Oregon District Continuous Improvement Plan

School Year	2019-2020
District	Fern Ridge School District 28J

District Direction Section

Vision	Provide excellence for every student so that each will reach their greatest potential
Mission	The mission of the Fern Ridge School District is to graduate students prepared to continue their education, train for a profession/field, or enter the workforce. We will build: • **Relationships-** A supportive and safe school environment that values diversity, and in which all students and adults feel welcomed and respected. • **Rigor –** Maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills. • **Relevance –** Helping students connect and apply their education to the world of today and tomorrow.

Comprehensive Needs Assessment Summary

What data did our team examine?

The team examined:

1. The results of the Spring 2019 Title 2A needs assessment that was sent to all employees of the district to gather their input on their perception of what is needed to improve our district and what professional development could be implemented to assist with those needs.
2. A comparison of the Fall 2018 versus the Fall 2019 ORIS matrix survey sent to all stakeholders which included community, students, parents, staff, school board, administrators. The Fall 2019 ORIS survey was used as a template and in collaboration with our local ESD, the survey was adapted for our staff and sent out. The data is collected in Qualtrics so that we may use it to compare in the years to come.
3. Enrollment and attendance data were pulled from Consolidated Collections from K – 12 grade levels for the past three years.
4. Socioeconomic data and the supports that are in place for these students.
5. SWIS data from elementary and middle school and behavior data for the high school.
6. Student achievement data pulled from EasyCBM, State report cards, consolidated collections.
7. Graduate rate, 9th grade on track data
8. Engagement session feedback: The district has conducted a wide range of stakeholder engagement sessions over the past few months. These include: Evening community/parent/student session (October 8th), certified staff (Oct 16th), classified staff (November 1st) and student sessions (Oct 28th). In these approximately 2-hour sessions, constituents were provided with elementary academic achievement data, Middle School achievement data, 9th grade on-track data and attendance data. The data was broken down by commonly marginalized groups including SES, ELL, IEP, and minority groups. Data was collected in each of these sessions from attendees regarding ways to "close gaps" in the achievement data being presented.
9. In all data that was reviewed, when possible, it was broken down by historically underserved populations to ensure all students and any potential "gaps" were being discussed and evaluated.

All of the above data/feedback was then consolidated and reviewed by district administrative team prior to finalizing our goals that would be included in our CIP.

Vision	Provide excellence for every student so that each will reach their greatest potential

How did the team examine the different needs of all learner groups? As mentioned previously, whenever possible the data we reviewed was broken down into historically underserved groups. Discussions occurred throughout the engagement process with the focus being on the gaps in achievement that were present within our data. Including group trends in all areas that were reviewed.

How were inequities in student outcomes examined and brought forward in planning? As mentioned earlier, we shared data with our staff and constituents that was disaggregated. One critical task we did that made the data stand out as we brought it forward in planning was to present the percentages in an easy to read format. We broke down not only all students, but we created one "sub-group" that included: "White/Asian, not ED, not ELL, no disability." This created a very clear visual of how certain groups of students achieve at much different levels. A particularly alarming example was the fact that of our High School 9th graders that fell into that subgroup described above, 100% of them in the last 3 years ended their 9th grade year "ON-TRACK" to graduate. The reason this is alarming in that we have a large group of our students that achieve at this fantastic rate, yet our overall percent of students finishing on track was just slightly below the state average at 80.4 %. This gives a clearer example of the gaps that occur amongst certain demographics.

What needs did our data review elevate?
The review of our data showed that gaps in achievement occur in our district for economically disadvantaged students, English Language Learners (ELL), students on IEPs and 504s and underserved race ethnicity. The largest gaps occur in our special education served and economically disadvantaged students. Smaller gaps occurred in our underserved race ethnicity and ELL populations. This indicates to us that additional supports need to be identified, and strategies implemented to address these inequities in achievement.

An additional element of the review of our data showed that attendance and 9th grade on track are critical indicators of success. Students that attend school regularly are more likely to succeed, and students that finish their 9th grade year on track are much more likely to graduate.

