, Staff Health and Wellness Survey, and Tiered Fidelity Inventory.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	IF WE provide schools with the social/emotional curriculum, professional development and the ongoing coaching that they need to provide predictable, safe and trauma informed school environments THEN students will be less likely to exhibit disruptive behavior AND Staff and Students will experience our schools with an increased positive attitude, creating an increased healthy learning environment.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	YEAR 1- 2 All David Douglas School buildings will have a Wellness Representative that plans and implements wellness activities for staff and students throughout the calendar year. Positive Behavior Interventions and Supports (PBIS)- All K-8 schools will write a building based PBIS plan based on the results of their spring Tiered Fidelity Inventory (TFI) Social Emotional Learning- All k-5 Schools will be provided the ToolBox curriculum and training	YEAR 2-3 All David Douglas School buildings will have a Wellness Representative that plans and implements wellness activities for staff and students throughout the calendar year. Positive Behavior Interventions and Supports (PBIS)- All K-8 schools will write a building based PBIS plan based on the results of their spring 2020 Tiered Fidelity Inventory (TFI) Social Emotional Learning- All k-5 teachers will use the 12 tools of ToolBox to teach social emotional learning for 30 min. per week as evidence by the master schedule, teacher survey and walk	YEAR 3 and beyond All David Douglas School buildings will have a Wellness Representative that plans and implements wellness activities for staff and students throughout the calendar year. Positive Behavior Interventions and Supports (PBIS)- All K-8 schools will write a building based PBIS plan based on the results of their spring 2021 Tiered Fidelity Inventory (TFI) Social Emotional Learning- All k-5 Schools will continue to deepen their work in ToolBox

		<p>Middle/High- will explore an SEL for purchase and training (high school currently using Character Strong)</p> <p>Professional Learning-Mindfulness (3 schools) Restorative Practice, Trauma Sensitive Schools, Mindful Leadership Network (MLN) - Pre and Post surveys that support increased overall staff wellbeing</p> <p>Measurement: District office will create a walk through tool with evidence indicators for Restorative Practice and Social Emotional Learning targets and the TFI</p>	<p>through tools</p> <p>Middle/High will move forward with SEL implementation</p> <p>Professional Learning-Mindfulness (3 schools) Restorative Practice, Trauma Sensitive Schools, Mindful Leadership Network (MLN) - Pre and Post surveys that support increased overall staff wellbeing</p> <p>Measurement: District office will create a walk through tool with evidence indicators for Restorative Practice and Social Emotional Learning targets and the TFI</p>	<p>Middle/High will deepen their work on SEL curriculum</p> <p>Professional Learning-Mindfulness (3 schools) Restorative Practice, Trauma Sensitive Schools, Mindful Leadership Network (MLN) - Pre and Post surveys that support increased overall staff wellbeing</p> <p>Measurement: District office will create a walk through tool with evidence indicators for Restorative Practice and Social Emotional Learning targets and the TFI</p>
Measures of Evidence for Students (“and” statement)		<p>Year 1 Students will demonstrate the following observable skills and strategies: ToolBox-breathing strategies that promote calming, how to take a quiet break when needed, increased listening skills, empathy, personal space, using words to problem solve, how to let little things go, treat others with respect, how to apologize and ask for forgiveness, patience and courage.</p> <p>Measurement: District walkthrough tool</p>	<p>Year 2 Increase independent and embedded use of the ToolBox strategies throughout all k-5 schools.</p> <p>Initial implementation of 6-12 SEL (to be determined in year one)</p> <p>Students will demonstrate the understanding, use common language and practices for Restorative Practices in selected year one schools (3 to 4 schools per year)</p> <p>Measurement: District walkthrough tool, TFI</p>	<p>Year 3 and beyond 6-12 SEL- increase independent and embedded use of strategies.</p> <p>Continue to roll out components across the district of Restorative Practices</p> <p>All students will know school and classroom expectations and have access to universal supports for learning and supporting individual and community wellbeing</p> <p>Measurement: District walkthrough tool, TFI</p>

