

Academic Achievement Action Plan

(2019-2020) - (2020-2021)

Empowering each student for college, career and life success

Literacy

Achievement: By the end of the 2020-2021 school year, all students will meet achievement and/or growth targets in the area of literacy as measured by the following Ohio Department of Education (ODE) accountability measures/Key Performance Indicators (KPI):

Success Measures

- * Annual measurable objectives (AMO) for each identified subgroup in the area of English Language Arts
- * Overall K-3 Literacy grade of B or higher
- * Overall Achievement Component grade of B or higher
- * Prepared for Success
- * OELPA growth measures and exit percentages
- * Special Education Performance Profile Academic Indicator: Reading Proficiency
- * Value Added

Adult Implementation Indicators:

- * Collect baseline and quarterly data for classroom usage of high yield instructional strategies
- * Collect building achievement plan yearly and updates quarterly
- * Collect quarterly teacher based team forms and monitor implementation

Progress Checks:
M=Met IP= In
Process N= Not Met

| Strategy | Action Step | Responsible | Timeline/Date Completed | Resources Cited | Evidence of Impact | 2019-20 | 2020-21 |
|--|---|--|---|--|---|---------|---------|
| 1. Regularly monitor student growth and standard mastery, in order to respond to student needs through instructional adjustments, including intervention and/or enrichment, in core instructional areas. | a) Support building leadership teams with deep understanding of Ohio's Accountability system specific to the district and building data. Present to Building Principals & DLT with standard template/format for the principals' presentations to BLTs | District Leadership | Annually | *Accountability workbooks from SDC *Technical specifications documents from ODE *Annual local report card for district/building | *Building leaders can explain how each ODE local report card component is determined and how building-specific data led to grades earned on each component | | |
| | b) Monitor student growth through the administration of nationally normed assessments aligned to the Ohio Learning Standards. | District Leadership Team, Principal, Building Leadership Teams, Learning Coaches, Teaching Staff | Fall, Winter, Spring of each school year; ongoing | *NWEA MAP subgroup and individual student growth and projection reports (Grades 1-9) *Study Island Common Assessments disaggregated by subgroup (Grades 9-12) *AIMSweb subgroup and individual student growth reports (Grades K-8) | *DLT/BLT summary reports (Fall, Winter, and Spring) of subgroup performance data analysis *DLT/BLT summary reports (Fall, Winter, and Spring) of student growth trends | | |

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| | c) Create, utilize and analyze data from common quarterly grade level assessments to ensure curriculum maps and instruction are aligned to state assessment blueprints in assessed areas. | District Leadership Team, Principal, Building Leadership Teams, Learning Coaches, Teaching Staff | Quarterly | *State test blueprints *Curriculum maps *Teaching/assessment resources *Data tracking system for analyzing assessment data | *Common Assessments in each grade level for state assessed areas *Summary reports of data analysis of quarterly assessment results | | |
| | d) Assess weekly using teacher created formative assessments and respond to student reading performance as aligned to district curriculum map. | District Leadership, Principal, Teacher, Learning Coaches | Weekly throughout school year; ongoing | *Monthly student performance reports by class *Pearson Assessments Grades 6-12 *Targeted Skill Questions Grades 2-5 | *Teachers/Learning Coaches and Principals summary reports of weekly trends/patterns/adjustments to instruction in response to student needs | | |
| | e) Identify evidence-based, high-impact instructional strategies and provide teachers with a menu of options that are supported by professional development and/or coaching beginning with work on depth of knowledge. | District Leadership, Principal, Building Leadership Teams, Learning Coaches | Ongoing through PD days, staff meetings, TBT, 1:1 conversations | *Hattie Visible Learning for teachers resource book *Marzano's High Yield Instructional Strategies *SIOP (Sheltered Instruction Observation Protocol) strategies *Success for All Instructional Framework | *Online resource for access to on-demand videos, articles, handouts to support implementation of high-yield instructional strategies | | |
| 2. Monitor the district and building academic achievement plans, utilizing the data from instructional rounds and student achievement data. | a) Support building leadership team with creation, revisions, implementation and monitoring of the Building Achievement Plan. | District Leadership Team, Principal, Learning Coaches | Fall, Winter, Spring | *District/building Academic Achievement Plans | *Building Leadership Teams regularly monitor, revise and report progress of plans | | |
| | b) Review building progress updates as a district leadership team. | District Leadership Team | Fall, Winter, Spring | *District/building Academic Achievement Plans and building progress summaries | *District Leadership Team meets with building principals to review progress on Academic Achievement Plans | | |
| | c) Identify evidence-based, high-impact instructional strategies and provide teachers with a menu of options that are supported by professional development and/or coaching beginning with work on depth of knowledge. | District Leadership, Principal, Building Leadership Team, Learning Coaches | Quarterly | *Create walkthrough tool aligned to high-impact strategies identified by building *Quarterly data reports from walkthrough tool | *Summary reports of trends from walkthrough data, including reinforcements and refinements *Sharing of summary reports with stakeholders identified by DLT | | |

