

Action Plan for Strategic Investments

School Year	2019-20
District	Gresham-Barlow School District

District Direction Section

Vision	Culturally Responsive Graduates who will Thrive in an Ever changing Global Community
Mission	Inspire and Empower Each Student

Comprehensive Needs Assessment Summary

What data did our team examine?

- OSAS Data District wide data in ELA and Math analyzed by grade and demographic.
- OSAS Target Reports by grade level and school
- iReady Diagnostic Data for both Math and Reading in grades K - 8
- DIBELS screener data and progress monitoring data
- Graduation Rates for the past five years analyzed by demographic
- 9th Grade on-track rates for the past five years analyzed by school and demographic
- Credit attainment at the high school level - grades / dual credit / CTE enrollment / college prep coursework
- Attendance data analyzed by school, grade level, and demographic
- Behavior data analyzed by school, grade level, and demographic
- College / Career Readiness Assessments (SAT / PSAT / ACT)
- Feedback from focus groups, key communicators, and community partners (see list below)

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

This process took place over the course of a few months where we analyzed the data through an equity lens to consider access and inclusion in addition to which we were attaining equitable outcomes for all student groups. This process included administrators, teachers, educational assistants, and other members of the community

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

What needs did our data review elevate?

We intentionally focused our data analysis on historically underserved student groups. We looked for growth as well as achievement in our academic indicators in addition to disparities in outcome data such as graduation rates and attendance. Following this analysis, we engaged various partner groups and every school community in a needs assessment followed by a root cause analysis. These became the basis for the District Continuous Improvement Plan, Department Plans and every School Improvement Plan.

How were stakeholders involved in the needs assessment process?

We assembled stakeholders at various points over time to review the data, compile a needs assessment, and conduct a root cause analysis based on the needs assessment. This process began in the Spring of 2019 and was iterative in nature.

Which needs will become priority improvement areas? Graduation Rates

- Overall Graduation Rate growth to match the state average
- Close the Graduation Rate gap between white students and historically underserved student populations
- OSAS Scores (ELA and Math)
 - Overall OSAS % met to match the state average
 - Close the gap in the % of students who meet grade level standards between white students and historically underserved student populations.
- 9th Grade On-Track
 - Overall 9th Grade On-Track % growth to match the state average
 - Close the 9th Grade On-Track % gap between white students and historically underserved student populations
- Attendance Rates
 - At least 90% of our students attending 90% of the time
 - Focus on increasing attendance rates especially at the secondary level
- Behavior
 - Reduce the overall number of disciplinary incidents
 - Eliminate the disparities in the numbers of referrals given to white students versus students of color

Long Term District Goals & Metrics

- Graduation Rate: Increase by 4% each year
- 9th Grade On-Track: Increase by 4% each year
- OSAS - 3rd Grade Reading (High Growth): Increase by 5% each year
- OSAS - 8th Grade Math (High Growth): Increase by 5% each year
- Attendance Rate: Increase by 5% each year
- Behavior (Suspensions): Decrease by 5% each year

Goal 1 (Investment 1): Accessible and Intentional instruction

Metrics	By 2020		By 2021		By 2022	
	Graduation Rate	77%	Graduation Rate	81%	Graduation Rate: 85%	85%
9th Grade On-Track	85%	9th Grade On-Track	89%	9th Grade On-Track:	93%	
OSAS - 3rd Grade Reading	43%	OSAS - 3rd Grade Reading	48%	OSAS - 3rd Grade Reading	53%	
OSAS - 8th Grade Math	36%	OSAS - 8th Grade Math	41%	OSAS - 8th Grade Math	46%	

Goal 2 (Investment 2): Evidence-Based Decision Making

Metrics	By 2020		By 2021		By 2022	
	Graduation Rate	77%	Graduation Rate	81%	Graduation Rate	85%
9th Grade On-Track	85%	9th Grade On-Track	89%	9th Grade On-Track	92%	
OSAS - 3rd Grade Reading	43%	OSAS - 3rd Grade Reading	48%	OSAS - 3rd Grade Reading	53%	
OSAS - 8th Grade Math	36%	OSAS - 8th Grade Math	41%	OSAS - 8th Grade Math	46%	
Attendance Rate	82%	Attendance Rate	87%	Attendance Rate	92%	
Behavior (Suspensions)	899	Behavior (Suspensions)	855	Behavior (Suspensions)	813	

Goal 3 (Investment 3): Teaching and Learning Environment

Metrics	By 2020		By 2021		By 2022	
	Attendance Rate	82%	Attendance Rate	87%	Attendance Rate	92%
Behavior (Suspensions)	899	Behavior (Suspensions)	855	Behavior (Suspensions)	813	

Goal 4 (Investment 4): Student, Family and Community Partnerships

Metrics	By 2020		By 2021		By 2022	
	Graduation Rate	77%	Graduation Rate	81%	Graduation Rate	85%
9th Grade On-Track	85%	9th Grade On-Track	89%	9th Grade On-Track	92%	
Attendance Rate	82%	Attendance Rate	87%	Attendance Rate	92%	
Behavior (Suspensions)	899	Behavior (Suspensions)	855	Behavior (Suspensions)	813	

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

<p>District Goal this strategy supports</p>	<p>Goal 1 (Investment 1): Accessible and Intentional Instruction Accessible and Intentional Instruction includes all aspects of teaching and learning in order to ensure equitable access and outcomes for all students.</p>			
<p>What are we going to do?</p>	<p>Strategy # 1.1</p>	<p><u>Clear learning outcomes</u></p> <p><u>IF</u> teachers have appropriately high expectations, construct alignment between relevant, accurate, and comprehensible lessons, tasks, and assignments, <u>AND</u> share success criteria with students, <u>THEN</u> every student will show evidence of increased academic success and demonstrate the ability to meet grade level standards.</p>		
<p>How will we know the plan is working?</p>	<p>Measures of Evidence for Adult Actions</p>	<p>Fall</p> <ul style="list-style-type: none"> - Admin survey of students on Clarity work 	<p>Winter</p> <ul style="list-style-type: none"> - Admin survey of students on Clarity work - Copies of PL learning plans and calendar - Coaching artifacts (See below) - Qualitative data from tech walks 	<p>Spring</p> <ul style="list-style-type: none"> - Admin survey of students on Clarity work - Copies of PL learning plans and calendar - Coaching artifacts (See below) - Qualitative data from tech walks
<p>Measures of Evidence for Students</p>	<p>Fall</p> <ul style="list-style-type: none"> - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners. 	<p>Winter</p> <ul style="list-style-type: none"> - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average. 	<p>Spring</p> <ul style="list-style-type: none"> - iReady Reading Diagnostic data indicates that a greater % of students finish on grade level than the previous year. - iReady Math Diagnostic data indicates that a greater % of students finish on grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average. - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average. 	