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Student Services leadership	1. Identify and purchase a K-5 SEL curriculum for the 2019/20 school year, share PD requirements and commitments	May / June 2019
	Student Services Leadership	2. Student Services leadership will attend a three day workshop for Restorative Practice to become certified	June 2019
	Student Services Leadership	3. ToolBox Professional Learning for school based implementation teams and roll out to school staff	Sept-Oct 2019
	Student Services Leadership	4. Student Services will offer a series of trainings to support school buildings with their Social / Emotional Professional development plan To include 1. SEL PD plan for 2019/20 2. Restorative Practice- series for building in phase one of implementation- 3. Trauma Sensitive Practices- series for building in phase one of implementation-	Aug 2019-June 2020
	School and Student Services Leadership	6. MindFlow- professional development- Mindfulness practices for all staff and how to create a mindful school. 3 schools year 1, 4 schools year 2, 6 schools year 3.	2019/20 school year through 2021/22 school year
	Mindful Leadership Network	7. MindFlow- All building administrators will participate in the Mindful Leadership Next work	Throughout the 2019/20 school year
	Student Services Leadership	8. Create the Walkthrough Tool for ToolBox and future SEL implementation	March 2020-2022
	Student Services Leadership	9. Ongoing monitoring of plan, with an annual update of future years activities based on perception and outcome data.	Annually in the Spring
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

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

District Goal this strategy supports	Goal 3: Each student group will show growth as measured by the Mathematics Academics Growth Details Report on the district report card.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	<p>IF WE provide professional learning to enhance the math content* knowledge of teachers and instructional leaders THEN teachers, with leader support and feedback, will engage students in effective standards-based math lessons AND increase mathematics outcomes for each and every student.</p> <p>*Math content knowledge defined as content and practice standards, progressions of standards and big ideas.</p>		
How we will know the 3 year plan is working	Measures of Evidence for Adult Actions (“then” statements”)	<p>Year 1-3 Content and practice standards posted and written as learning targets as measured with walkthrough tool.</p> <p>Winter 2020 Principals will collect and report baseline data on how many teachers have learning targets posted.</p> <p>Spring 2020 Data collection for each school will increase by 20%.</p>	<p>Year 2-3 Learning targets are written and taught to the rigor of appropriate grade level standards a measured with walkthrough tool.</p>	<p>Year 3 and beyond Teachers teach all grade level standards as outlined in pacing guidance documents (70% Major Clusters, 20% Supporting Clusters, 10% Additional Clusters) as measured with staff survey.</p>
	Measures of Evidence for Students (“and” statement)	<p>Year 1-3 Students able to identify content OR practice learning targets when asked during walk-throughs.</p>	<p>Year 2-3 Individual student growth, as determined by the Math Inventory screener, will be appropriate based on beginning score and measured 2 times per year (first and highest).</p>	<p>Year 3 and beyond Individual student growth as determined by SBAC will be appropriate.</p>
How we will get the work done	<p>Person or Team Responsible</p> <p>District Math Specialists, building based coaches, and Math Teacher Leaders across grade bands.</p> <p>District Math Specialists,</p>	<p>Action Steps</p> <p>1. K-12: Provide on-going professional learning and resources to deepen the understanding of the <u>standards for mathematical practice</u> and learning targets based on these standards.</p> <p>2. K-12: Provide on-going professional learning and vetted resources related to mathematical domains</p>		<p>Due Date</p> <p>Sept 2020 - May 2022 *Professional Learning Calendar will established each year.</p>

	building based coaches, and Math Teacher Leaders across grade bands.	and big ideas (grade-level content standards; horizontal and vertical progressions; and differentiation).	
	District Math Specialists, building based coaches, and Math Teacher Leaders across grade bands.	3. K-12: Develop essential agreements for core math instruction and establish consensus.	May 2021
	District Math Specialists, building based coaches, and Math Teacher Leaders across grade bands.	4. K-12: Embed essential agreements for core math instruction into all above listed professional learning.	ongoing Sept 2021 - May 2022
	District Math Specialists, building based coaches, and Math Teacher Leaders across grade bands.	5. K-12: Provide professional learning around essential agreements for all instructional leaders.	Sept 2021
	Middle School Math Specialist, and Middle School Math Teacher Leaders	6. Middle School Curriculum: Review current curriculum for gaps in content/practice standards; Find and or create tasks and assessments that reflect CCSS Standards and Rigor; Create new MS pacing guidance documents reflecting this work.	Sept 2020
	High School Math Specialist and High School Math Division Leaders	7. High School Course Progressions: Review current curriculum for gaps in content/practice standards; Find and or create tasks and assessments that reflect CCSS Standards and Rigor; Research and develop third year mathematics options based on recommendations from the Oregon Department of Education Mathways Panel.	May 2022
	District Cabinet members, Administrators, District Math Specialists, building based coaches, and Math Teacher Leaders across grade bands.	8. Monitor and respond to MI and SBAC growth data, professional learning and walkthrough data.	Twice yearly