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| | d) Implement teacher instructional rounds determine necessary follow-up action steps, and monitor impact on instruction and learning outcomes. | District Leadership Team, Building Leadership Team, Learning Coaches | Quarterly | *Teacher Rounds best practices research and advice from other districts who have implemented *Samples of Teacher Rounds discussion frameworks *Samples of Teacher Rounds data collection tools *Student achievement and benchmarking data from cohort participants | *Final district discussion frameworks for Teacher Rounds discussions/identification of Problem of Practice *Final district Teacher Rounds data collection tool *Final procedures and resource manual for Teacher Rounds *Summary report on evidence of impact at the end of each cohort cycle | | |
| | e) Audit & revise as needed curriculum maps/courses of study/common assessments to ensure alignment to content standards and state assessment blueprints in applicable grade/course. | District Leadership, Learning Coaches, teachers | End of semester Year 1 | *State assessment blueprints *Curriculum map audit tool *Current courses of study, curriculum maps & common assessments | *Completed curriculum audit *Revised courses of study and/or curriculum maps and/or common assessments | | |
| 3. Regularly monitor disaggregated subgroup student growth (i.e., English Learners, Students with Disabilities, Economically Disadvantaged, etc.) and standard mastery in order to respond to student needs through targeted instructional adjustments, including intervention and/or enrichment, in core instructional areas. | a) Use EVAAS projection data to identify students in grade 4 and higher who could benefit from acceleration, enrichment or intervention programming/courses for the next school year (e.g. clustering, honors, acceleration, etc.) | District Leadership, Principals, Learning Coaches, Teaching Staff | Fall of each school year | *EVAAS projections reports by student for reading and math | *Cluster, acceleration, honors, intervention program/course placement lists identified in each building | | |
| | b) Monthly building data meetings to review progress monitoring data for students receiving intervention. | District Leadership, Building Leadership Teams, Learning Coaches, Teaching Staff | Monthly | *Student learning plans matched to student needs as determined by data reviews *Weekly Common Formative Assessment Data Sheet *Study Island standard mastery reports *Progress monitoring data for Tier 3 and students with disabilities | *Building lists of MAP Goal Setting Worksheets for Student Led Conference *Department summary reports of student growth goal progress and strategies implemented | | |

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| | c) Create crosswalk documents of EL standards with Ohio Learning Standards for ELA that include recommended evidence-based instructional strategies and supports. | Student Services Team, Grade level/department teams, Learning Coaches, Teaching Staff | End of first semester | *Ohio EL standards *Ohio ELA standards *Effect sizes of evidence-based instructional strategies for EL students | *Crosswalk reference document that contains EL and ELA standards and instructional recommendations to support EL learners | | |
| | d) Implement teacher instructional rounds, determine necessary follow-up action steps, and monitor impact on instruction and learning outcomes. | District Leadership Team, Building Leadership Team, Learning Coaches | Quarterly | *Teacher Rounds best practices research and advice from other districts who have implemented *Samples of Teacher Rounds discussion frameworks *Samples of Teacher Rounds data collection tools *Student achievement and benchmarking data from cohort participants | *Final district discussion frameworks for Teacher Rounds discussions/identification of Problem of Practice *Final district Teacher Rounds data collection tool *Final procedures and resource manual for Teacher Rounds *Final list of cohort 1 participants with timelines, resources, funding sources *Final list of cohort 2 participants with timelines, resources, funding sources *Summary report on evidence of impact at the end of each cohort cycle | | |

