

Oregon School Continuous Improvement Plan Template

School Year	2019-2020, 2020-2021, 2021-2022
School	Armadillo Technical Institute

School Direction Section

Vision	Armadillo Technical Institute (ATI) is a unique community inspiring thoughtful individual choices in learning and growth.
Mission	Building an environment of acceptance, camaraderie, and accountability that enables students to grow, build confidence, and learn

Comprehensive Needs Assessment Summary

What data did our team examine?

Credit earned per term, attendance, ORIS needs assessment, ODE reported 4-year graduation rate, ODE reported freshman on-track, student annual survey data, Staff Implementation Survey (SIS)

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

We examined data by grade, sex, IEP, and regular/truancy attendance. We looked at needs in credit categories, academic skill levels, and social emotional growth. Our entire staff meets each week to review student data related to attendance, academic progress, social-emotional growth, and disciplinary issues. We completed the ORIS with a consultant from SOESD to highlight needs through the lense of ORIS domains.

Were inequities in student outcomes examined? yes. We noticed trends in freshmen on track by sex (males underperforming, and seniors credit deficient (males with more credit needs). We clearly saw that the successes of our students do not show well in the limited focus of ODE reported data. Progress in attendance and credit earning do not register so those most vulnerable and lagging students who are growing still show as failures which seems to be a system wide source of inequity.

What needs did our data review elevate?

Continued need for credit recovery. Increased need in flexible access to credit options given home life conflicts (work, counseling, etc). Ongoing need for professional development with a focus on trauma informed practices and remediation in Language Arts and Math. Regular attendance continues to be a challenge for many students as increased attendance does not matter unless it crosses the 90% line for ODE.

How were stakeholders involved in the needs assessment process?

ORIS included staff, administration, and board members. Annual student survey provided perception data and data related to real and perceived barriers to accessing education.

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

- 1)Attendance
- 2)Remediation for LA and Math to support Freshman On Track & graduation rate and academic growth
- 3)Flexible and increased access to credit opportunities to support Freshman On track and 4 year cohort graduation and 5 year completion rate.

Long Term School Goals & Metrics

All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	We will increase regular attendance to 70% regular attenders as reported by ODE report cards by 2022		
Metrics	By 2020	By 2021	By 2022
	40%	60%	70%
Goal 2	Our median student will earn 1.75 credits each term or at least 7 credits per year by 2022		
Metrics	By 2020	By 2021	By 2022
	1.5 / term median credit (6/yr) 40% Freshman on track 40% 4 year graduation 55% 4 year & 5 year completion	1.65 / term median credit (6.5/yr) 65% Freshman on track 55% 4 year graduation 65% 4 year & 5 year completion	1.75 / term median credit (7/yr) 70% Freshman on Track 67% 4 year graduation 75% 4 year & 5 year completion
Goal 3	We will increase median growth in Language Arts and Math		
Metrics	By 2020	By 2021	By 2022
	growth data for all returning students (Accucess) 25% median growth on state approved assessment (SB)	15% increase in growth from 2020 baseline 35% median growth on state approved assessment (SB)	15% increase in growth from 2021 results 40% median growth on state approved assessment (SB)

Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
High School Success	supporting attendance initiatives, increased credit earning high interest courses, continued investment in credit recovery and GED prep software.

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

District or School Goal this strategy supports	Goal: We will increase attendance to 70% regular attenders by June 2022.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we are able to analyze accurate student data Then we will be able to provide support and intervention to targeted students And attendance will increase		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 1)Staff identify students who need attendance support every other week focused on students close to 90% and students in danger of dropping out. Target students are	Winter 1)Staff identify students who need attendance support every other week focused on students close to 90% and students in danger of dropping out. Target students are	Spring 1)Staff identify students who need attendance support every other week focused on students close to 90% and students in danger of dropping out. Target students are