How were stakeholders involved in the needs assessment process? Stakeholders have been involved in the process since it began in our district in the Spring of 2018 with a Title 2 needs assessment. In the Fall of 2018 and 2019, we used the ORIS survey (adapted to our district with support from our ESD) to engage a wide range of constituents. Stakeholder engagement sessions have occurred, and plans are being made to continue these later in the 19-20 school year, as well as ongoing in the years to come. In addition, social media and our website have been integral in keeping our stakeholders informed and engaged. Updates have been provided to our School Board throughout this process, and in January we have a dedicated work session planned to review our CIP and discuss our SIA application.

Which needs will become priority improvement areas?
Of the needs identified through our examination and review of this wide range of data at building ESSA teams, the following three goals were identified as priority areas:
-Increase the percentage of 3rd-5th grade students meeting SBAC proficiency in reading.
-Increase the percentage of 9th grade students finishing their 9th grade year "on-track" to graduate.
-Increase the percentage of students identified as regular attenders, K-12, as defined by ODE.

Vision	Provide excellence for every student so that each will reach their greatest potential		
	Long Term District Goals & Metrics		
Goal 1	Increase the percentage of 3rd-5th grade students meeting SBAC proficiency in reading.		
Metrics	By Spring 2020	By Spring 2021	By Spring 2022
	The previous 3-year average % of FRSD 3rd-5th grade students meeting SBAC proficiency in Reading is 49.8%. By the Spring of 2020 our goal is to have this 3-year average be at 51.8% or higher. The district understands, through a review of our data, that improving scores in our marginalized groups will have the largest impact on improving overall success. Our CIP plan and future SIA application will focus on these interventions.	By the Spring of 2021 our goal is to have this previous 3-year average be at 53.8% or higher.	By the Spring of 2022 our goal is to have this previous 3-year average be at 55.8% or higher.
Goal 2	Increase the percentage of 9th grade students finishing their 9th grade year "on-track" to graduate.		
Metrics	By Spring 2020	By Spring 2021	By Spring 2022
	In 2018-19, 76% of our high school students (at EHS)- finished their 9th grade year on track to graduate. Our 2020 data will show an improvement to at least 79% The district understands, through a review of our data, that improving scores in our marginalized groups will have the largest impact on improving overall success. Our CIP plan and future SIA application will focus on these interventions.	Our 2021 data will show an improvement to at least 82%	Our 2022 data will show an improvement to at least 85%

Vision	Provide excellence for every student so that each will reach their greatest potential
Goal 3	Increase the percentage of students identified as regular attenders as defined by ODE

Metrics	By Spring 2020	By Spring 2021	By Spring 2022
	The previous 3-year average % of FRSD K-12 students that were identified as regular attenders was 83.4%. By the Spring of 2020 our goal is to have this 3-year average be at 84.9%. The district understands, through a review of our data, that improving attendance in our marginalized groups will have the largest impact on improving overall attendance. Our CIP plan and future SIA application will focus on these interventions.	By the Spring of 2021 our goal is to have this 3-year average be at 86.4%.	By the Spring of 2022 our goal is to have this 3-year average be at 87.9%.

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
Chronic Absenteeism	We have a district Chronic absenteeism team that focuses on new and creative ways to engage students and encourage regular attendance.
High School Success	Our district maintains a Measure 98/High School Success committee that meets regularly to plan the use of these dollars in an effective way that addresses our identified needs. A strategy implemented in the Fall of 2019 was a 9th grade success class that is showing early promise as through the first 9 weeks, the total # of F's were reduced by 50% from the previous school year.
Title II	Initiatives identified in the Title II budget narrative aligned with district goals and priorities.
Title I-A	Our Title 1 schools are school-wide K-5 programs. All students are served with Title 1 dollars. Students needing additional support are identified by reviewing academic, behavior and attendance data every 6 weeks.

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

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<tr>
<td rowspan="2">District Goal this strategy supports</td>
<td colspan="4">Goal 1: Increase the percentage of 3rd-5th grade students meeting SBAC proficiency in reading</td>
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What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	**If we** continue to focus on the supports necessary to increase the number of students in class everyday (regular attenders), **Then** students will be engaged with the curriculum more consistently and develop habits that they will utilize throughout their K-12 career, **And** more students will reach and maintain reading proficiency.		