<i>How we will get the work done?</i>	Person/Team Responsible	Action Steps To be completed this year	Due Date
		Healthy core instruction	
	Instructional Learning Team (ILT)	Providing Professional Learning (PL) to administrators and teachers on Identify Concepts and Skills	Fall 2019
	ILT	Providing PL to administrators and teachers on Sequence Learning Progressions	Fall 2019
	ILT	Providing PL to administrators and teachers on Elaborate Learning Intentions	Fall 2019
	ILT	Providing PL to administrators and teachers on Craft Success Criteria	Winter 2020
	ILT	Providing PL to administrators and teachers on Modify Learning Intentions to Include Language Expectations	Winter 2020
	ILT	Providing PL to administrators and teachers on Determine the Relevance of the Learning	Winter 2020
	ILT	Providing PL to administrators and teachers on Design Assessment Opportunities	Spring 2020
	ILT	Providing PL to administrators and teachers on Create Meaningful Learning Experiences	Spring 2020
	ILT	Providing PL to administrators and teachers on Establish Mastery of Standards	Spring 2020
	Gradual Release of Responsibility		
	Instructional Learning Team (ILT)	Administrators PL to Train the Trainer on Developing Focused Instruction	Spring 2020
	ILT	Administrators PL to Train the Trainer on Developing Refine Guided Instruction	Spring 2020
	ILT	Administrators PL to Train the Trainer on Developing Focus on Collaborative Learning	Spring 2020
	ILT	Administrators PL to Train the Trainer on Developing Encourage Independent Learning	Spring 2020
	Coaching Model		
	Instructional Coaches	Clearly define our roles and boundaries using graphic (system, service driven)	Fall 2020
	Instructional Coaches	Create artifacts (may include: Menu, Coaching cycle graphic - done, On-line signup, Posters, Website, Newsletter, Ways to celebrate wins, Classroom observation gathering tool (CAL), Q's for empathy data)	Spring 2020
	Instructional Coaches	Distribute and make accessible GBSD website	Spring 2020
	Instructional Coaches	After cycle survey Q's/Observation Tools	Winter 2020
	Instructional Coaches	Create coaching log	Spring 2020
	Instructional Coaches	Meet w/principals re: roles and during Admin Meetings	Ongoing
	Instructional Coaches	Tie work to district instructional model (Clarity)	Winter 2020

	New Teacher Mentors	Revamp Letter of Commitment	Spring 2020
	New Teacher Mentors, GBEA & HR Director	MOU updated	Spring 2020
	New Teacher Mentors	Revamp Communication Log w/ Teachers CAL	Spring 2020
	New Teacher Mentors	Figure out who will gather empathy data	Spring 2020
	New Teacher Mentors	Develop administrative feedback tool	Spring 2020
	New Teacher Mentors	Revamp New Educator Academy exit ticket	Spring 2020
	Tech Innovation Team	Create Pre and Post assessment for Tech Walks measuring comfort level using technology in the classroom as well as interest in specific programs	Fall 2019
	Tech Innovation Team	Research and develop admin observation/"look fors" tool	Winter 2020
	Tech Innovation Team	Administer pre and post tech walk assessment	Winter 2020
	Tech Innovation Team	Review pre and post tech walk data to inform instruction	Winter 2020
	Tech Innovation Team	Collect qualitative data post Tech Walks	Spring 2020
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 Goal this strategy supports	Goal 1 (Investment 1): Accessible and Intentional Instruction Accessible and Intentional Instruction includes all aspects of teaching and learning in order to ensure equitable access and outcomes for all students.		
What are we going to do?	Strategy # 1.2	<u>Relevant professional learning</u> <u>IF</u> we provide professional learning on differentiated instruction through co-teaching, Universal Design for Learning, AVID strategies, and postsecondary transition planning, <u>AND</u> teachers ensure access to these strategies, <u>THEN</u> every student will show evidence of increased academic success and demonstrate the ability to meet grade level standards.	

How we will know the plan is working	Measures of Evidence for Adult Actions	Fall - AVID Site Plans - STEPSS ODE Grant plan	Winter - Calendar of UDL Trainings - District AVID action plan	Spring - Evidence of District-wide tracking module in Synergy - Menu of rubric for co-teaching - Menu of collaborative co-teaching strategies - Calendar of counselor job-alikes
	Measures of Evidence for Students	Fall - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners.	Winter - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average. - Samples of student progress monitoring data.	Spring - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average. - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average. - Samples of student progress monitoring data. - Copies of post-secondary plans.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		AVID		
	Assistant Supt.	Hired Coordinator of AVID		October 2019
	AVID Coordinator	Developed plan of action for AVID districtwide		December 2019
	AVID Coordinator	Onboard additional schools for the 2020 school year		August 2020