Mathematics and Numeracy

Achievement: By the end of the 2020-2021 school year, all students will meet achievement and/or growth targets in the area of math as measured by the following Ohio Department of Education (ODE) accountability measures/Key Performance Indicators (KPI):

Success Measures:

* Annual measurable objectives (AMO) for each identified subgroup in the area of Mathematics

* Overall Achievement Component grade of B or higher

* Special Education Performance Profile Academic Indicator: Math Proficiency

* Value Added

Adult Implementation Indicators:

* Collect baseline and quarterly data for classroom usage of high yield instructional strategies

* Collect building achievement plan yearly and updates quarterly

* Collect quarterly teacher based team forms and monitor implementation

Progress Checks:
M=Met IP= In
Process N= Not Met

| Strategy | Action Step | Responsible | Timeline/Date Completed | Resources Cited | Evidence of Impact | 2019-20 | 2020-21 |
|--|---|---|---|--|---|---------|---------|
| 1. Regularly monitor student growth and standard mastery, in order to respond to student needs through instructional adjustments, including intervention and/or enrichment, in core instructional areas. | a) Support building leadership teams with deep understanding of Ohio's Accountability system specific to the district and building data. Present to Building Principals & DLT with standard template/format for the principals' presentations to BLTs | District Leadership | Annually | *Accountability workbooks from SDC *Technical specifications documents from ODE *Annual local report card for district/building | *Building leaders can explain how each ODE local report card component is determined and how building-specific data led to grades earned on each component | | |
| | b) Monitor student growth through the administration of nationally normed assessments aligned to the Ohio Learning Standards. | District Leadership Team, Principals, Building Leadership Teams, Learning Coaches, Teaching Staff | Fall, Winter, Spring of each school year; ongoing | *NWEA MAP subgroup and individual student growth and projection reports (Grades 1-9) *Study Island Common Assessments disaggregated by subgroup (Grades 9-12) *AIMSweb subgroup and individual student growth reports (Grades K-8) | *DLT/BLT summary reports (Fall, Winter, and Spring) of subgroup performance data analysis *DLT/BLT summary reports (Fall, Winter, and Spring) of student growth trends | | |
| | c) Create, utilize and analyze data from common quarterly grade level assessments to ensure curriculum maps and instruction are aligned to state assessment blueprints in assessed areas. | District Leadership Team, Building Leadership Teams, Learning Coaches, Teaching Staff | Quarterly | *State test blueprints *Curriculum maps *Teaching/assessment resources *Data tracking system for analyzing assessment data | *Common Assessments in each grade level for state assessed areas *Summary reports of data analysis of quarterly assessment results | | |

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| | d) Assess weekly using teacher created formative assessments and respond to student reading performance as aligned to district curriculum map. | Principal, Teacher and Learning Coaches | Weekly throughout school year; ongoing | *Monthly student performance reports by class *ALEKS reports *Ready Classroom Reports *iReady reports | *Teachers/Learning Coaches and Principals summary reports of weekly trends/patterns/adjustments to instruction in response to student needs | | |
| | e) Identify evidence-based, high-impact instructional strategies and provide teachers with a menu of options that are supported by professional development and/or coaching beginning with work on depth of knowledge. | District Leadership Team, Principal, Building Leadership Teams, Learning Coaches | ongoing through PD days, staff meetings, TBT, 1:1 conversations | *Marzano's High Yield Instructional Strategies *Hattie Visible Learning for Teachers resource book *SIOP (Sheltered Observation Protocol) | *Online resource for access to on-demand videos, articles, handouts to support implementation of high-yield instructional strategies | | |
| 2. Quarterly monitoring of the district and building academic achievement plans, utilizing the data from instructional rounds and student achievement data. | a) Support building leadership team with creation, revisions, implementation and monitoring of the Building Action Plan. | District Leadership Team, Learning Coaches | Fall, Winter, Spring | *District/building Academic Achievement Plans | *Building Leadership Teams regularly monitor, revise and report progress of plans | | |
| | b) Review building progress updates as a district leadership team. | District Leadership Team | Fall, Winter, Spring | *District/building Academic Achievement Plans and building progress summaries | *District Leadership Team meets with building principals to review progress on Academic Achievement Plans | | |
| | c) Identify evidence-based, high-impact instructional strategies and provide teachers with a menu of options that are supported by professional development and/or coaching beginning with work on depth of knowledge. | District Leadership, Principals, Building Leadership Team, Learning Coaches | Quarterly | *Walkthrough tool created that is aligned to high-impact strategies identified by building *Quarterly data reports from walkthrough tool | *Summary reports of trends from walkthrough data, including reinforcements and refinements *Sharing of summary reports with stakeholders identified by DLT | | |