How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall 2019: Building absenteeism committees are created and begin to analyze and review data, as well as plan and develop strategies to improve. A particular focus will be on disaggregating data and concentrating on the improvement of historically underserved students/student groups.	Winter 2020: The teams continue to review absenteeism data and review best strategies to effect change in this area. Work in conjunction with chronic absenteeism specialist Mr. Ross Davis, through our ESD. Particular focus on improvement strategies for our underserved populations.	Spring 2020: Building teams will make specific recommendations to district administrators regarding absenteeism initiatives and funding to support identified interventions that can be included in the budgeting process. Particular focus on recommendations that will adequately address the needs of our underserved populations.
	Measures of Evidence for Students ("and" statement)	Fall 2019: Establish baseline attendance data pulled from data warehouse and or e-school.	Winter 2020: Show a minimum of a .75% growth among all students K-12 from baseline data.	Spring 2020: Show a minimum of a 1.5 % growth among all students K-12 from baseline data.

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Superintendent	Work collaboratively with educators and building principals to address chronic absenteeism through including it on our twice a month admin meeting agendas and incorporating ways the district can support these efforts.	Current-Ongoing
	Building Absenteeism teams	Analyze data and establish and identify baseline metrics for each building Review data in the Winter and Spring	November 2019

District Goal this strategy supports	Goal 1: Increase the percentage of 3rd-5th grade students meeting SBAC proficiency in reading			
		Make recommendations to District administrative team		
	District Admin	Work with Ross Davis to stay apprised of best practice to decrease absenteeism and access resources available in this regard. Especially around ways we can further engage the community.	Current and ongoing	
	Superintendent	Coordinate a district wide flu-shot clinic that is available for community members as well.	Oct 2019.-annually.	
	Building Principals	Make sharing the building absenteeism data a standard at all staff meetings, as well as training staff around best practices to support students with poor attendance.	Fall 2019-Ongoing	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.3, 1.4 Leadership 3.1, 3.2 Stakeholder Engagement & Partnerships 4.4, 4.5 Well Rounded Coordinated Learning Principles 5.1 Inclusive Policy and Practice.		
What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	**If we** establish and maintain PLC's at the elementary level **Then** teachers will implement instructional practice that utilizes a variety of researched based strategies, curriculum and assessments that are consistent **And** students will demonstrate growth in regards to reading proficiency.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2019: Establish a routine and schedule so that grade level teams are able and expected to meet at least 3x/month on Early Release Days	Winter 2020: 3rd-5th Grade PLC teams will meet at least 1x/month to discuss ELA Priority Standards as they relate to SBAC. Teachers will create agreements regarding common formative assessments.	Spring 2020:3rd-5th Grade PLC teams will meet at least 1x month to discuss data from CFAs (Common Formative Assessments) in order to improve and adjust instructional practices
	Measures of Evidence for Students ("and" statement)	Fall 2019: Students will complete EasyCBM MCRC Benchmark Assessments in grades 3 through 5.	Winter 2020: Students in 3rd-5th grades will show 2% growth on EasyCBM MCRC assessments, which can be an indicator of future success on SBAC achievement.	Spring 2020: Students in 3rd-5th grades will show 2% growth on EasyCBM MCRC assessments, which can be an indicator of future success on SBAC achievement.

District Goal this strategy supports	Goal 1: Increase the percentage of 3rd-5th grade students meeting SBAC proficiency in reading		
How we will get the work done	**Person or Team Responsible**	**Action Steps** **To be completed this year**	**Due Date**
	Superintendent	1. Budgets funds for Easy CBM implementation	Spring 2020
	Building Principals	2. Create consistent schedule for PLC Teams to meet	August 2019
	Building Principals	3. Provide professional development for grade level teams to create a common understanding of the PLC process	Ongoing in 2019-2020
	School Data Teams	4. Meet to document baseline data, establish goals, and discuss strategies	October 2019
	School Data Team	5. Meet to document interventions and progress on Easy CBM assessments	Every 6 weeks throughout the 2019-2020 school year
	Grade Level Teams	6. Meet 1x monthly to discuss ELA Priority Standards and create common calendar of assessments in alignment with SBAC expectations	Jan 2020-June 2020
	Grade Level Teams	7. Work as a team to review and discuss Oregon ELA Assessment Claim, Target, and Standards Crosswalk and Blueprints	January 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.3 Leadership 2.2 Talent Development 4.1, 4.2, 4.4, 4.5 Well Rounded Coordinated Learning Principles	
What are we going to do?	Strategy # 1.3 Written as a Theory of Action and reflects evidence-based practices	**If we** focus on research-based engagement and instructional strategies **Then** teachers will implement the strategies in classrooms throughout the school setting **And** students will demonstrate academic and attendance growth	