AVID Coordinator	Continue AVID professional development district wide	Ongoing
Differentiated instruction for diverse learners, including 504/IEP		
Student Support Services Office (SSSO)	Assist all schools in collecting progress data, monitoring and calibrating IEP goals to assure data driven and research based instruction is delivered with fidelity to Special Education students.	June 2020
SSSO	Provide additional training and coaching to Special Education teachers on implementation of the use of Goalbook in Common Core/Universal Design Driven IEP development.	Five identified training events between October 2019 and June 2020
SSSO/Technology	Implement district-wide tracking system for 504's by the addition of the 504 module in Synergy	June 2020
SSSO/K-12 Executive Director	Improve fidelity of the district-wide system of 504 development and implementation by providing 504 requirements training to counselors and select principals	Counselor Job-Alike Winter 2020 K-5 and 8-12 Principal Meetings Spring 2020
Postsecondary Readiness		
SSSO	State Toolkit Examining Post-School Success (STEPSS) ODE Grant Program to examine Special Education Students Transition, Graduation Planning and Post-High School Engagement Data	October 2019
SSSO	STEPSS ODE Grant Program to provide intentional training for development and implementation of transition IEP's, Diploma options and post-secondary engagement of Special Education Students.	Grant ends June 2020
Exec Dir of Innovation & Partnerships	Develop system so that all students graduate with a postsecondary plan and supports for a successful transition	June 2020
Universal Design for Learning		
SSSO	District-wide implementation of Universal Design for Learning (UDL) for Special Education teachers in order to better guide the design of learning experiences to proactively meet the needs of all learners.	Four targeted UDL Trainings from October 2019 through June 2020
SSSO	SSSO Leadership team will review IEP goals' data for fidelity to Universal Design to narrow training targets for 2020-2021.	June 2020
Co-teaching		
Powell Valley (PV) Principal & EL Director	Provide professional learning for classroom, EL and special education specialists to develop collaborative teaching strategies and routines	June 2020
PV Principal & EL Director	Create a schedule that provides time for regular collaborative planning for classroom teachers and specialists	June 2020
PV Principal & EL Director	Develop a menu and rubric of collaborative strategies and practices that classroom teachers and specialists can select from to meet the specific needs of students	June 2020

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 Goal this strategy supports	Goal 1 (Investment 1): Accessible and Intentional Instruction Accessible and Intentional Instruction includes all aspects of teaching and learning in order to ensure equitable access and outcomes for all students.			
What are we going to do?	Strategy # 1.3	<u>Authentic learning experiences</u> <u>IF</u> we provide authentic learning experiences for students such as dual language instruction, project based learning, and other relevant instructional models, <u>AND</u> teachers are trained and supported to deliver instructional models which support real world relevance, <u>THEN</u> every student will show evidence of increased academic success and demonstrate the ability to meet grade level standards.		
How we will know the plan is working	Measures of Evidence for Adult Actions	Fall - HI staff participation in DLI professional learning and ongoing conversations. - Copy of DLI student assessment plan	Winter - HI DLI professional learning & collaboration continues. - Estrellita for Spanish literacy is consistently implemented. - Action plans from DLI literacy data reviews	Spring - HI DLI professional learning & collaboration continues. - Explicit bridging between languages begins to develop - Copies of STREAM labs. - Copy of CTE scope and sequence.
	Measures of Evidence for Students	Fall - All students participate in instructional activities in Spanish. - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners.	Winter - IDEL & Estrellita assessments show developing Spanish literacy skills in all students. - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average.	Spring - IDEL, Estrellita, & student observations show progress in Spanish literacy skills and some transfer to English - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average.

				<ul style="list-style-type: none"> - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		Project Based Learning (PBL)		
	Exec Dir of Innov & Part	Develop Pk-5 Career Awareness framework (i.e. World of Work,		May 2020
	Exec Dir of Innov & Part	Ensure all teachers using PBL are trained in same framework and aligned with content standards.		Ongoing
	Assistant Super	Critical Friends protocols are utilized to evaluate and improve all PBL units.		Ongoing
		STREAM (Science Technology Reading Engineering Art and Math)		
	Exec Dir of Innov & Part	Develop 6-8 STREAM framework and develop related STREAM experiences for Career Exploration		January 2020
	Assistant Supt	Convene District Committee to design curriculum, instruction and materials for the development of the STREAM Labs		June 2020
	Exec Supt, Dir of Teaching & Learning, coaches	STREAM curricula developed using core standards integrated with 21st century standards (ISTE)		June 2020 and ongoing
		Interventions		
	SSSO/Federal Programs	Assist elementary programs in schedules that assure research based interventions and extensions in literacy and numeracy are delivered with fidelity to all students.		June 2020
	SSSO/Federal Programs	Assist elementary ERC programs in scheduling and training to allow ERC students to receive research based interventions with fidelity.		June 2020
	ILT	Assist school leadership and staff to identify high leverage intervention strategies and measure effectiveness of implementation. K-12		Ongoing
		Career Linked Learning		
	Exec Dir of Innov & Part	Define scope and sequence per career cluster: Define major skills or targets per grade level		June 2020
	Exec Dir of Innov & Part	Apply equity lens decision making tool to new actions		Ongoing
	Exec Dir of Innov & Part	Develop professional learning needed for culturally responsive approaches to career education		April 2020
	Exec Dir of Innov & Part	Work with opportunity youth and students in alternative settings to get their feedback on Career Linked Learning		Ongoing
		Postsecondary Transition Planning		

	Exec Dir of SSSO	STEPPS ODE Grant Participation	June 2020
	Exec Dir of Innov & Part	Implement Education Plan and Profile (Schoolinks) grades 6-12 with MS/HS counseling and support staff	May 2020
	Exec Dir of Innov & Part	Work with opportunity youth and students in alternative settings to get their feedback on Postsecondary Transition Planning	Ongoing
	Exec Dir of Innov & Part	Develop 6-12 Career/College Scope & Sequence	June 2020
		CTE/choice & options for learning	
	Exec Dir of Innov & Part	Develop 6-12 Career/College Scope & Sequence for equitable access to college level course work	June 2020
	Exec Dir of Innov & Part	Develop 1 or 2 new CTE Programs of Study	May 2020
		Dual Language (DLI)	
	EL Director	Plans and facilitates professional learning & collab.	Aug 2019 - June 2020
	EL Director	Develops draft student assessment plan with staff	Aug - Oct 2019
	Principal	Continues DLI overview conversations with all staff	Aug 2019 - June 2020
	EL Director	Works with DLI team to plan DLI parent engagement	Aug 2019 - May 2020
	EL Director	Plans for DLI staff recruitment with DLI schools & HR Dept	Dec 2019 - Apr 2020
	EL Director	Communicates about DLI via Insider, website, etc.	Aug 2019 - June 2020
	EL Director	Reviews DLI literacy data with principal & DLI staff	Dec 2019, Mar & Jun 2019
	EL Director	Ensures curriculum materials are available for DLI	Aug 2019 - May 2020
	EL Director	Plans community & student recruiting efforts for 20-21	Jan 2020
	EL Director	Coordinate expansion efforts to next grade levels & schools	Nov 2019 - June 2020
	EL Director	Collaborates with SSSO for student support in DLI	Oct 2019 - June 2020
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 Goal this strategy supports	Goal 2 (Investment 2): Evidence Based Decision Making Differentiation decisions and classroom-level instructional decisions to support student learning are based on data.		
What are we going to do?	Strategy # 2.1	<u>Collaborative Learning</u> <u>I</u> f all educators in the GBSD are trained to work collaboratively by engaging in a process of continual improvement (Plan / Do / Study / Act) to address the learning needs of every student <u>A</u> ND educators utilize these strategies in their professional learning communities <u>T</u> HEN every student will show evidence of increased academic success and demonstrate the ability to meet grade level standards.	
How we will know the plan is working	Measures of Evidence for Adult Actions	Fall - Copies of meeting notes	Winter - Summaries of meeting notes Spring - Copies of School Improvement Plans

