Dallas School District

2019-2020

Ask yourself…is it good for kids?

September 23, 2019 Final

Our 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.

Our Promise:

Every student in Dallas Public School District is known by name, strength and need, and graduates ready for career, college, and community.

Our vision:

- Continue the focus on learning for all
- All students value education and want to come to school
- Ongoing collaboration among all staff
- Teaching to district adopted Common Core Standards, using research based best practices, and skill focused
- Common regular assessments
- Interventions and enrichments based on regular assessments
- Improve teaching and learning based on data, reflection, and collaboration
- Accurate and timely feedback for parents

Our goals:

1. All students will obtain a high school diploma that is appropriate and meaningful.

2. Dallas School District will continue to create safe learning environments.

3. Dallas School District will continue to promote transparency with involvement from the budget review committee, district staff, and others in the allocation of resource to meet the mission of the district.

Goal 1: All students will obtain a high school diploma that is appropriate and meaningful.

A. **Strategy: Implement District ESSA Plan based on academic, functional, professional-technical, and social-emotional skills.**

Professional and Technical Skills

High School Success, Measure 98: The High School and College and Career Readiness Act of 2016 is an initiative that targets three key areas to improve high school graduation; establish or expand Career and Technical Education programs, establish or expand college level educational opportunities in high schools, and establish and expand drop-out prevention strategies in high schools.

- Oregon Department of Education approved the second year district plan June 1, 2019, which is dedicated to implement strategies in all three key areas. The district expanded and enhanced Career and Technical Education by adding new CTE programs in culinary arts, health sciences, information communication technology and engineering. In 2018-19 this was expanded to include a focus on education resulting in 7 pathways. Most CTE courses will be offered as Dual Credit, articulated credit with Chemeketa Community College.
- The district is implementing the Advancement Via Individual Determination (AVID) program as a drop-out prevention strategy. The first cohort of ninth grade students began in 2017-18. The third cohort will begin 2019-20.
- Math intervention will be provided for students attending Morrison Alternative Program.

Measurement: *District Report Card from Oregon Department of Education, Survey Feedback from students*

Academic Skills

Standards based Education: Common Core for ELA and Math, Next Gen Science Standards

Professional Development: Over the course of several years our CLASS Team has worked hard to develop systems for increasing teacher-driven Professional Development. This has shifted our mode from relying solely on outside "experts" to using teacher leaders within our district to provide PD during PD days throughout the school year. The Team has also developed peer-to-peer learning protocols which allow us as a district to tap on the expertise we collectively possess as professionals. Learning walks are one of the more successful peer-to-peer protocols being implemented at various schools. Collaboration time has become an integral part of the PD days to encourage the sharing of new learning with colleagues in their PLC groups.

Science, Technology, Engineering, and Math (STEM): STEM education integrates concepts that are usually taught as separate subjects in different classes and emphasizes the application of knowledge to real-life situations. A lesson or unit in a STEM class is typically based around finding a solution to a real-world problem and tends to emphasize project-based learning.

Project Based Learning (PBL): Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

Advancement Via Individual Determination (AVID): AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

Deeper Learning: Education that emphasizes core academic content, critical thinking, problem solving, collaboration, effective communication, self-directed learning, and an academic mindset.

Student Intervention Team (SIT): SIT is a school-based group whose purpose is to assist in developing intervention strategies to meet the needs of student who experiencing difficulties that prevent them succeeding in the general education environment. The team works collaboratively with the classroom teach, parents, specials and community agencies to assess concerns, identify student strengths develop intervention ideas, assign responsibilities and monitor result of the intervention.

Curriculum Team: The Academic, Professional-Technical, and Social Emotional learning teams will continue planning efforts for development and alignment of K-12 skills. These efforts will result in progression for initial implementation during the 2020-21 school year.

Measurement: *District Report Card from Oregon Department of Education, Common Assessments*

Social Emotional Skills

Trauma Informed Practices: Trauma informed practices are used to create a learning environment that is safe and supported. On-going support will be provided during building PLC time, and as needed by the Counseling and Polk County Team. Parent education classes will occur three times through the year and offer family services as needed.