District Goal this strategy supports	Goal 1: Increase the percentage of 3rd-5th grade students meeting SBAC proficiency in reading			
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2019: Ensure that teachers have the opportunity to participate in research based professional development	Winter 2020: Provide staff training around engagement and relationship building with a focus on under-served populations	Spring 2020: Monitor implementation of engagement and instructional strategies through observations and walk-throughs
	Measures of Evidence for Students ("and" statement)	Fall 2019: Baseline data of Regular Attenders in K-5 from Spring 2019	Winter 2020: Percent of Regular Attenders in K-5 will increase by 1% (as compared to Fall Baseline data)	Spring 2020: Percent of Regular Attenders in K-5 will increase by 2% (as compared to Fall Baseline data)
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	1. Provides opportunity within the district budget for PD to be offered to school staff		Ongoing
	Building Principals and Teachers	2. Provide training opportunities around effective engagement and instructional strategies (provide articles, handouts, documents to support), both administrator led and teacher led		Winter/Spring 2020
	Lane ESD	3. Schedule PD sessions for teachers on High Expertise teaching		October 2019-February 2020
	Building Principals	4. Provide teachers will a checklist of effective engagement and instructional strategies that will be used during observation and walk-throughs		January, February, March 2020
	Teachers	5. Engage in learning and implementation of newly learned engagement and instructional strategies		Ongoing

		Goal 1: Increase the percentage of 3rd-5th grade students meeting SBAC proficiency in reading			
District Goal this strategy supports					
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.4 Leadership 2.1, 2.2, 2.3 Talent Development 4.1, 4.2 Well Rounded Coordinated Learning Principles 5.1 Inclusive Policy and Practice			

		Goal 2: Increase the percentage of 9th grade students finishing their 9th grade year "on-track" to graduate			
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	**If we** continue to focus on the supports necessary to increase the number of students in class everyday (regular attenders), **Then** students will be engaged with the curriculum more consistently and develop habits that they will utilize throughout their K-12 career, **And** more students will reach and maintain reading proficiency.			
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2019: Building absenteeism committees are created and begin to analyze and review data, as well as plan and develop strategies to improve. A particular focus will be on disaggregating data and the improvement of historically underserved students/student groups.	Winter 2020: The teams continue to review absenteeism data and review best strategies to effect change in this area. Work in conjunction with chronic absenteeism specialist Mr. Ross Davis, through our ESD. Particular focus on improvement strategies for our underserved populations.	Spring 2020: Building teams will make specific recommendations to district administrators regarding absenteeism initiatives and funding to support identified interventions that can be included in the budgeting process. Particular focus on recommendations that will adequately address the needs of our underserved populations.	
	Measures of Evidence for Students ("and" statement)	Fall 2019: Establish baseline attendance data pulled from data warehouse and or e-school.	Winter 2020: Show a minimum of a .75% growth among all students K-12 from baseline data.	Spring 2020: Show a minimum of a 1.5 % growth among all students K-12 from baseline data.	

District Goal this strategy supports	Goal 2: Increase the percentage of 9th grade students finishing their 9th grade year "on-track" to graduate		

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Superintendent	Work collaboratively with educators and building principals to address chronic absenteeism through including it on our twice a month admin meeting agendas and incorporating ways the district can support these efforts.	Current-Ongoing
	Building Absenteeism teams	Analyze absenteeism data and establish and identify baseline metrics for each building Review data in the Winter and Spring Make recommendations to District administrative team	November 2019
	District Admin	Work with Ross Davis to stay apprised of best practice and access resources available in this regard. Especially around ways we can further engage the community.	Current and ongoing
	Superintendent	Coordinate a district wide flu-shot clinic that is available for community members as well.	Oct 2019.-annually.
	Building Principals	Make sharing the building absenteeism data a standard at all staff meetings, as well as training staff around best practices to support students with poor attendance.	Fall 2019-Ongoing

	ORIS Domain(s) this strategy supports	1.2, 1.3, 1.4 Leadership 3.1, 3.2 Stakeholder Engagement & Partnerships 4.4, 4.5 Well Rounded Coordinated Learning Principles 5.1 Inclusive Policy and Practice.		
ORIS Domain Alignment				

	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	**If we** design and implement a "Future Success" class. **Then** we will provide students with skills and strategies to help them be better prepared for the transition and challenges of high school. **And we** will have more students passing classes their 9th grade year.		
What are we going to do?				