		- Calendar of meeting events - Copies of protocols	- Copies of protocols - Copies of data teams action plan cycles	- Copies of District Improvement Plans - Copies of data team action plan cycles
	Measures of Evidence for Students	Fall - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners.	Winter - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average.	Spring - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average. - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		Early Indicator & Intervention System (EIS)		
	SSSO/Federal Programs	Assist ESSA Targeted School Improvement (TSI) Schools Hall Elementary and East Gresham Elementary in data examination and further development of behavior and academic intervention schedules, programs and interventions.		January - June 2020
	SSSO/Federal Programs	Assist ESSA TSI Hall Elementary and East Gresham Elementary elementary ERC programs in scheduling and training to allow ERC students to receive research based interventions with fidelity.		January - June 2020
	Instructional Leadership Team	Assist School leadership teams K-12 in utilizing a new EIS to identify systemic root cause and tier 1 actions to address the root causes		June 2020
		Data teams		
Assistant Supt	Evaluate the current state of data team implementation district-wide.		February 2020	

	Assistant Supt	Model / practice the data team process (plan-do-study-act) with administrative teams (District Instructional Leadership Team, Leveled Administrative Teams, etc).	Ongoing - Monthly
	Assistant Supt	Create district-wide agreements around the data team process. (teaming protocols, team membership, access to data, meeting minutes, calendaring)	June 2020
		Data Talks	
	Assistant Supt	Create a protocol for the data discussions.	October 2019
	Assistant Supt	Revise the protocol for the data talk discussions based on feedback from the initial round of data talks.	February 2020
	Assistant Supt	Meet with building principals three times each year to review school level data and action plans.	November 2019, February 2020, May 2020
	Assistant Supt	Use information from data talks to inform the revision of individual School Improvement Plans and the District Continuous Improvement Plan.	April 2020
		Learning walks - <i>ESSA District Capacity Building</i>	
	Assistant Supt	Implement half day Learning Walks utilizing a facilitator bring all ES, MS, and HS principals together (including ILT, coaches, and teacher leaders) monthly to align Clarity, Grade level standards, and Tier One to strengthen district leadership capacity	Ongoing
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	

District Goal this strategy supports	Goal 2 (Investment 2): Evidence Based Decision Making Differentiation decisions and classroom-level instructional decisions to support student learning are based on data.			
What are we going to do?	Strategy # 2.2	<u>Individualized Education</u> <u>IF</u> we provide purposeful and appropriate individualized education options <u>AND</u> students are given voice and choice <u>THEN</u> every student will show evidence of increased academic success and demonstrate the ability to meet grade level standards.		
How we will know the plan is working	Measures of Evidence for Adult Actions	Fall - Copies of College and Career platform training calendar. -Usage of the platform	Winter - Copies of 9th grade success team meeting minutes. -Usage increases	Spring - Copies of blended lessons (digital / face to face). - Copies of work produced by the STEPPS ODE Grant. - Plans for Summer 2020 9th grade Transition. - Plan for 504 / IEP transition from 8th to 9th grade. -Usage increases

				<ul style="list-style-type: none"> - Ongoing implementation plan to the use of Schoolinks. - Copy of educational continuum services for students.
	Measures of Evidence for Students	<p>Fall</p> <ul style="list-style-type: none"> - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners. 	<p>Winter</p> <ul style="list-style-type: none"> - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average. - Examples of student work in Schoolinks. 	<p>Spring</p> <ul style="list-style-type: none"> - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average. - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		Blended / online learning options		
	Asst Supt	High School and Middle School opportunities for students to make progress on their learning path		Spring 2020
	Asst Supt	Ensure students control pace and path of learning		Spring 2020
	Asst Supt	Develop blended lesson blocks with digital and face to face experiences with teachers		Spring 2020
		Education Plan & Profile		
	Exec Dir of Innov & Part	Implement Education Plan and Profile grades 6-12 with MS/HS counseling and support staff		May 2020
		Multiple pathways to learner engagement & success		
	Exec Dir of Innov & Part	Ensure re-engagement system to ensure all students are able to access education in the best fit learning environment		June 2020