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| | <p>d) Implement teacher instructional rounds, determine necessary follow-up action steps, and monitor impact on instruction and learning outcomes.</p> | <p>District Leadership, Principals, Building Leadership Team, Learning Coaches</p> | <p>Quarterly</p> | <p>*Teacher Rounds best practices research and advice from other districts who have implemented *Samples of Teacher Rounds discussion frameworks *Samples of Teacher Rounds data collection tools *Student achievement and benchmarking data from cohort participants</p> | <p>*Final district discussion frameworks for Teacher Rounds discussions/identification of Problem of Practice *Final district Teacher Rounds data collection tool *Final procedures and resource manual for Teacher Rounds *Final list of cohort 1 participants with timelines, resources, funding sources *Final list of cohort 2 participants with timelines, resources, funding sources *Summary report on evidence of impact at the end of each cohort cycle</p> | | |
| | <p>e) Audit & revise, as needed, curriculum maps/courses of study/common assessments to ensure alignment to content standards and state assessment blueprints in applicable grade/course.</p> | <p>District Leadership, Building Leadership Team, Learning Coaches, Teaching Staff</p> | <p>End of semester Year 1</p> | <p>*State assessment blueprints *Curriculum map audit tool *Current courses of study, curriculum maps & common assessments</p> | <p>*Completed curriculum audit *Revised courses of study and/or curriculum maps and/or common assessments</p> | | |
| <p>3. Regularly monitor disaggregated subgroup student growth (i.e., English Learners, Students with Disabilities, Economically Disadvantaged, etc.) and standard mastery in order to respond to student needs through targeted instructional adjustments, including intervention and/or enrichment, in core instructional areas.</p> | <p>a) Use EVAAS projection data to identify students in grade 4 and higher who could benefit from acceleration, enrichment or intervention programming/courses for the next school year (e.g. clustering, honors, acceleration, etc.)</p> | <p>District Leadership, Principals, Building Leadership Teams, Learning Coaches, Teaching Staff</p> | <p>Fall of each school year</p> | <p>*EVAAS projections reports by student for reading and math</p> | <p>*Cluster, acceleration, honors, intervention program/course placement lists identified in each building</p> | | |

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| | <p>b) Monthly building data meetings to review progress monitoring data for students receiving intervention.</p> | <p>District Leadership, Principals, Building Leadership Teams, Learning Coaches, Teaching Staff</p> | <p>Monthly</p> | <p>*Student learning plans matched to student needs as determined by data reviews *Weekly Common Formative Assessment Data Sheet *Study Island standard mastery reports *ALEKS standards mastery reports for applicable students *Progress monitoring data for Tier 3 and students with disabilities *Ready Classroom Mathematics and iReady reports</p> | <p>*Building lists of MAP Goal Setting Worksheets for Student Led Conferences *Department summary reports of student growth goal progress and strategies implemented</p> | | |
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Multi-Tiered Systems of Support

Achievement: By the end of the 2020-2021 school year, the district will utilize a multi-tiered system of supports (MTSS) framework that addresses the whole child (social/emotional, mental health, behavior, attendance and academic needs of all students), and programs of health and wellness, safety, student services and special education as measured by the following Key Performance Indicators (KPI):

