

District Comprehensive Improvement Plan

SY 19-20

District Name Santiam Canyon

ESSA
Status

District Direction

Vision: Santiam Canyon School District will inspire lifelong learning and transform lives by empowering students with the values, skills and knowledge required to be productive global citizens.

Mission: We will strive to provide students a quality education by:

- Establishing strong collaborative relationships
- Fostering a safe, positive and supportive learning environment
- Working to help students develop their limitless potential

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

Goal 1: All students will graduate with the academic and social emotional skills necessary to be successful and fulfilled in a 21st Century world.

Measure(s): High School Graduation, success on large scale measures i.e. (Smarter Balanced, District assessments, social-emotional data i.e. DESSA, attendance data), student surveys, post secondary matriculation

Goal 2: All students will engage in an instructional program that intentionally incorporates the development of academic and social emotional skills necessary for success in high school and beyond.

Measure(s): Transcripts/credit attainment, interim assessment data, 8th grade state testing, 9th grade on-track data

Goal 3: All students will successfully progress (transition) through the pre-kindergarten through high school system.

Measure(s): Kindergarten Readiness Assessment, Student engagement surveys, transcripts/credit attainment, success on large scale measures, 9th grade on-track

Purpose Statement for Continuous Improvement:

If our structures and approach(es) to learning reflect our identity as an organization and align with our vision for student readiness (student outcomes), we will realize our goal to graduate all students with the critical skills necessary to be successful and fulfilled in the 21st Century.

Domain-related Priorities, Strategies, Strategy Measures and Actions

Priority 1:					
<i>What we say we will do.</i>	<p>*Strategy # 1.1 (Written as a Theory of Action and reflects evidence-based practices)</p>		<p>If we develop a clear, compelling shared identify and set of 21st Century outcomes for Santiam Canyon,</p> <hr/> <p>then our approaches to learning and the structures that support them will be aligned</p> <hr/> <p>and all students will develop the academic and social-emotional skills needed to be productive citizens.</p>		
	<p>ORISS Domain (Check which Domain this strategy most closely aligns with to)</p>		<p>Leadership <input type="checkbox"/></p> <p>Talent Development <input type="checkbox"/></p> <p>Inclusive Policy, Structure and Practice <input type="checkbox"/></p>	<p>X Coordinated Educational Framework</p> <p>Stakeholder Engagement <input type="checkbox"/></p>	
<i>How we will know it is working?</i>	Quarterly Measurement	Leading Indicators:	Fall Stakeholder Engagement Complete; Shared Vision for student outcomes identified; Baseline Student Feedback Data Generated	Winter Our District Maxims (<i>Clear statements of identity</i>) are established	Spring Systems and processes audited for alignment compared to our newly established shared identity and vision
		Annual (Lagging) Indicators:	Year 1 Staff, student and community consensus of readiness outcomes established	Year 2 Teaching and Learning aligned with Vision for Readiness and shared Identity.	Year 3 Students graduating with the necessary skills for 21 st century success and fulfillment.
<i>How we will get the work done?</i>	Actions (To be accomplished this school year)		Due Date	Responsible Person/Team	Output (Tangible product as a result of the Action)
	1. Engage key stakeholders within the Santiam Canyon community specific to developing a shared vision for readiness and elements of the District's identity.		10/18	Superintendent Site Leadership Inflexion	• Stakeholder Engagement Report
	2. Develop a shared set of 21 st century outcomes for students in Santiam schools.		12/18	Superintendent Site Leadership Inflexion	<ul style="list-style-type: none"> • A clear and compelling set of Life Ready Maxims representing the core drivers that equip and empower every student to pursue their passion, interests, and aspirations. • A key set of recommendations specific to staff, students, families, and the community.
	3. Articulate the shared identity of Santiam Canyon Schools.		2/19	Superintendent Site Leadership	• District maxims that reflect the shared values, beliefs, mental

			Inflexion	models, attitudes and vision for the district.
	4. Build and implement an awareness campaign specific to the district's identity and shared vision for student outcomes	6/19	Superintendent Site Leadership Inflexion	<ul style="list-style-type: none"> Analysis of current strategic plans in relation to the outcomes of Actions 2 and 3

*Additional strategies may be added.

Trimester and Annual Performance Updates	Update Date	What supports are being provided to schools?	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?