	Exec Dir of Innov & Part	Design continuum of educational option system for services based on the education and social & emotional needs of secondary students	June 2020	
		Postsecondary transition planning		
	SSSO	STEPPS ODE Implementation Grant Participation	June 2020	
	Exec Dir of Innov & Part	Implement Education Plan and Profile grades 6-12 with MS/HS counseling and support staff	May 2020	
	Exec Dir of Innov & Part	Work with opportunity youth and students in alternative settings to get their feedback on Postsecondary Transition Planning	Ongoing	
		Intentional supports for key transitions (9th grade)		
	SSSO/MS/HS	Recalibrate the protocol for Special Education and 504 students transitioning from grade eight to grade nine. This will include specific documented baseline through sophisticated expectations for all students on IEP's and 504's.	February - May 2020	
	Exec Dir of Innov & Part	8th grade student engagement liaisons	June 2020	
	Exec Dir of Innov & Part	Summer camps for 8th to 9th grade transition	June 2020	
	Exec Dir of Innov & Part	9th grade on-track teams	Ongoing	
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 Goal this strategy supports	Goal 2 (Investment 2): Evidence Based Decision Making Differentiation decisions and classroom-level instructional decisions to support student learning are based on data.			
What are we going to do?	Strategy # 2.3	<u>Assessment Literacy</u> <u>IF</u> all GBSD educators understand the appropriate use and application of formative, interim, and summative assessment data by increasing assessment literacy, <u>AND</u> GBSD educators use this information to make more informed instructional decisions, <u>THEN</u> every student will show evidence of increased academic success and demonstrate the ability to meet grade level standards.		
How we will know the plan is working	Measures of Evidence for Adult Actions	Fall - Copies of individual student intervention plans - Calendar of post-secondary readiness assessments.	Winter - Copy of the plan for post-secondary assessments calendar for 2020/21 school year. - Copies of progress monitoring notes. - Copies of Tier 2 and Tier 3 meetings.	Spring - Copies of individual student intervention plans - Copies of progress monitoring notes. - Copies of Tier 2 and Tier 3 meetings.

	Measures of Evidence for Students	Fall - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners.	Winter - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average. - Copies of PSAT / SAT / ACT scores. - Copies of progress monitoring scores.	Spring - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average. - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average. - Copies of progress monitoring scores.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		Core diagnostics/ academic interventions		
	Asst Supt & Dir. Research, Asmt & Eval	Implement iReady Math and Reading student diagnostics three times (Fall, Winter, Spring) during the school year.		September 2019 January 2020 May 2020
	Asst Supt & Dir. Research, Asmt & Eval	Train building educators to understand and interpret iReady student diagnostic results.		Ongoing
	Asst Supt & Dir. Research, Asmt & Eval	Create individual student intervention plans based on student learning needs.		Ongoing
	Asst Supt & Dir. Research, Asmt & Eval	Progress monitor student learning and adjust intervention plans as necessary		Ongoing
		Core Screeners		

	Fed Prog & Dir. Research, Asmt & Eval	Implement DIBELS in grades K-2 to examine the health of our core reading instruction in addition to identifying struggling readings and students with dyslexia.	September 2019 January 2020 May 2020
	Fed Prog & Dir. Research, Asmt & Eval	Title I schools will pilot DIBELS 8 and provide information to the Instructional Leadership team for implementation for 2020-21.	Spring 2020
	Asst Supt	Pilot the use of Edgenuity as a core screener in the upper grades	Spring 2020
		Postsecondary readiness assessments (OSAS, WorkKeys, PSAT/ACT/SAT, etc.)	
	Dir Res, Asmt, and Eval	Provide a nationally-normed criterion-referenced test of postsecondary readiness to all 10th grade students.	October 2019
	Dir Res, Asmt, and Eval	Provide an opportunity for 11th and 12th grade students to take a nationally-normed criterion-referenced test of postsecondary readiness for all 11th and 12th grade students.	October 2019
	Dir Res, Asmt, and Eval	Explore other opportunities for students to participate in postsecondary readiness assessments	January 2020
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	

District Goal this strategy supports	Goal 3 (Investment 3): Teaching and Learning Environment Warm, welcoming, and safe environment which acknowledges the various cultures and lived experiences of our students and allows them to learn, grow and thrive.			
What are we going to do?	Strategy # 3.1	<u>Social and Emotional Learning</u> <u>IF</u> all adults and students are trained in an evidence-based approach for integrating social and emotional learning throughout the school day and beyond, <u>AND</u> every adult and student is able to recognize, understand, label, express, and regulate emotions <u>THEN</u> we will improve the behavioral, social, emotional, and mental health for every adult and student resulting in greater learning gains and higher academic performance.		
How we will know the plan is working	Measures of Evidence for Adult Actions	Fall - Draft of school safety and climate survey. - Copy of GBSD school budget with identified revenue for mental health services for students. - Calendar of RULER training lessons with sample activities.	Winter - Contract to offer drug and alcohol counseling services to high school students.	Spring - Plan for a student health center at GHS. - Published results from the school safety and climate survey. - Plan for the school safety and climate survey for 2020/21.
	Measures of Evidence for Students	Fall - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners.	Winter - Copy of school safety and climate survey results. - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average.	Spring - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average. - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average.

	Person or Team Responsible	Action Steps To be completed this year	Due Date	
How we will get the work done		School health services		
	Asst Supt	Revisit planning proposal for GHS Student Health Center, focused on funding sources for construction and start up costs.	Spring 2020	
	Asst Supt	Reengage Student Health Center partners (Multnomah County, Wallace Medical Concern, OSBHA, MESD)	Spring 2020	
		SEL school climate survey		
	Fed Prog Dir & Exec Dir of Inn & Partner	School safety and climate survey for students	Winter 2020	
	Fed Prog Dir & Exec Dir of Inn & Partner	Analysis of survey data and develop plans, both at district and site levels to address opportunities for growth (i.e. focus groups, empathy interviews, TIP professional learning)	Winter 2020	
	Fed Prog Dir & Exec Dir of Inn & Partner	Share survey outcomes and next steps with students, families and community	Spring 2020	
	Fed Prog Dir & Exec Dir of Inn & Partner	Plan for student and family school safety and climate surveys for 2020-21	Spring 2020	
		Mental Health Supports (elementary prevention & intervention services; secondary D & A)		
	Exec Dir of SSSO	The adopted 19-20 GBSD budget identified revenue to enhance mental health services in schools.	Fall 2019	
	Exec Dir of SSSO	Identify a mental health service enhancement focused on school-wide prevention, individual intervention, and medicaid billing with the hope of expanding to additional schools over time. This service is starting in two schools.	Winter 2020	
	Exec Dir of SSSO	GBSD contracted for enhanced drug and alcohol services at our two large high schools.	Winter 2020	
		Common SEL K-12 Model		
	Instructional Leadership Team (ILT)	Researched and discussed various models.	Spring 2019	
	ILT	Attended a RULER training in spring of 2019.	Spring 2019	
	ILT	Begin implementing the Yale University researched based RULER program.	May 2019	
	ILT	Train building administrators and additional Leadership Team members to implement RULER at the building level in 20-21.	June 2020	
	ILT	Train building staff and other instructional programs staffs district-wide in RULER.	June 2021	
	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 Goal this strategy supports	Goal 3 (Investment 3): Teaching and Learning Environment Warm, welcoming, and safe environment which acknowledges the various cultures and lived experiences of our students and allows them to learn, grow and thrive.			
What are we going to do?	Strategy # 3.2	<u>Culturally Responsive Schools</u> <u>IF</u> all adults are trained in culturally responsive teaching practices, <u>AND</u> every adult utilizes these strategies daily as they work with students, <u>THEN</u> we will improve the behavioral, social, emotional, and mental health for every student resulting in greater learning gains and higher academic performance.		
How we will know the plan is working	Measures of Evidence for Adult Actions	Fall - List of participants in multi-day equity training experiences.	Winter - Catalog of courses for the Professional Growth Academy. - Minutes from monthly meetings of the Chronic Absenteeism group. - Plan for ways to increase the diversity of the GBSD educators.	Spring - List of individuals who took part in the Professional Growth Academy offerings. - Minutes from monthly meetings of the Chronic Absenteeism group. - Analysis of GBSD hires and their impact on the overall diversity of the district.
	Measures of Evidence for Students	Fall - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners.	Winter - Copy of school safety and climate survey results. - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average.	Spring - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average. - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		Equity work with CEI and principals (diversity, equity, & inclusion) <i>-ESSA District Capacity Building</i>		