Success Measures:

- * Attendance
- * Discipline
- * Terrace Metrics
- * 4 and 5 year graduation rates
- * Parents, teacher, student surveys
- * Lead Tool
- * Special Education State Performance Plan
- * OELPA
- * Measures of Success for social-emotional learning and mental health

Adult Implementation Indicators:

- * Completed MTSS Self-Assessment Tool to establish baseline of MTSS Implementation across Buildings/District
- * Completed Lead Tool to assess current district Equity practices
- * Establishment of an EWS (Early Warning System) for early identification at-risk students (e.g., grade 5 to 6 and grade 8 to 9)
- * Completion of Terrace Metrics assessments in grade cohorts (grades 3-12) to obtain risk and resiliency indicators
- * Completion of annual teacher, student and parent surveys
- * Establishment of measures of success to assess the effectiveness of school-based mental health and SEL supports (e.g., DESSA, Terrace Metrics)
- * Disaggregation and goal (AIM) setting for district and building attendance/discipline data with implementation of schoolwide, strategic and targeted interventions

Progress Checks:
M=Met IP= In Process
N= Not Met

| Strategy | Action Step | Responsible | Timeline/Date Completed | Resources Cited | Evidence of Impact | 2019-20 | 2020-21 |
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| 1. Develop and implement a comprehensive and integrated MTSS for the social/emotional, mental health, behavior, graduation, attendance and academic needs of all students. | a) Collect and review baseline disaggregated student data in the areas of attendance, student discipline, graduation, social-emotional needs, mental health and academics to determine areas of initial focus for MTSS. | MTSS Team, Building Leadership Teams, Learning Coaches, Teaching Staff, Attendance Officers | Fall, Winter, Spring of each school year; ongoing | *NWEA MAP subgroup and individual student growth/projected proficiency reports *Study Island Common Assessments disaggregated by subgroup *ALEKS student intervention list for Applied Math, Algebra and Geometry *PSAT data disaggregated by subgroup *AIMSweb subgroup and individual student growth reports. * Public School Works discipline data; Student attendance data; * Terrace Metrics data; success measures data for mental health partners; *4/5 year graduation rate data | *DLT/BLT summary reports (Fall, Winter, Spring) of subgroup performance data analysis *DLT/BLT summary reports (Fall, Winter, Spring) of student growth trends * Reduction of Chronic Absenteeism Indicator; Terrace Metrics gains in students assessed as Satisfactory or Optimal; Decreases in disciplines and disproportionality in discipline; Increased graduation rates; Increase in social-emotional competency measures in the Devereux Student Strengths Assessment (DESSA) | | |
| | b) Assess the current MTSS practices and develop consistent district processes. | Student Services Team, MTSS Team, Building Leadership Teams, School Psychologists | End of first semester | Self-assessment of MTSS (SAM) tool | *District MTSS process developed | | |
| | c) Conduct building data meetings to review progress monitoring data for students receiving intervention. | Student Services Team, District Leadership Team, Principals, Building Leadership Teams, Learning Coaches, Teaching Staff | Monthly | *Student learning plans matched to student needs as determined by data reviews *Weekly Common Formative Assessment Data Sheet *Study Island standard mastery reports *ALEKS standards mastery reports for applicable students *Progress monitoring data for Tier 3 and students with disabilities | *Building lists of MAP Goal Setting Worksheets for Student Led Conference *Department summary reports of student growth goal progress and strategies implemented | | |

