Oregon District Continuous Improvement Plan Template

School Year	2019-2020
District	Dallas School District 2

District Direction Section

Vision	Every student in Dallas Public School District is known by name, strength and need, and graduates ready for career, college, and community.
Mission	Our mission is to provide the highest quality education, ensuring every student develops the academic, functional, professional-technical, and social-emotional skills necessary to succeed in life.

Comprehensive Needs Assessment Summary

What data did our team examine?
ODE Collected Data
4-Year Cohort Graduation Rates
5-Year Cohort Graduation Rates
Class Size
ELA Student Performance
Math Student Performance
Kindergarten Assessment
Ninth Grade On-Track
CTE Reports
Student Mobility
Chronic Absentee and Regular Attenders

DSD Collected Data
Stakeholder Feedback (staff, students, parents/guardians, community members)
Career Pathway Interest Survey
Business/Industry Skill Gap Survey
Senior Survey
Failure Rates
Parent Surveys
Professional Learning Survey
SpEd Surveys (licensed staff and parents)
Priority-based Budgeting Forums
SpEd Parent Forums
TELL Oregon Survey
Licensed Staff Empathy Interviews
Building Culture Surveys

How did the team examine the different needs of all learner groups?
Disaggregated data according to race/ethnicity, gender, students with diverse needs, students navigating poverty, students identified as talented and gifted, students navigating homelessness, students with accommodations, students labeled as ever English learners, and students labeled as migrant. We also disaggregated the data, creating cross-lists, by grade level, building, program participation, subject area, course enrollment, and groups.

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

We included demographic categories in almost all our data collections, which allowed us to sort the data according specific criteria. For example, we noticed that students who were ever English learners demonstrated inequities in

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student outcomes. By sorting our feedback and input surveys according to the "Ever English Learner" demographic, we were able to focus in on the specific needs of ELL students, families, and community members, elevating their voice in order to address the inequities. For the Dallas community, we specifically focused on students navigating poverty, students with special needs, students who were ever English learners, and students of historically underserved races and ethnicities.

What needs did our data review elevate?
1. Expanded options for learning

2. Social, emotional, and behavioral supports

3. Curriculum and instruction

4. Staff-to-student ratio

5. School safety and security

How were stakeholders involved in the needs assessment process?
Dallas School District involves staff members, students, parents/guardians, and community members throughout the needs assessment and CIP development process. We host community engagement forums, collect feedback and input through various targeted and general surveys, publish drafts for review to specific stakeholder committees and to the general public, and present regular updates to the Dallas School District Board of Directors. We intentionally reach out to underrepresented stakeholders through our McKinney-Vento liaison, Title I family engagement, Ever English Learner family nights, and Special Education public forums on the weekend.

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.
Dallas School District prioritizes expanded options for learning, social, emotional, and behavioral supports, and curriculum and instruction. We believe that prioritizing these needs will allow us to indirectly address the remaining needs of staff-to-student ratios and school safety and security.

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Long Term District Goals & Metrics

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

Goal 1	All students will graduate with the academic skills necessary to succeed in life.		
Metrics	By (2020)	By (2021)	By (2022)
	(2019-20) DSD Instructional Improvement teams will provide a recommendation and implementation plan for new curriculum adoption	(2020-21) DSD teachers will implement the adopted curriculum with fidelity	(2021-22) 2% increase in students meeting or exceeding state assessments across all tested grade levels.
Goal 2	All students will graduate with the social and emotional skills necessary to succeed in life.		

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Metrics	By (2020)	By (2021)	By (2022)
	(2019-20) DSD will consolidate behavior incident reporting into a single platform and establish baseline data for major and minor incidents	(2020-21) 2% decrease in combined major and minor behavior incidents across the district	(2021-22) 2% decrease in combined major and minor behavior incidents across the district
Goal 3	All students will graduate with the professional and technical skills necessary to succeed in life.		
Metrics	By (2020)	By (2021)	By (2022)
	(2019-20) DSD Instructional Improvement teams will create a K-12 scope and sequence of professional and technical skills, propose an implementation plan for professional and technical learning, and establish baseline data for stakeholder satisfaction with professional and technical skill development in Dallas schools.	(2020-21) 2% increase in stakeholder satisfaction with professional and technical skill development in Dallas schools.	(2021-22) 2% increase in stakeholder satisfaction with professional and technical skill development in Dallas schools.