Exec Director of K-12	Secondary administrators participate in multi-day equity professional learning sponsored by COSA	May 2020
Deputy Director of HR	All members of district leadership team participate in ongoing professional learning with a focus on diversity, equity and inclusion led by Center for Equity & Inclusion	June 2020
District Leadership Team	Individual schools are participating in ongoing diversity, equity and inclusion led by the Center for Equity & Inclusion	June 2020
Teacher leadership & professional growth		
Asst Supt / Dir of Res, Asmt, & Eval	Develop a course catalog for the Professional Growth Academy that will help promote reflective practices and the implementation of best practices.	December 2019
Asst Supt / Dir of Res, Asmt, & Eval	Publicize courses being offered by the Professional Growth Academy.	January 2020
Asst Supt / Dir of Res, Asmt, & Eval	Offer courses and evaluate course effectiveness.	Spring 2020
Asst Supt / Dir of Res, Asmt, & Eval	Create a sustainability plan for the Professional Growth Academy that includes both courses and inquiry teams.	Spring 2020
Asst Supt / Dir of Res, Asmt, & Eval	Train teachers to teach courses in the Professional Growth Academy and equip interested teachers to lead inquiry teams.	Ongoing
Student Engagement (attendance & behavior as proxies for engagement)		
Exec Dir of Innov & Part/ Federal Programs	Convene Chronic Absenteeism Workgroup on a monthly basis to build district capacity to address chronic absenteeism and revise district attendance protocol, focusing on universal strategies.	June 2020
Exec Dir of Innov & Part/ Federal Programs	Hire student engagement liaisons to support Tier 1 attendance and behavior actions in Elementary & Middle Schools XXX- course offerings	June 2020
Equitable access to course work		
Exec Dir of Innov & Part	Convene secondary counselors to define and document the process for ensuring equitable assignment to college level and on track coursework	March 2020
Recruit & retain diverse staff		
HR Director	Continue to participate in university partnerships that support culturally diverse educators (BTP at PSU, Warner Pacific, etc.)	Ongoing
HR Director	Advertise open positions through culturally specific outlets such as OALA and OABE	Ongoing
HR & EL Directors	Facilitate multiple affinity group conversations with classified and licensed staff who are culturally and/or linguistically diverse	Ongoing
HR & EL Directors	Include culturally and linguistically diverse staff in recruiting efforts such as job fairs	Ongoing

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 Goal this strategy supports	Goal 3 (Investment 3): Teaching and Learning Environment Warm, welcoming, and safe environment which acknowledges the various cultures and lived experiences of our students and allows them to learn, grow and thrive.			
What are we going to do?	Strategy # 3.3	<u>Safe & Caring Environment</u> <u>IF</u> we provide a safe, equitable, culturally sensitive learning space <u>AND</u> all students feel valued and connected, <u>THEN</u> we will improve the behavioral, social, emotional, and mental health for every student resulting in greater learning gains and higher academic performance.		
How we will know the plan is working	Measures of Evidence for Adult Actions	Fall - Copy of updated GBSD emergency plan.	Winter - Copy of plan for aligning how behavior incidents are entered and tracked in our SIS systems. - Safety Town Hall agenda.	Spring - Copy of updated policies to address disproportionate disciplinary practices. - Copies of building master schedules that highlight times for collaboration between teachers and administrators. - Calendar of summer credit recovery options. - Implementation plan for all components of ASCA school counseling program.
	Measures of Evidence for Students	Fall - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners.	Winter - Copy of school safety and climate survey results. - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average.	Spring - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average.

			<ul style="list-style-type: none"> - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average.
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year	Due Date
		Behavior tracking & Intervention system (EIS)	
	Exec Dir of Innov & Part/ILT	Develop consistent and aligned process for documenting and tracking all discipline related incidents in order to better understand the scope of problem in school	June 2020
	Exec Dir of Innov & Part/ILT	With consistent documentation, use the new EIS to identify root cause and apply tier 1 actions where appropriate in each school	Ongoing
	Exec Dir of Innov & Part/ILT	Review and revise policies and practices for addressing disproportionality with regard to exclusionary discipline	June 2020
		District - Emergency Management and Safety	
	Chief Financial Officer (CFO), Dir of K-12	Create a common Google Folder that houses all building safety committee minutes, emergency drill documentation, the District Emergency operations plan, and other safety related procedures.	Fall 2019
	Chief Financial Officer (CFO), Ex Dir of K-12	Write and implement a plan that focuses GBSD safety improvement tasks.	September 2019
	Chief Financial Officer (CFO), Dir of K-12	Implement the four primary efforts written in the focused safety improvement plan: <ul style="list-style-type: none"> ● Prevention program linkage and alignment ● Train response staff in the Standard Reunification Model ● Implement a new standard response protocol, "Hold Procedure". ● Standardize our emergency response training including integration of communication tools. 	June 2020
	Chief Financial Officer (CFO), Dir of K-12	Host a Safety Town Hall to share information with the public and gather their thoughts about our work.	Spring 2020
		Scheduling time (PLCs, MTSS)	
	Asst Sup, Curriculum, Instruction, & Assessment	Work with administration to develop master schedules which allow for collaboration time for administrators, teachers and staff.	June 2020
	Asst Sup, Curriculum,	Ensure adequate resources are allocated for staff to have collaboration time aligned with PLC & MTSS framework.	June 2020