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| | <p>d) Review district acceleration policies, practices and programming for possible revision/expansion</p> | District Leadership Team | End of first semester for implementation in 2020-2021 school year | <ul style="list-style-type: none"> *Data on current accelerated students (whole grade & subject) *Data from MAP and COGAT/Iowa to determine potential # of accelerated students *Current course offerings and pathways that offer acceleration for students who show readiness | <ul style="list-style-type: none"> *Revised acceleration policies/procedures (if needed) *List of potential acceleration candidates in reading and math *List of expanded course offerings/pathways with timelines for implementation, courses of study, curriculum maps | | |
| | <p>e) Develop new, and maintain current, community stakeholder partnerships:</p> <ul style="list-style-type: none"> *Sinclair College *UC Health Program *Great Oaks *Hocking College *University of Cincinnati *Talbert House *The Children's Home | District Leadership, Principals, Teaching Staff | Annually | <ul style="list-style-type: none"> *Polaris class descriptions and partnerships *Final report for the University of Cincinnati for National Institutes of Health Grant *Business classes and Gateway to Technology Classes *Completion of College Credits from on Campus courses and College Credit Plus *Enrollment reports in all community partnership programs *EOC data for students participating in all community partnership programs *Number of students participating in internships | <ul style="list-style-type: none"> *Summary reports of student participation, credits earned, credentials earned and EOC graduation points earned | | |
| 2. Quarterly monitoring of an early warning system that targets at-risk students in the areas of attendance, academics, discipline, social emotional learning, and graduation. | <p>a) Monitor compliance of HB410 and implement evidence-based strategies to address chronic attendance concerns and identify early warning system indicators at Elementary, Middle School and High School for quarterly monitoring and resource identification.</p> | Student Services Director, Principals, Attendance Officers, EMIS Director | Quarterly | <ul style="list-style-type: none"> *Current board policies and administrative guidelines related to attendance expectations and non-attendance procedures *Current NEOLA policy recommendations related to HB 410 *Current student handbooks *Effect sizes of evidence-based attendance improvement strategies *Data reports on potential and chronic attendance students | <ul style="list-style-type: none"> *Resource guide of evidence-based attendance improvement strategies *Implementation plans by building to address specific student/building needs | | |

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| | b) Perform regular residency audits through a review of i) residency verification; ii) inactive powers of attorney; and iii) over-age nonattending students. | Students Services Team, Attendance Officers, Principals EMIS Director | Quarterly | *Quarterly data reports of chronically tardy and chronically absent students *Residency verification board policies and procedures *List of inactive powers of attorney *Board policy and procedures on withdrawal of over-age non-attending students | *Lists of withdrawn non-resident students *Lists of withdrawn students with inactive powers of attorney *Lists of withdrawn over-age students who are non-attending | | |
| | c) Utilize systematic processes for monitoring student on-track status for graduation. | Building Leadership Team, Counselors, Principals, Department Heads, EMIS Director | Quarterly | *Student Success Plans *Internal system reports for tracking graduation credits and EOC points *Alternative pathways to graduation options and potential candidate lists | *Graduation Rate | | |
| | d) Monthly discipline data review with building staff in relation to Aim (Goal) key drivers and interventions based upon possible root causes. | Student Services Team, Principals | Monthly | *Discipline data reports/collection tool | *Summary reports of patterns/trends and responses to the data as presented each month to staff at each building | | |
| | e) Identify students at-risk/in trauma and provide supports through community partnerships and behavioral health agencies. | Students Services Team, Principals, Mental Health Partners | Ongoing throughout each school year; reviewed quarterly | *Identification of community partners/behavioral health agencies *Options for in-school and out-of-school supports for students from trauma/at risk | *List of community mental health partners *List of students who need supports | | |
| 3. Create a safe learning environment through clear expectations for student behavior (e.g. Positive Behavior Intervention Supports) | a) Establish district wide clear, universal expectations for behavior and conduct and display these in every building. | District Leadership, Students Services Team, Principals | By first day of school year; ongoing each year | *Examples of effective universal expectations *Feedback from staff and students on universal expectations to include | *List of universal expectations *Posters displayed in every building entrance, hallways, and classrooms of the district universal expectations | | |
| | b) Provide staff PD regarding PBIS strategies and processes. | Students Services Team, Principals, Mental Health Partners, District PD Committee | By end of first semester | *PBIS training resources *Pre-assessment/survey data from staff regarding current status of PBIS implementation/background knowledge | *PD plan and follow up plan to monitor implementation of strategies, including data gathering and review | | |
| | c) Create spaces within each building that allows for student refocusing, decompression, etc. | Students Services Team, Principals | By end of first semester | *Research on creative spaces and strategies for student refocusing, decompression, etc. | *Finished spaces in each building | | |