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> X_ Leadership <input type="checkbox"/> X_ Talent Development <input checked="" type="checkbox"/> X_ Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> X_ Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> X_ Inclusive Policy and Practice
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Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

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What are we going to do?	Strategy # 3.2 Written as a Theory of Action and reflects evidence- based practices	<p>IF WE increase math pedagogy* knowledge of teachers THEN teachers, with leader support and feedback, will engage students in effective instruction aligned to National Council of Teachers of Mathematics Principles to Action AND increase mathematics outcomes for each and every student.</p> <p>*Math pedagogy defined as research-informed instructional practices and their effective implementation into the mathematics classroom.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	<p>Elementary -Year 1-3 Secondary- Year 2-3 Increased use of low-floor high-ceiling tasks to provide access (differentiation) for all students as measured by curriculum use survey and observational walkthrough.</p> <p>Winter 2020 LearnZillion Implementation Data, Teacher and principal perception survey, observational walkthrough data</p> <p>Spring 2020 LearnZillion Implementation Data Principal perception survey, observational walkthrough data</p>	<p>Year 2-3 Increased use of purposeful questions appropriate for the content and practice standards as measured with walkthrough tool.</p>	<p>Year 2-3 Student-centered classrooms: increased exploration, student discourse, and student collaborative learning as measured with walkthrough tool and student/teacher survey</p>
	Measures of Evidence for Students ("and" statement)	<p>Year 1-3 Winter: Annual Youth Truth student survey results will improve in the areas of rigor and math instruction.</p>	<p>Year 2-3 Individual student growth, as determined by the Math Inventory screener, will be appropriate based on beginning score and measured 2 times per</p>	<p>Year3 and Beyond Individual student growth as determined by SBAC will be appropriate.</p>

		Winter and Spring: Math Inventory Data- Student Growth Reports	year (first and highest)	
How we will get the work done	Person or Team Responsible	Action Steps		Due Date
	District Math Specialists, building based coaches, and Math Teacher Leaders across grade bands.	<p>1. K-12: On-going professional learning focused on the 8 Effective Mathematics Teaching Practices outlined in Principles to Actions through a lens of access and equity.</p> <ol style="list-style-type: none"> 1. Year 1: <ol style="list-style-type: none"> a. Overview of the 8 Effective Mathematics Teaching Practices and their interconnectedness to each other and the Standards for Mathematical Practice b. Continue to support teacher learning around Facilitate Meaningful Mathematical Discourse (moving beyond Math Talks and Math Talk Moves) c. Deep dive into Pose Purposeful Questions (Introduced to all Elementary Teachers in April 2019) 2. Year 2: <ol style="list-style-type: none"> a. Continue to support teacher learning around Facilitate Meaningful Mathematical Discourse and Pose Purposeful Questions b. Deep dive into Implement Tasks That Promote Reasoning and Problem-Solving and Support Productive Struggle 3. Year 3: <ol style="list-style-type: none"> a. Continue to support teacher learning around Facilitate Meaningful Mathematical Discourse, Pose Purposeful Questions, Implement Tasks That Promote Reasoning and Problem-Solving and Support Productive Struggle b. Deep dive into Elicit and Use Evidence of Student Thinking 		<p>Sept 2019 - May 2022 *Professional Learning Calendar will established each year.</p> <p>May 2020</p> <p>May 2021</p> <p>May 2022</p>
	District Math Specialists, STEAM Coordinator, Online Curriculum Integration Coordinator, building based coaches, and Math	<p>2. K - 12: Provide professional learning around the “Launch-Explore-Summarize” lesson format. Demonstrate how this lesson structure is supported by our current curricular resources (Elementary and High School, with work needed to be done on Middle School curricular resources). Connect the lesson structure to the structure of lessons in new Science curriculum.</p>		May 2021