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
Every Day Matters	Increased opportunities for student learning
PBIS	SEL for students
PLC/Data Teams	Improved instructional practices, data-informed decision-making
RULER/Character Strong/Outward Mindset	SEL for staff and students
GLAD/SIOP/Constructing Meaning	Improved instructional practice
PLTW/STEAM/Deeper Learning/Innovate Dallas	Expanded learning options
AVID/ASPIRE/Naviance	Academic and professional skill development
CTE	Expanded learning options, professional and technical skill development
ENVoY	Improved instructional practice
High School Success	9th grade on track

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

District Goal this strategy supports		Goal 1: All students will graduate with the academic skills necessary to succeed in life.		
What are we going to do?	Strategy # 1.1 – 1.3 Written as a Theory of Action and reflects evidence-based practices	1.1 If we establish collaborative Instructional Improvement teams consisting of representation from all buildings, grade levels, and staff groups (classified, certified, administrative) to create action plans focused on instructional improvement, then those teams will be able to create action plans that will be effective in the specific contexts of Dallas School District, and stakeholders will implement the plans with greater fidelity. 1.2 If we provide professional learning and training according to evidence-based practices, then staff members will better understand the new curriculum, and staff members will implement the new curriculum with greater fidelity. 1.3 If we implement a newly adopted curriculum with fidelity, then students will experience a guaranteed, viable, and aligned curriculum, and student learning will increase.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 1.1 Meeting minutes and sign-in sheets from Academic Instructional Improvement team meetings 1.2 Meeting minutes and sign-in sheets from Academic Instructional Improvement team meetings 1.3 Meeting minutes and sign-in sheets from Academic Instructional Improvement team meetings	Winter 1.1 Academic Instructional Improvement team reports to Board of Directors **1.2 Academic Instructional Improvement team reports to Board of Directors** **1.3 Academic Instructional Improvement team reports to Board of Directors**	Spring 1.1 Academic Instructional Improvement team reports to Board of Directors, including recommendation for curriculum adoption and implementation plan 1.2 Instructional Improvement team reports to Board of Directors, including Professional Development plan 1.3 Academic Instructional Improvement team reports to Board of Directors, including implementation plan
	Measures of Evidence for Students ("and" statement)	Fall 1.1 Gather baseline data on teacher perception of and fidelity to current curricula **1.2 Gather baseline data on teacher perception of**	Winter 1.1 Gather feedback and input data from Board of Directors and community	Spring 1.1 Gather feedback and input data from licensed and classified staff on adoption and implementation plan

District Goal this strategy supports	Goal 1: All students will graduate with the academic skills necessary to succeed in life.		
	current professional development practices 1.3 Gather baseline data on current student learning outcomes for ELA and Mathematics	1.2 Gather feedback and input data from Board of Directors and community 1.3 Gather feedback and input data from Board of Directors and community	1.2 Collect feedback and input data from licensed and classified staff on professional development plan 1.3 Collect baseline data on 2019-20 student learning outcomes for ELA and Mathematics.

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Shannon Ritter, Tim Ray, and Darrick Bruns	1. Instructional Improvement Teams formation with representation from each building, grade level, and staffing level (classified, certified, administrative)	10/1/2019
	Instructional Improvement Teams	2. Curriculum review process articulation	12/1/2019
	Instructional Improvement Teams	3. Curriculum review process execution	3/1/2020
	Instructional Improvement Teams	4. Curriculum adoption recommendation and implementation plan	5/1/2020
	Instructional Improvement Teams	5. Professional learning and training plan	6/1/2020

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

		Goal 2: All students will graduate with the social and emotional skills necessary to succeed in life.		
District Goal this strategy supports				
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	2.1 If we establish collaborative Instructional Improvement teams consisting of representation from all buildings, grade levels, and staff groups (classified, certified, administrative) to create action plans focused on instructional improvement, then those teams will be able to create action plans that will be effective in the specific contexts of Dallas School District, and stakeholders will implement the plans with greater fidelity. 2.2 If the SEL Instructional Improvement Team articulates a K-12 scope and sequence of SEL skills, then teachers will implement more SEL into their instruction, and students will better learn to recognize, understand, label, express, and regulate their emotions. 2.3 If teachers integrate SEL curriculum into their instruction, then students will better learn to recognize, understand, label, express, and regulate their emotions, and student behavior incidents will decrease.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2.1 Meeting minutes and sign-in sheets from SEL Instructional Improvement team meetings 2.2 Meeting minutes and sign-in sheets from SEL Instructional Improvement team meetings 2.3 Meeting minutes and sign-in sheets from SEL Instructional Improvement team meetings	Winter 2.1 SEL Instructional Improvement team reports to Board of Directors 2.2 SEL Instructional Improvement team reports to Board of Directors 2.3 SEL Instructional Improvement team reports to Board of Directors	Spring 2.1 SEL Instructional Improvement team reports to Board of Directors, including recommendation for SEL curriculum adoption and SEL skill implementation plan 2.2 SEL Instructional Improvement team reports to Board of Directors, including Professional Development plan 2.3 SEL Instructional Improvement team reports to Board of Directors, including implementation plan for SEL skills
	Measures of Evidence for Students ("and" statement)	Fall 2.1 Collect baseline data on teacher perception of	Winter	Spring 2.1 Collect feedback and input data from licensed and classified staff