	Measures of Evidence for Adult Actions ("then" statements")	Fall 2019: Future Success classes begin using curriculum mirroring AVID practices and strategies. A	Winter2020: Student progress is monitored with a particular focus on F grades for all classes.	Spring 2020: The semester long Future success classes continue for the students identified
How we will know the plan is working				

District Goal this strategy supports	Goal 2: Increase the percentage of 9th grade students finishing their 9th grade year "on-track" to graduate			
		particular focus at the beginning of the class was to provide additional support to students identified as struggling in Middle School.	Teachers begin to identify students who need additional support and also those that may be ready to transition out of the class second semester.	as needing support for the entire school year.
	Measures of Evidence for Students ("and" statement)	Fall 2019: All 9th grade students are placed in Future Success class regardless of success or failure in Middle School	Winter 2020: 1st quarter progress reports are used to create an F list with an eye towards reducing the total number of F's from Quarter 1 to Quarter 2 by 25%.	Spring 2020: At-risk students continue to take Future Success to continue to help them with confidence and skill development. Students not passing 1 or 2 classes at the semester will be able to pass all second semester classes and be on-track at the end of the 19-20 school year.

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Building Principal	1. Ensure Future Success is embedded in the master schedule	August 2019
	9th grade committee	2. Work with Future Success teachers to implement common expectations across all 9th grade classes to ensure consistency of expectations	On-going/continual
	Future Success Teachers	3. Identify specific students in need of additional support to quickly intervene if they get behind in their classes.	September/October 2019
	Future Success Teachers	4. Identify students who are prepared to transition out of Future Success at the semester.	December 2019/January 2020
	Future Success Teachers	5. Provide support for students continuing with Future Success for the 2nd semester, identify specific needs to help them reach on-track to graduate by the spring.	January-June 2020

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	4.1, 4.2, 4.3, 4.4 – Well Rounded Coordinated Learning Principles 5.1 and 5.2 – Inclusive Policy and Practice

District Goal this strategy supports	Goal 2: Increase the percentage of 9th grade students finishing their 9th grade year "on-track" to graduate			
What are we going to do?	Strategy # 2.3 Written as a Theory of Action and reflects evidence-based practices	**If we** create a 9th grade success committee **Then** more students will be identified earlier for intervention and support **And** fewer students will fall behind on-track to graduate standards		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2019: 9th grade committee will meet beginning in August to identify students in need of additional support and to determine common agreements for 9th grade classes and expectations.	Winter 2020: Committee will continue to meet monthly, students who are identified as not on-track after the 1st quarter progress report will be targeted for additional support.	Spring 2020: Committee will continue to meet, students not on-track after the 1st semester will receive additional support and a review to determine proper placement. The committee will also discuss possible credit recovery options for students to help get them back on-track at the conclusion of the summer.
	Measures of Evidence for Students ("and" statement)	Fall 2019: Student progress will be reviewed beginning with an overview of students who struggled in Middle School to help them get off to a strong start.	Winter 2020: 1st Quarter F's will be tracked with a goal to reduce those F's by 25% by the end of 2nd quarter.	Spring 2020: All students identified as at-risk to not be on-track (1 or 2 F's at the semester) will receive targeted interventions with the goal to ensure that 50% of these identified students are on-track by the end of the 2nd semester.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Building Principal	1. Create and identify staff members to participate in the 9th grade success committee.		July/August 2019
	9th grade teachers	2. Create common agreements about expectations within 9th grade classes for the upcoming school year.		August 2019
	9th grade committee members	3. Meet monthly to review needs of 9th grade students and review F grade data.		Ongoing/Continual