	Instruction, & Assessment		
		Year-round schedules & options	
	Exec Dir, Innov & Partnerships	Support Summer credit recovery options available to all high school students	June 2020
	Exec Dir, Innov & Partnerships	Replicate programming for Rising 9th graders to have access to summer transition programming which carries the possibility of earning HS credit	June 2020
		ASCA counseling model	
	SSSO/ Exec Dir of Innov & Partnerships	<p>Counselors will development an implementation plan for all components of ASCA school counseling program that will:</p> <ul style="list-style-type: none"> ● be based on data-informed decision making ● be delivered to all students systematically ● a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success ● close achievement and opportunity gaps ● result in improved student achievement, attendance and discipline 	June 2020
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 Goal this strategy supports	Goal 4 (Investment 4): Family, School & Community & Partnerships Schools, community agencies, and other organizations, engage families in meaningful and culturally appropriate ways while families take initiative to actively support their children’s development and learning.		
What are we going to do?	Strategy # 4.1 Written as a Theory of Action and reflects evidence-based practices	<u>Community and Family Engagement</u> <u>IF</u> we apply an equity lens to district policy and practices <u>AND</u> we create culturally appropriate and inclusive opportunities for community and family voice and engagement, <u>THEN</u> community partners and families will be able to connect with and contribute to our schools and students at the level which best matches their capacity, interests and needs.	
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall - Copy of the VILS Grant Application - Plan for Fred Meyer Grant	Winter - Copy of how safety and climate survey results will be communicated with students and families Spring - Calendar of Culturally specific family events that happened over the course of the school year - Plan for a student health center at GHS. - Published results from the school safety and climate survey.

	Measures of Evidence for Students (“and” statement)	Fall - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners.	Winter - Copy of school safety and climate survey results. - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average.	Spring - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average. - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		Social Services Hub/ School Based Health Center/SUN Community Schools		
	Asst Supt	Revisit planning proposal for GHS Student Health Center, focused on funding sources for construction and start up costs.		Spring 2020
	Asst Supt	Reengage Student Health Center partners (Multnomah County, Wallace Medical Concern, OSBHA, MESD)		Spring 2020
	SSSO/Exec Dir of Innov & Part	Coordinate and organize outside social service providers to create school-level wraparound systems of service		Spring 2020
	Director of Federal Programs	Partner with Fred Meyer to determine capacity and logistics for adding food pantries at SUN Sites		November/December 2019
	Director of Federal Programs	Engage with SUN Lead Agencies around access, distribution of food.		December 2019
		Family voice engagement (boundary, SSA, survey, etc.)		
	ILT	School safety and climate survey for students		February 2020
	ILT, School admin, building	Analysis of survey data and develop plans, both at district and site levels to address opportunities for growth (i.e. focus groups, empathy interviews, TIP professional learning)		March/April 2020

	leadership teams	K-12 insight Power my learning	
	ILT	Share survey outcomes and next steps with students, families and community	April 2020
	ILT	Plan for student and family school safety and climate surveys for 2020-21	May 2020
	Supporting tech access outside of school walls (VILS)		
	ILT and MS buildings	Two large MSs received a grant of one-to-one chrome book with internet accessibility for every student and will participate in ongoing training around the grant	December 2019
	Culturally specific family engagement opportunities		
	EL Director	Spanish speaking liaisons, a Russian speaking liaison, and interpreters support communications with families to increase engagement of linguistically diverse families	Ongoing
	EL Director	Latino parent evenings and Russian community events are planned at individual schools as appropriate based on school demographics	Ongoing
	EL Director	Spanish speaking liaisons and a Russian speaking liaison meet on a monthly basis to stay current on culturally specific topics and keep building staff informed	Ongoing
	Key Communicators		
	Superintendent	Bi-yearly meetings with communities of faith, business leaders, higher education, social service agencies, students, educators, families, school leaders, district leaders, school board and others who have historically experienced disparities in our schools More than a number and multiple mailings to community and social media Tri-fold "More than a Number" developed and sent to community Friendly format for Strategic Investment Plan (CIP)	Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input 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 Goal this strategy supports	Goal 4 (Investment 4): Family, School & Community & Partnerships Schools, community agencies, and other organizations, engage families in meaningful and culturally appropriate ways while families take initiative to actively support their children's development and learning.		
What are we going to do?	Strategy # 4.2 Written as a Theory of Action and reflects evidence-based practices	<u>Business and Industry Partnerships</u> <u>IF</u> we create a framework for business and industry partnerships built on diversity, equity, and inclusion <u>AND</u> apply this framework to who and how business and industry partners engage with students. <u>THEN</u> business and industry partners will be able to connect and collaborate with our students and schools at the level which best matches their capacity, interests, and needs.	