Priority 2:					
What we say we will do.	<p>*Strategy # 1.1 (Written as a Theory of Action and reflects evidence-based practices)</p>		<p>If we apply our shared vision for student outcomes to our efforts in support of all students</p> <p>then we can build multi-tiered systems</p> <p>and be equipped to successfully meet the varied academic, functional, and social-emotional needs of all our students.</p>		
	<p>ORISS Domain (Check which Domain this strategy most closely aligns with to)</p>		<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Inclusive Policy, <input type="checkbox"/> Structure and Practice	<input type="checkbox"/> Coordinated Educational Framework <input type="checkbox"/> Stakeholder Engagement	
How we will know it is working?	Quarterly Measurement	Leading Indicators:	Fall Universal outcome standards identified	Winter Shared strategies and approaches for achieving student outcomes are developed	Spring Processes and protocols incorporate vision for student outcomes and district maxims. Instructional rounds reflect the use of specific, shared strategies and approaches reflected in the universal look for documents.
		Annual (Lagging) Indicators:	Year 1	Year 2	Year 3

			Student services aligned so that interventions are reinforced and supported by universal classroom practices.	Increased levels of achievement and success for all students specific to key measures in Goal 2 and 3.	Increased levels of achievement specific to key measures in Goal 1.
How we will get the work done?	Actions (To be accomplished this school year)	Due Date	Responsible Person/Team	Output (Tangible product as a result of the Action)	
	2. Engage all staff in professional development designed to ensure we have universal approaches aligned to our identity and vision for student outcomes.	8/18 – 6/19	Inflexion District and School Leadership	<ul style="list-style-type: none"> • <i>Look-for</i> documents that articulate what staff and students should be doing if universal instruction is aligned to our shared vision for readiness and key elements of identity. • Continuity and connections between classrooms and levels. • Student feedback articulating a clear understanding of the shared vision for student outcomes. 	
	2. Engage all staff in professional development specific to trauma informed practices.	8/18-6/19	District and School Leadership Lonny Webb (Consultant) Trauma-Informed Care professionals	<ul style="list-style-type: none"> • Classroom practices reflect trauma-informed care. • School and district level policies and processes reflect and support trauma-informed care and practices. 	
	3. Align strategic and individualized supports for students with universal approaches, as well as trauma informed practices.	8/18 – 6/19	Inflexion District and School Leadership Key Intervention Staff	<ul style="list-style-type: none"> • A Multi-Tiered System of Support that aligns with a shared vision of student outcomes and incorporated trauma-informed care. • Strategic and intensive supports clearly articulate the skills/outcomes they are designed to develop. 	
	4. Evaluate current formative assessment practices, curriculum-based assessments and interim data sources and consider new ways to assess students in relation to shared vision for student outcomes.		Building Leaders	<ul style="list-style-type: none"> • SWOT (<i>Strengths, weaknesses, opportunity, threats</i>) analysis of formative assessments, curriculum-based assessments and interim data sources. 	

*Additional strategies may be added.

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Priority 3:

What we say we will do.	<p>*Strategy # 1.1 (Written as a Theory of Action and reflects evidence-based practices)</p>	<p>If we empower school and district leadership then we will develop the capacity to sustain this work and leverage this strategic investment to realize our vision for student outcomes.</p>
	<p>ORISS Domain (Check which Domain this strategy most closely aligns with to)</p>	<p>X Leadership _____ Coordinated Educational Framework _____ Talent Development _____ Stakeholder Engagement _____ Inclusive Policy, _____ Structure and Practice</p>

How we will know it is working?	Quarterly Measurement	Leading Indicators:	Fall District and site leadership engaged in developing vision and student outcomes	Winter District and site leadership engaged in developing vision and student outcomes	Spring District and site leadership engaged in analyzing current systems for student outcomes
		Annual (Lagging) Indicators:	Year 1 District and site leadership can articulate: (a) organizational theory as applied to effective schools, (b) trauma-informed care, (c) implementing effective multi-tiered systems of support, and (d) effective use of relevant interim assessment	Year 2 District and site leadership can apply principles of: (a) organizational theory (b) trauma-informed care, (c) multi-tiered systems of support, and (d) comprehensive assessment system to support system change	Year 3 District and site leadership can evaluate: (a) organizational theory as applied to effective schools, (b) trauma-informed care, (c) multi-tiered systems of support, and (d) effective use of comprehensive assessment system

How we will get the work done?	Actions (To be accomplished this school year)	Due Date	Responsible Person/Team	Output (Tangible product as a result of the Action)
	1. Engage District and Site Leaders in embedded professional development and support specific to Strategy 1 and 2 described above.	8/18 – 6/19	District and School Leadership Trauma-Informed Care professionals Leadership coaches/trainers	district and site leadership will develop an understanding of key elements of this proposal. Specifically, (a) organizational theory as applied to effective schools, (b) trauma-informed care, (c) implementing effective multi-tiered systems of support, and (d) effective use of relevant interim

				assessment data to drive instruction, interventions and systems changes
	2.			
	3.			
	4.			

*Additional strategies may be added.

<i>Trimester and Annual Performance Updates</i>	Update Date	What supports are being provided to schools?	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?