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District Goal this strategy supports	Goal 2: Increase the percentage of 9th grade students finishing their 9th grade year "on-track" to graduate		
	9th grade committee members	4. Work with SST members to determine specific interventions for students identified as struggling after the 1st quarter.	November 2019
	9th grade Committee Members	5. Identify 9th graders who are not on-track after the 1st semester (1 or 2 F's) to provide them with a strategy to remedy that 2nd semester.	January 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2 and 1.3 – Leadership 3.2 and 3.3 – Stakeholder Engagement and Partnership 4.1. 4.2, 4.3. 4.4, and 4.5 – Well Rounded Coordinated Learning Principles 5.1 and 5.2 – Inclusive Policy and Practice	
What are we going to do?	Strategy # 2.4 Written as a Theory of Action and reflects evidence-based practices	**If we** provide additional support and services for 8th grade transition **Then** teachers will be better able to meet the needs of incoming 9th graders **And** more incoming 9th graders will feel prepared for the start of high school	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2019: Future Success teachers will survey students to determine their perceived readiness for high school.	Winter 2020: Measure 98 coordinator will begin working with 8th grade students to help them prepare for the transition to high school.	Spring 2020: EHS will engage in several high school transition activities including 8th grade fly-up, shadow days, and middle school mentoring visits.
	Measures of Evidence for Students ("and" statement)	Fall 2019: Percentage of 9th graders indicating that they are ready for high school will increase by 10% each year.	Winter 2020: 35% of 8th grade students will report that they are ready for high school	Spring 2020: After spring transitional activities, 50% of 8th grade students will report that they are ready for high school.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Building Principal	1. Support and advertise Strong Start Program for incoming 9th graders in the summer	June/July 2019

District Goal this strategy supports	Goal 2: Increase the percentage of 9th grade students finishing their 9th grade year "on-track" to graduate		
	Future Success Teachers	2. Survey incoming 9th graders around high school readiness	September 2019
	Measure 98 Coordinator	3. Organize winter and spring 8th grade transition activities	January – May 2020
	Measure 98 Coordinator	4. Organize spring shadow days for 8th graders	May 2020
	Building Principal	5. Organize 8th Grade Fly Up	May 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.1, 1.2, and 1.4 – Leadership 3.1, 3.2, and 3.3 – Stakeholder Engagement and Partnership 5.1 and 5.2 – Inclusive Policy and Practice	
District or School Goal this strategy supports	Goal 3: Increase the percentage of students identified as regular attenders as defined by ODE		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	**If we** promote student engagement, improve school climate, and implement positive incentives for attendance **Then** staff will build relationships, participate in school climate initiatives, and provide outreach to students/families **And** students will want to attend school and our overall attendance will improve.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2019: Each building will review attendance data and create a plan to improve attendance addressing all three components (engagement, climate, and incentives)	Winter 2020: Review mid-year attendance data and adjust the plan according to building need.	Spring 2020: Review cumulative data and discuss outcomes and potential changes for the following year
	Measures of Evidence for Students ("and" statement)	Fall 2019 18-19 regular attender baseline data	Winter 2020 The percentage of students attending school 90% or more will increase at each school	Spring 2020 The percentage of students attending school 90% or more will increase at each school

District or School Goal this strategy supports	Goal 3: Increase the percentage of students identified as regular attenders as defined by ODE			
		EES 82.35% VES 83.34% EHS 86.48% FRMS 89.68%	by 2.5 % from the fall baseline.	5% from the fall baseline.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Building Principals	Each school will designate a team or committee that will monitor and address attendance concerns and attendance related issues.		September 2019
	Building Principals	Professional development related to student engagement and relationship building will take place at each school.		Fall 2019 and Winter 2020
	FRMS and EHS Administration/ Attendance Teams/ Staff	School attendance teams at the secondary level will review school climate surveys to identify issues and potential barriers related to attendance and develop plans for addressing issues school wide.		Fall 2019
	Attendance teams	At the elementary level, school teams will review school climate, identify barriers to attendance, and develop plans to address those barriers.		Fall 2019
	All Staff	Each school level will develop age appropriate incentives to promote regular school attendance.		Ongoing 2019-2020
	District admin. and building principals.	Information about the importance of regular school attendance will be shared with parents and community members through websites, flyers, posters, yard signs, etc.		Ongoing 2019-2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.3, 1.4 - Leadership 2.2 – Talent Development 4.1, 4.4 – Well Rounded Coordinated Learning Principles 5.1 – Inclusive Policy & Practice		
What are we going to do?	Strategy # 3.2 Written as a Theory of Action and reflects evidence-based practices	**If we** identify students with 85% to 92% attendance (Tier 2) **Then** staff in each building will develop strategies for Tier 2 **And** identified students will become regular attenders		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall 2019 Each school will identify students with 85% to 92% attendance in 18-	Winter 2020 Staff will review the attendance of the identified students,	Spring 2020 Staff will review the attendance of the identified students and