How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall - Outline of District CTE Career Clusters	Winter - Copies of teacher training plan for project based learning	Spring - Database of business / industry partners
	Measures of Evidence for Students (“and” statement)	Fall - Students in CTE programs have attendance rates that are above school averages - Students in CTE programs have discipline rates that are below school averages	Winter. - 9th Grade % on-track is at the state average. - Students in CTE programs have attendance rates that are above school averages - Students in CTE programs have discipline rates that are below school averages	Spring - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average. - Students in CTE programs have attendance rates that are above school averages - Students in CTE programs have discipline rates that are below school averages
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
		Develop partnership system		
	Exec Dir of Innov & Part	Create Tiered Partnership Framework		June 2020
	Exec Dir of Innov & Part	Create Database sign up for partners to connect to classrooms		July 2020
	Exec Dir of Innov & Part	Work with Chamber Director of Career Linked Learning to leverage business relationships		Ongoing
	Exec Dir of Innov & Part	Track attendance and discipline disaggregated by student groups in classrooms w/ partners		Quarterly by project
		Industry Partnerships aligned with pathways and high demand/ living career opportunities		
	Exec Dir of Innov & Part	Collaborate with STEAM hub and CTE partners for Regional alignment		Ongoing
	Exec Dir of Innov & Part	Work with MS and HS to ensure we have partners in each of the 6 career clusters		Ongoing
		Business/ Industry/ Educator Exchanges		
	Exec Dir of Innov & Part	Establish template using Industry/ educator exchanges in two pathways: multimedia and construction		June 2020
	Exec Dir of Innov & Part	Train all involved teachers in project based learning to ensure exchanges are aligned with instructional standards		January 2020
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 Goal this strategy supports	Goal 4 (Investment 4): Family, School & Community & Partnerships Schools, community agencies, and other organizations, engage families in meaningful and culturally appropriate ways while families take initiative to actively support their children’s development and learning.			

What are we going to do?	Strategy # 4.3 Written as a Theory of Action and reflects evidence-based practices	<u>Career Pathways</u> <u>IF</u> school, community, and industry partners work together to ensure all students engage in high-quality career-connected learning experiences and pathways, <u>AND</u> we create equitable access to training, education and careers that results in a sustainable income for each individual; <u>THEN</u> equity gaps in education and employment will close and every student in Gresham-Barlow will graduate ready for college, career, and life.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall - Complete the Futures Bus	Winter - Copies of communication campaign information - Professional learning plan for adapting culturally responsive approaches to CTE - Membership of the family/community advisory board	Spring - Copy of pK-5 career awareness framework - Policy for awarding high school credit for experiences outside of school - Grade 6-12 career/college scope and sequence
	Measures of Evidence for Students (“and” statement)	Fall - iReady Reading Diagnostic provides feedback to identify struggling learners. - iReady Math Diagnostic provides feedback to identify struggling learners.	Winter - iReady Reading Diagnostic growth is commensurate with national norms. - iReady Math Diagnostic growth is commensurate with national norms. - 9th Grade % on-track is at the state average. - Copies of PSAT / SAT / ACT scores. - Copies of progress monitoring scores.	Spring - iReady Reading Diagnostic data indicates that a greater percentage of students finish on/above grade level than the previous year. - iReady Math Diagnostic data indicates that a greater percentage of students finish on grade level than the previous year. - OSAS 3rd Grade ELA % meets data is at the state average. - OSAS 3rd grade Math % meets is at the state average. - OSAS 8th grade ELA % meets is at the state average. - OSAS 8th grade Math % meets is at the state average. - 9th Grade % on-track is at the state average. - GBSD graduation rates equal the state average. - Copies of progress monitoring scores.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Pathways to Career Success			

	Exec Dir of Innov & Part	Define scope and sequence per career cluster: Define major skills or targets per grade level	June 2020
	Exec Dir of Innov & Part	Develop a communication campaign for Preschool 2 Postsecondary Pathways to Career & Life Success	March 2020
	Exec Dir of Innov & Part	Apply equity lens decision making tool to new actions	Ongoing
	Exec Dir of Innov & Part	Develop professional learning needed for culturally responsive approaches to career education	April 2020
		Pathway stakeholder group	
	Exec Dir of Innov & Part	Create standing family and community advisory board for development of opportunities	February 2020
	Exec Dir of Innov & Part	Work with opportunity youth and students in alternative settings to get their feedback on Career Linked Learning	Ongoing
		Project Based Learning (PBL)	
	Exec Dir of Innov & Part	Develop Pk-5 Career Awareness framework (i.e. World of Work,	May 2020
	Exec Dir of Innov & Part	Ensure all teachers using PBL are trained in same framework and aligned with content standards.	Ongoing
		STREAM labs	
	Exec Dir of Innov & Part	Develop 6-8 STREAM framework for when students will participate STREAM labs and related experiences for Career Exploration Experiences	January 2020
		College partnerships	
	Exec Dir of Innov & Part	Develop 6-12 Career/College Scope & Sequence	June 2020
	Exec Dir of Innov & Part	Ensure a framework supports college level coursework that is equitably accessed by all students and that students receive the support they need.	June 2020
		CTE Programs of Study	
	Exec Dir of Innov & Part	Develop 1 or 2 new CTE Programs of Study	May 2020
		Postsecondary Transition planning	
	Exec Dir of Innov & Part	Implement Education Plan and Profile (Schoolinks) grades 6-12 with MS/HS counseling and support staff	May 2020
		Credit opportunities for experiential learning	
	Exec Dir of Innov & Part	Align policy and practices for awarding high school credit for experiences outside of school (i.e. Outdoor School, AVID tutors, Internships, and work based learning, etc.)	June 2020
	SSSO	STEPPS Program Grant Collaboration with ODE	June 2020
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	

Self-Monitoring Routines

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

The District Leadership Team and Building level teams will continually monitor progress on a quarterly basis.

Examples of these teams are:

- District Leadership Team
- Instructional Leadership Team
- Learning and Leading Meetings / Administration PLC's
- Building Site Councils
- Building Leadership Teams
- Building MTSS - Tier 1 / Tier 2 / Tier 3 Data Team Meetings
- 9th Grade Success Teams
- Data Discussions with Building Principals
- AVID Site Teams

The Gresham Barlow School District will utilize the "[Routines to Monitor Plan Implementation A Guide for District & School Teams](#)" document that has been published by ODE (updated in June 2019) to guide and direct our work in this area. The principles of improvement science have been imbedded in this plan and will form the framework for our continual data review.

Routine Example:

The chart below does not need to be completed prior to installation of district self-monitoring routines. It 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?

Performance Updates	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?