		recorded in a central document. 2) Student attendance support plans are created	recorded in a central document. 2) Student attendance support plans are created and updated each term	recorded in a central document. 2) Student attendance support plans are created and updated each term
	Measures of Evidence for Students (“and” statement)	Fall 1)Average daily attendance is 80% or higher 2)60% of sts are regular attenders by the end of Term 1	Winter 1)Average daily attendance is 80% or higher 2)50% of sts are regular attenders by the end of Term 3	Spring 1)Average daily attendance is 80% or higher 2)40% of sts are regular attenders by the end of Term 4
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Exec Dir Tech Teacher	1. Two staff attend PowerSchool User conference		July 2019 Attended by Will S & Summer B
	Office	2. Office administrator participates in ongoing PowerSchool user group		monthly ongoing
	Lead Teacher	3. Common student attendance support plan is created that calls for attendance data and goals		Sept 2019
	Office	4. Train staff in correct & timely data input to support accurate reporting		Aug 2019 & as needed PowerSchool Attendance data in
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> 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 make accurate data readily available to Team Leaders Then Team Leaders will meet with individual students once as a month or more as needed monitor progress and set goals And student attendance will increase		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall 1 meeting recorded for each student on a team in Term 1	Winter 1 meeting with goals and progress recorded for each student on team in term 3 & 4	Spring 1 meeting recorded for each student on a team in Term 4
	Measures of Evidence for Students (“and” statement)	Fall 1)Average daily attendance is 80% or higher 2)60% of sts are regular attenders by the end of Term 1	Winter 1)Average daily attendance is 80% or higher 2)50% of sts are regular attenders by the end of Term 3	Spring 1)Student perception data indicates that over 80% of students connect regular attendance with academic progress

				2)Average daily attendance is 80% or higher 3)40% of sts are regular attenders by the end of Term 4
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Exec Director	1. Train staff in an effective model of attendance meeting, including common attendance support plan		August 2019
	Staff Leadership	2.Generate a consistent method of tracking interventions and outcomes		August 2019
	Exec Director	3.Review tracking data		quarterly
	Office	4. Train staff in PowerSchool report retrieval to access attendance data as needed		August 2019 & ongoing as needed
		5.		
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 type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		
What are we going to do?	Strategy # 1.3 Written as a Theory of Action and reflects evidence-based practices	If we train teacher leaders in Positive Discipline Then staff will use trauma informed and solutions oriented strategies in student interactions and discipline And students will attend school more regularly because they feel respected and welcome at school, and be equipped to respond to stressful situations and find solutions to mistakes in productive ways.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 1)2 teachers are trained in Positive Discipline 2)Classroom meetings are in use during team and can be observed	Winter 1)Trained staff provide mid-year reflection on the impact and process of using Positive Discipline 2)Classroom meetings and other strategies are in use as needed and can be observed or documented	Spring 1)Trained staff provide year-end reflection on the impact and process of using Positive Discipline 2)Classroom meetings and other strategies are in use as needed and can be observed or documented
	Measures of Evidence for Students ("and" statement)	Fall 1)Average daily attendance is 80% or higher 2)60% of sts are regular attenders by the end of Term 1	Winter 1)Average daily attendance is 80% or higher 2)50% of sts are regular attenders by the end of Term 3	Spring 1)Student perception data indicates that over 80% of students feel safe, welcome and connected at ATI 2)Average daily attendance is 80% or higher

				3)40% of sts are regular attenders by the end of Term 4
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Staff Leaders	1. Two teachers and one admin attend Positive Discipline training.		June 2019
	Trained Staff	2.Trained staff implement strategies in their classes and teams.		ongoing 19-20
	Trained Staff	3. Trained staff reflect mid year and year-end reflections on the process and outcomes of using Positive Discipline in their work		January 2020 June 2020
	Exec Director	4.Untrained staff offered access to Positive Discipline training (in person, book study)		Spring 2020
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What are we going to do?	Strategy # 1.4 Written as a Theory of Action and reflects evidence-based practices	If we use flexible scheduling as allowed by charter school law Then we will create personalized learning plans that fit each student And students will engage in learning regularly and see themselves as having a voice in their education		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall 1)Personalized learning plans in place for 50% of students	Winter 1)Personalized learning plans in place for 100% of students	Spring 1)Personalized learning plans in place for 100% of returning students for the fall.
	Measures of Evidence for Students (“and” statement)	Fall 1) 10 students participate in training in personalized learning plans & self-directed learning (Aug 2019) 2)60% of sts are regular attenders by the end of Term 1 3) Average daily attendance is 80% or higher	Winter 1)Student perception survey completed by Jan 2020 2)50% of sts are regular attenders by the end of Term 3 3) Average daily attendance is 80% or higher	Spring 1)Student perception survey completed for the year by June 2020 2)40% of sts are regular attenders by the end of Term 4 3) Average daily attendance is 80% or higher
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Exec Director	1. Visit regional charter examples that use personalized learning plans with flexible learning locations to learn about the logistics of their systems		June 2019