Positive Behavioral Interventions and Supports (PBIS): PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

Leadership Development: Dallas School District leadership development includes teacher leaders and administrators. We will continue to develop skills that will support the positive collaborative culture that exists within buildings and the district. Leaders participate in Instructional Rounds on a monthly basis to receive and provide feedback. Leadership development will continue through Arbinger Institute Training. Arbinger provides training, consulting, coaching, and implementation tools that move individuals, teams, and organizations from the default self-focus we call an inward mindset to the results focus of an outward mindset.

Social Emotional Curriculum: RULER is an evidence-based approach for integrating social and emotional learning into schools. RULER applies “hard science” to the teaching of what have historically been called “soft skills.” RULER teaches the skills of emotional intelligence -- those associated with recognizing, understanding, labeling, expressing, and regulating emotion. Decades of research show that these skills are essential to effective teaching and learning, sound decision making, physical and mental health, and success in school and beyond. RULER creates schools that are true safe harbors for our children. It does this by developing emotional intelligence in students from preschool to high school and in all adults

involved in their education: school administrators, teachers, and support staff. Parents also participate in training so that they can reinforce the emotional skills that students learn at school. This approach gives a unique depth and consistency to social and emotional learning that empowers school leaders and teachers to create a genuinely safe space for students to learn and grow.

Polk County Partnership: Provides mental health skills training to individuals, groups and families as needed and as assigned by school and county personnel, and upon self -referral from clients and families within the district's assigned schools. Group skills training may include, but is not limited to, assistance in the development of skills in anger management, life/academic skills, healthy relationships, peer relationships, anti-bullying, and other identified topic areas.

Measurement: Annual Polk County Report, SWIS Data, Class Size, Climate Surveys (TELL and Student Survey), Attendance Rates, Club, Sports, Activity Participation.

B. Dallas School District will conduct an annual audit of each of the charter schools.

Evidence: Annual Board Report

C. Dallas School District will monitor and report the number of students attending virtual schools.

Evidence: Parent Request Records

D. Dallas School District will monitor and report the number home school students accessing district classes.

Evidence: Student Records

E. Student Success Act

The Student Success Act (SSA) was signed into law following the 2019 Legislative Session. Beginning in the 2020-21 fiscal year, the law will provide funding for new opportunities for Dallas School District students and every student in the state of Oregon, particularly students who have been historically underserved. Allowable investments of these funds must include one or more of the following categories – class size reduction; well-rounded education opportunities; additional instructional time; health and safety. During the 2019-20 school year, the district will create community and stakeholder engagement opportunities. The results of this engagement will be used to form the district Continuous Improvement Plan, required for the Dallas School District funding application (Student Investment Account). The application will be submitted to the Oregon Department of Education by March 1, 2020.

Community and stakeholder engagement opportunities will also seek district facility planning and prioritizing feedback for future bond planning efforts.

Evidence: Willamette Education Services District Records and Oregon Department of Education

Goal 2: Dallas School District will continue to build safe learning environments.

A. **Complete the bond projects and identify the next phase of bond projects. Communicate the bond work and progress to all patrons and district staff inclusive of the Superintendent Facilities Committee.**

Evidence: Citizens Oversight Committee Meeting Minutes and Board Updates

B. **Plan and conduct evacuation drills in addition to safety drills and monthly fire drills.**

Evidence: Feedback from Evacuation Drills for Whitworth and Oakdale Heights Elementary Schools

Goal 3: Dallas School District will promote transparency through meaningful and timely communication with involvement from the budget review committee, District Finance Committee, Superintendent Special Education Advisory Committee, district staff, and others in the allocation of resources to meet the mission of the district.

Evidence: Meeting notes from Budget and Finance Committees, District Collaboration Committee, Administrators, email, and newspaper

Reference

Deeper Learning: http://www.edweek.org/ew/articles/2014/10/01/06deeplearning.h34.html

AVID: http://www.avid.org/what-is-avid.ashx

Project Based Learning: http://www.bie.org/about/what_pbl

PBIS: https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs

Cognitive Coaching: http://www.thinkingcollaborative.com/

Arbinger Institute: https://arbinger.com/about/

RULER: http://ei.yale.edu/ruler/faqs/

Student Success Act: http://www.oregon.gove/ode/studentsuccess