	Teacher Leaders across grade bands.		
	District Math Specialists, building based coaches, and Math Teacher Leaders across grade bands.	<p>3. K-12: Develop essential agreements for core instruction in math and establish aligned walkthrough tool for data collection, feedback, and inform professional learning.</p> <ul style="list-style-type: none"> ● When creating walkthrough tool <u>consider</u>: <ul style="list-style-type: none"> ○ Student Discourse Observation Tool (levels of student discourse) shared with all grant participants, administrators as part of 2018-19 math professional learning, and groups of teachers as part of building lesson studies as determined by building leadership team ○ The 5 Types of Teacher Questions from Principles to Actions (introduced to elementary teachers in April of 2018-19) ○ Effective Teaching Look fors ○ Mathematics Coaching and Collaboration in a PLC at Work (13 copies in Curriculum Office) ○ Instructional Quality Assessment Rubrics utilized as part of Math IIB grant 	May 2021
	District Cabinet members, Administrators District Math Specialists, building based coaches, and Math Teacher Leaders across grade bands.	4. K-12: Monitor and respond to MI and SBAC growth data, professional learning data and walkthrough data.	Twice yearly
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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	

What are we going to do?	Strategy # 3.3 Written as a Theory of Action and reflects evidence-based practices	IF WE provide professional learning on improvement science to principals and teachers, THEN we will test small scale math change ideas, scale successful practices AND increase math outcomes for each and every student.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Year 1 Winter: Professional learning on PDSA cycles Spring: One PDSA cycle complete	Year 1-3 Plan-Do-Study- Act (PDSA) cycles as measured by agenda and meeting notes.	Year 2-3 Adoption, modification, scaling or abandonment of practices based on PDSA findings as measured by agenda and meeting notes.
	Measures of Evidence for Students (“and” statement)	Year 1-3 Winter and Spring Math Inventory Growth	Year 2-3 Individual student growth as determined by the Math Inventory screener will be appropriate and measured 2 times per year (first and highest).	Year 2-3 Individual student growth as determined by SBAC will be appropriate.
How we will get the work done	Person or Team Responsible	Action Steps		Due Date
	District KPI Leadership Team	1. Convene Key Performance Indicator Team (KPI) with a focus on math achievement and growth. <ul style="list-style-type: none"> Identify small-scale change ideas that principals will facilitate with their building level stakeholder group Engage in Plan-Do-Study-Act cycles (PDSAs) Adopt practice, modify practice, abandon practice based on findings. Scale up successful practices throughout the district. 		On-going October 2019-May 2022
	District Mathematic Specialists	2. Convene Special Education Math Workgroup (SPED teachers, General Education Teachers, Administrators) <ul style="list-style-type: none"> Identify small-scale change ideas Engage in Plan-Do-Study-Act cycles (PDSAs) Adopt practice, modify practice, abandon practice based on findings. Scale up successful practices throughout the district. 		On-going October 2019-May 2022
District KPI Leadership Team, District Mathematics Specialists	3. Convene administrator Professional Learning Team (PLT) <ul style="list-style-type: none"> Data analysis <ul style="list-style-type: none"> Instructional walkthrough Beginning/Middle/EOY school level data reports. 		On-going October 2019-May 2022	

		<ul style="list-style-type: none"> ● Provide opportunities for feedback and feedforward loop including but not limited to: Site Council, Instructional Leadership Teams, Equity Teams, PTC (Parent-Teacher-Community Clubs), Title 1 Parent Involvement, community groups etc. 	
	Superintendent's Cabinet, District Mathematic Specialists	<p>4. Establish feedforward and feedback loops between various stakeholder groups and district level support staff.</p> <ul style="list-style-type: none"> ● Review Stakeholder input ● Review PDSA progress ● Data Analysis ● Resource alignment 	On-going January 2020-May 2022
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 Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

David Douglas district leaders on the Superintendent's Cabinet meet twice weekly. Data review and monitoring routines will be calendared throughout the year during these meetings. We will use a data review protocol that monitors the implementation of adult actions and analyzes student assessment data. The specific dates for monitoring will be driven by the assessment windows and professional learning schedule for administrators and certified staff. The analysis will be shared with administrators and will be used to inform agenda items for administrator meetings and updates to the district improvement plan.