	Admin	2. Meet with families/students who are good candidates for flexible learning to create Personalized Learning Plans (PLPs)		August 2019
	Summer	3. Implement Personalized Learning Plans (PLP) for all students by the end of		Ongoing 19-20
	Exec Director Tech Teacher	4. Attend PowerSchool User Conference to better understand how to use our Student Information System (SIS) to record flexible scheduling, calendar, and ADM		July 2019
	Exec Director	5. Participate in Charter Leadership meetings with ODE Charter School coordinator to stay current on all related law and best practices.		Ongoing 19-20
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What are we going to do?	Strategy # 1.5 Written as a Theory of Action and reflects evidence-based practices	If we participate in a regional Chronic Absenteeism working group Then we use common strategies to respond to chronic absenteeism and support attendance And students will respond to those supports by increasing their attendance.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall ATI Staff has attended Chronic Absenteeism meetings	Winter ATI Staff has attended Chronic Absenteeism meetings and are using common process for truancy notification and citation	Spring ATI Staff has attended Chronic Absenteeism meetings and are using common process for truancy notification and citation
	Measures of Evidence for Students ("and" statement)	Fall 2) 60% of sts are regular attenders by the end of Term 1 3) Average daily attendance is 80% or higher	Winter 2) 50% of sts are regular attenders by the end of Term 3 3) Average daily attendance is 80% or higher	Spring 2) 40% of sts are regular attenders by the end of Term 4 3) Average daily attendance is 80% or higher
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Exec Director or Office	1. Attend Chronic Absenteeism working group in the region		Ongoing 19-20

	Office	2. Use the set of tools in Google Drive and procedures approved by Phoenix Talent Schools to respond to truancy, including warning letters, citation meeting documentation, and citation notifications.	Ongoing 19-20
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 type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal: Our median student enrolled in a full term will earn 1.75 credits each term or at least 7 credits per year if enrolled for a full year by 2022			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we utilize a computer based course system (Edmentum) that is aligned to Oregon State Standards that allows for proficiency based grading and self-pacing Then we can assign students to courses based on their specific credit needs And students can earn credit based on proficiency, recover missing credit, and move at their own pace.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 1) All students missing credit are enrolled in at least one Edmentum course 2) Enrollment in Edmentum courses is rolling to allow students to self-pace	Winter 1) All students missing credit are enrolled in at least one Edmentum course 2) Students not earning full credit in previous term are enrolled in one credit recovery class period. 3) Enrollment in Edmentum courses is rolling to allow students to self-pace	Spring 1) All students missing credit are enrolled in at least one Edmentum course 2) Students not earning full credit in previous term are enrolled in one credit recovery class period. 3) Enrollment in Edmentum courses is rolling to allow students to self-pace
	Measures of Evidence for Students ("and" statement)	Fall 1) Median student earned 1.5 credits in term 1	Winter 1) Median student earned 3+ credits by Term 2 and 4.5 credits by Term 3	Spring 1) Full year students earned 6+ credits
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Exec Director	1. All staff are trained to use Edmentum (course creation, course assignment, grading, credit approval)		August 2019
	Exec Director & teachers	2. Reports of credit earning through Edmentum reviewed		Ongoing (at least quarterly)

	Exec Director & teachers	3.Credit earning data, including Edmentum credit, analyzed by subgroup to identify trends or need for course correction		Ongoing (at least quarterly)
		4.		
		5.		
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What are we going to do?	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	If we offer summer school focused on rising 10th graders with fewer than 6 credits and rising 12th graders with fewer than 17 credits, Then we can provide additional instructional time and access to Edmentum for students lagging in credit And students will earn 1-2 classes of additional credit in a year.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Proposal for summer school is drafted	Winter Summer School schedule is determined and potential students are identified	Spring Staff is hired and up to 20 students are scheduled
	Measures of Evidence for Students ("and" statement)	Fall (2020) 20 students begin the year with .25-.5 additional credit.	Winter 2019	Spring 2019 Students lagging credit in 9th or 11th grades are scheduled for summer school
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Exec Director with PTS	1. Secure funding through Continuous Improvement Plan		Fall 2019
	Office	2. Identify 9th and 11th grade students lagging in credit and enroll them in summer school during Term 4		Winter 2020 Spring 2020
	Exec Director & Teachers	3.Create Summer School format (schedule, tools, periodic testing days) and hire summer school staff		Winter 2020
	Teacher	4.Facilitate pilot Summer School		Summer 2020
	Exec Director & Teachers	5.Analyze credit acquisition and adjust plans for Summer 2021		Fall 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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		