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| 4. Provide comprehensive professional development in order to embed equity in our practices. | a) Implement support programs and data collection tools for mental health supports. | Students Services Team, Principals | By end of first quarter | *Terrace Metrics tool *Terrace Metrics data interpretation guide *Hope Squad | *Summary of patterns in data and response to data trends | | |
| | b) Develop, implement, and monitor adherence to guidelines for dealing with students/staff in crisis, including corresponding board policy/administrative guidelines revisions | Student Services Team, Safety and Security Director | Quarterly | *Research-based interventions/procedures for dealing with students/staff in crisis *Current board policies/guidelines for dealing with students/staff in crisis *Data on incidences of crisis, including debriefing notes | *Guidelines reference document for all staff *Quarterly summary reports on # of incidences and debriefing notes | | |
| | c) Provide PD for staff regarding trauma-informed instruction and monitor implementation of strategies. | Student Services Team, Building Crisis Prevention Teams, Principals, District PD Committee | Staff meetings | *Resources for PD and ongoing supports for trauma-informed instruction *Potential facilitators and funding sources | *Schedule of topics, location, presenters, funding sources | | |
| | d) Develop a Cultural Competence Action Plan to ensure a district culture of equity for all staff, students and families. | DLT Equity Team, District Leadership Team, Student Services Team | By end of second semester | *Samples of equity plans from other districts *Resources on developing and mindset of cultural competence; LEAD Tool Rubric | *Final action plan, LEAD Tool Rubric- Assessment of Practices | | |
| | e) Administer and analyze results of Cultural Competency Assessment for use in the creation of the Cultural Competence Action Plan | Subgroup of DLT Equity Team | By the end of the first semester | *Samples of cultural competency tools, including pricing and funding sources | *Final results report and summary report of patterns | | |
| 5. Establish clear, ongoing communication with special education and English learner staff and principals to ensure compliance-driven plans that lead to results-driven outcomes and increase parent engagement. | a) Provide timely feedback to staff regarding audit findings, corrective actions, student growth data trends and instructional walkthrough data through the monthly communication tools. | Special Education Team; Student Services staff; Principals | Monthly | *Summary reports of student progress, audits, corrective action plans, walkthrough data specific to special education and English learner students and staff | *Monthly newsletter updates on student progress trends, audits, corrective action plans, walkthrough data specific to special education and English learner staff and students | | |
| | b) Provide ongoing training regarding compliant documents (ETRs, IEPs, ELPs, Etc.) to staff with areas of refinement. | Special Education Team; Student Services staff | Ongoing | *Data on current special education and English learner staff with compliance issues and identified areas of refinement *List of new special education and EL staff in need of training | *PD plan of participants, topics, signed attendance sheets | | |

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| | c) Host family outreach events such as parent information nights and staff Meet & Greets at least four times a year. | Special Education Team; Principals; Parent Mentor; Special Education staff; Student Services staff | quarterly | *List of topics requested by parents and/or based upon identified student needs that can be supported at home by family | *List of scheduled events, including date, time, facilitators, location *List of attendees at each event *Feedback survey results from each event | | |
| | d) Create and distribute family information packets for students going through the evaluation and identification process, including a Preschool specific packet. | Special Education Team; Principals; Parent Mentor; Special Education staff; Student Services staff | Reviewed annually | *Samples of packets from other districts *Potential resources to include in packets *Parent feedback of current EL students and students with disabilities regarding information they would have liked to have when they went through process | *Information packets appropriate to each developmental stage at which a student may be identified, (e.g., PK, elementary, middle, high) | | |
| | e) Monitor effectiveness of and increase family attendance at ETR and IEP meetings. | Special Education Team; Principals; Parent Mentor; Special Education staff | Quarterly | *Data Collection Tool/checklist for effectiveness of meetings *Data reports from Data Collection Tool *Quarterly IEP attendance reports by teacher | *Data summary report of meeting effectiveness with response/actions to improve effectiveness and/or family attendance | | |