District Goal this strategy supports	Goal 2: All students will graduate with the social and emotional skills necessary to succeed in life.		
	and fidelity to current SEL practices 2.2 Collect baseline data on students' ability to recognize, understand, label, express, and regulate emotions using the DESSA assessment 2.3 Collect baseline data on major and minor student behavior incidents	2.1 Collect feedback and input data from Board of Directors and community 2.2 Gather feedback and input data from Board of Directors and community 2.3 Gather feedback and input data from Board of Directors and community	members on implementation plan 2.2 Collect feedback and input data from licensed and classified staff on professional development plan 2.3 Collect student outcome data on major and minor behavior incidents for 2019-20 school year

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Shannon Ritter, Tim Ray, and Darrick Bruns	1. Instructional Improvement Teams formation with representation from each building, grade level, and staffing level (classified, certified, administrative)	10/1/19
	Instructional Improvement Teams	2. Develop K-12 scope and sequence of SEL skills	12/1/19
	Instructional Improvement Teams	3. Design implementation plan for SEL skills	3/1/20
	Instructional Improvement Teams	4. Design professional development plan for SEL skills	5/1/20
	Instructional Improvement Teams	5. Collect and analyze behavior data	6/1/20

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

District Goal this strategy supports	Goal 3: All students will graduate with the professional and technical skills necessary to succeed in life.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	3.1 If we establish collaborative Instructional Improvement teams consisting of representation from all buildings, grade levels, and staff groups (classified, certified, administrative) to create action plans focused on instructional improvement, then those teams will be able to create action plans that will be effective in the specific contexts of Dallas School District, and stakeholders will implement the plans with greater fidelity. 3.2 If the Professional-Technical Instructional Improvement Team articulates a K-12 scope and sequence of Professional-Technical skills, then teachers will more explicitly teach Professional-Technical skills, and students will better learn to communicate, to collaborate, to manage their time, to lead, to be flexible, and to manage themselves. 3.3 If we offer expanded and diverse learning options for students, then students will experience a more well-rounded education, and students' professional-technical outcomes will increase.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 3.1 Meeting minutes and sign-in sheets from Professional-Technical Instructional Improvement team meetings 3.2 Meeting minutes and sign-in sheets from Professional-Technical Instructional Improvement team meetings 3.3 Meeting minutes and sign-in sheets from Professional-Technical Instructional Improvement team meetings	Winter 3.1 Professional-Technical Instructional Improvement team reports to Board of Directors 3.2 Professional-Technical Instructional Improvement team reports to Board of Directors 3.3 Professional-Technical Instructional Improvement team reports to Board of Directors	Spring 3.1 Professional-Technical Instructional Improvement team reports to Board of Directors, including recommendation for Professional-Technical skills scope and sequence 3.2 Professional-Technical Instructional Improvement team reports to Board of Directors, including Professional Development and implementation plan 3.3 Professional-Technical Instructional Improvement team reports to Board of Directors, including implementation plan for new courses and pathways to begin 2020-21 school year

District Goal this strategy supports	Goal 3: All students will graduate with the professional and technical skills necessary to succeed in life.			
	Measures of Evidence for Students ("and" statement)	Fall 3.1 Collect baseline data on current reality of professional-technical skill development in DSD 3.2 Establish method for collecting Professional-Technical student outcome data 3.3 Establish data link between current courses and student success rates, compared to pathway participants (students experiencing expanded options)	Winter 3.1 Collect feedback and input data from Board of Directors and community 3.2 Collect feedback and input data from Board of Directors and community 3.3 Collect feedback and input data from Board of Directors and community	Spring 3.1 Gather feedback and input data from licensed and classified staff on implementation plan 3.2 Collect feedback and input data from licensed and classified staff on scope and sequence and professional development plan 3.3 Pilot method for collecting Professional-technical student outcome data
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Shannon Ritter, Tim Ray, and Darrick Bruns	1. Instructional Improvement Teams formation with representation from each building, grade level, and staffing level (classified, certified, administrative)		10/1/19
	Instructional Improvement Teams	2. Develop K-12 scope and sequence of Professional-Technical skills		12/1/19
	Instructional Improvement Teams	3. Develop implementation and professional learning plans for Professional-Technical skills		3/1/20
	Instructional Improvement Teams	4. Propose new courses and pathways for adoption		5/1/20
	Instructional Improvement Teams	5. Collect and analyze Professional-Technical student outcomes		6/1/20

District Goal this strategy supports	Goal 3: All students will graduate with the professional and technical skills necessary to succeed in life.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X__ Leadership __X__ Talent Development __X__ Stakeholder Engagement and Partnership __X__ Well-Rounded, Coordinated Learning __X__ Inclusive Policy and Practice

District Plan
Self-Monitoring Routines

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

District Instructional Improvement teams provide quarterly update reports to the Dallas School District Board of Directors. Instructional Improvement leaders answer the following questions:

What strategies are being employed?
What does your evidence show?
What is working, and what is not?
What adjustments are needed?
What supports are being provided, and what more is needed?

District Instructional Improvement teams review performance data and outcome results three times per year (beginning, middle, end).

Director of Instructional Services reports to Administrative team monthly.