District or School Goal this strategy supports	Goal 3: Increase the percentage of students identified as regular attenders as defined by ODE			
		19. This will be the baseline data. Interventions for those students will be developed at the group level.	identify their current attendance rate, and adjust the group interventions accordingly.	determine if they met their improvement goal. Staff will identify Tier 2 strategies that were successful with the goal of continuing those interventions in 20-21.
	Measures of Evidence for Students ("and" statement)	Fall 2019: Students in 18-19 with attendance between 85% and 92% will be identified and baseline data determined.	Winter 2020: Of those students identified in the fall, 5% will improve their current year attendance to above 92%.	Spring 2020: Of those students identified in the fall, 10% will improve their current year attendance to above 92%.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Building Administrators	1. At least once a quarter, building administrators will mail "nudge" letters to each family of students whose attendance is in the 85% to 92% range.		Once each quarter (Fall, Winter, Spring)
	Building Administrators/Staff	2. Identify to staff students with chronic attendance issues and have staff engage at a higher level with those students including building connections, welcoming, and communicating with families about absences.		Ongoing 2019-2020
	Building Administrators/Staff	3. Regular check-ins with school administration or counselors to monitor attendance, make connections, etc.		Ongoing 2019-2020
	School Attendance Teams	4. Attendance teams will review the attendance of the Tier 2 group at least twice a year to develop Tier 2 group-based interventions.		Fall 2019 and Winter 2020

		Goal 3: Increase the percentage of students identified as regular attenders as defined by ODE		
District or School Goal this strategy supports				
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.4 - Leadership 2.3 – Talent Development 3.2 – Stakeholder Engagement & Partnerships 4.1, 4.4, 4.5 – Well Rounded Coordinated Learning Principles 5.1, 5.2 – Inclusive Policy and Practice		
What are we going to do?	Strategy # 3.3 Written as a Theory of Action and reflects evidence-based practices	**If we** identify students with less than 85% (Tier 3) **Then** school teams develop and implement individual support plans for those students in Tier 3 **And** those students will improve in their attendance.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2019 Attendance teams will review individual students with less than 85% attendance for the previous year and develop plans to intervene and improve attendance.	Winter 2020 School attendance teams check attendance to date for each Tier 3 student and adjust their plan accordingly.	Spring 2020 School attendance teams review attendance for each Tier 3 student, discuss the outcome of the intervention plan, and then plan for 20-21.
	Measures of Evidence for Students ("and" statement)	Fall 2019 Individual student data from 18-19 will be used to create a baseline for each student.	Winter 2020: Students identified as Tier 3 in the fall will have improved their attendance rate by at least 5% from their Fall 2019 baseline.	Spring 2020: Students identified as Tier 3 in the fall will have improved their attendance by at least 10% from their Fall 2019 baseline.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Building Administrators/ Attendance Teams	Review students identified as Tier 3, school resources, and determine the capacity versus the need. School teams may need to prioritize if the number of Tier 3 students exceeds their capacity to serve.		Fall 2019
	Building Administrators/ School Attendance Teams	For each Tier 3 student served, identify supports and develop an intervention plan to improve attendance. Possible supports include family meetings, daily check-ins, home visits, Pledge to Attend Contract, individualized incentives, assign staff to mentor/support individual students, etc.		Ongoing 2019-2020

		Goal 3: Increase the percentage of students identified as regular attenders as defined by ODE	
District or School Goal this strategy supports	Building Administrators/ School Attendance Teams	School attendance teams will review the progress of Tier 3 students at least once mid-year and make adjustments accordingly.	Winter 2020
	Building Administrators/School Attendance Teams	School attendance teams will meet in June to review student progress and the overall effectiveness of Tier 3 interventions. The goal will be to develop a repertoire of effective Tier 3 interventions for each building.	June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	1.2, 1.4 - Leadership 2.3 – Talent Development 3.1, 3.2 – Stakeholder Engagement & Partnerships 4.1, 4,3, 4.5 – Well Rounded Coordinated Learning Principles 5.1, 5.2 – Inclusive Policy & Practice	

Monitoring will be completed as outlined under question #8 of Fern Ridge's Supplemental 10 document.