What are we going to do?	Strategy # 2.3 Written as a Theory of Action and reflects evidence-based practices	If we adopted a shared gradebook tool such as PowerSchool Then staff will monitor student academic progress in real time in order to provide information to parents and support to team students through academic meetings and goal setting And students will earn more credit in order to stay on track for graduation or recover credit to catch up.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall 1)Research into appropriate shared gradebook tools is begun 2)Common academic support meeting tool is created	Winter 1)Research into appropriate tools is completed 2)Common academic support tool is tested and pilot plans are shared	Spring Shared gradebook tool is adopted for 20-21 school year
	Measures of Evidence for Students (“and” statement)	Fall	Winter Students in need of academic support (lagging more than 20% of expected credit) participate in meetings in Term 2 & 3	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Office & Exec Director	1. Research shared gradebook tools that fit our grading model and are financially viable		Feb 2020
	Exec Director	2. Purchase/adopt shared gradebook		March 2020
	Office	3.Train Staff in use of shared gradebook		March 2020
	All Teachers	4.Pilot use of shared gradebook		Term 4 (April-June 2020)
	Teachers	5.Train families in accessing gradebook if it is publicly accessible		Term 4 conferences
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		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

<i>District or School Goal this strategy supports</i>	Goal: We will increase median growth in Language Arts and Math			
<i>What are we going to do?</i>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we adopt research based interventions in Math and Language Arts (iReady) Then we will identify students in need of intervention, schedule them in a support class and provide targeted remediation And targeted students will increase Math and Language Arts growth		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall 1) Math, LA and Intervention staff are trained in iReady 2) Embedded skill assessment data collected	Winter iReady lessons are in use weekly in Math and LA fundamental classes	Spring 1) iReady lessons are in use weekly in Math and LA fundamental classes 2) iReady growth data is collected for the year
	Measures of Evidence for Students (“and” statement)	Fall 1) Target students are registered in classes 2) Target students have completed beginning assessment	Winter Target students are participating in intervention lessons	Spring Target students have completed end of year assessment
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	PTS & Exec Director, Teachers	1. Train Math, LA, and Intervention (SpEd) staff in intervention program		Summer 2019
		2. Use Accucess Data to schedule target students in fundamental classes		Aug 2019 & ongoing each term
		3. Implement program in fundamental classes		ongoing 19-20
	Exec Dir & Math/LA teachers	4. Analyze progress data and adjust		January 2020 June 2020
<i>ORIS Domain Alignment</i>	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		
<i>What are we going to do?</i>	Strategy # 3.2 Written as a Theory of Action and reflects evidence-based practices	If we adopted a shared gradebook tool such as PowerSchool Then staff will monitor student academic progress in real time in order to provide information to parents and support to team students through academic meetings goal setting, and interventions And students will earn make academic growth.		

How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall 1)Research into appropriate shared gradebook tools is begun 2)Common academic support meeting tool is created	Winter 1)Research into appropriate tools is completed 2)Common academic support tool is tested and pilot plans are shared	Spring Shared gradebook tool is adopted for 20-21 school year
	Measures of Evidence for Students (“and” statement)	Fall	Winter Students in need of academic support (lagging more than 20% of expected credit) participate in meetings in Term 2 & 3	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Office & Exec Director	1. Research shared gradebook tools that fit our grading model and are financially viable		Feb 2020
	Exec Director	2. Purchase/adopt shared gradebook		March 2020
	Office	3. Train Staff in use of shared gradebook		March 2020
	All Teachers	4. Pilot use of shared gradebook		Term 4 (April-June 2020)
	Teachers	5. Train families in accessing gradebook if it is publicly accessible		Term 4 conferences
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		
What are we going to do?	Strategy # 3.3 Written as a Theory of Action and reflects evidence-based practices	If we offer summer school focused on rising 10th graders with fewer than 6 credits and rising 12th graders with fewer than 17 credits, Then we can provide additional instructional time and access to Edmentum for students lagging in credit and academic skill And students will increase their academic growth in math and language arts.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Proposal for summer school is drafted	Winter Summer School schedule is determined and potential students are identified	Spring Staff is hired and up to 20 students are scheduled
	Measures of Evidence for Students (“and” statement)	Fall (2020) 20 students begin the year with .25-.5 additional credit.	Winter 2019	Spring 2019 Students lagging credit in 9th or 11th grades are scheduled for summer school
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date

	Exec Director with PTS	1. Secure funding through Continuous Improvement Plan		Fall 2019
	Office	2. Identify 9th and 11th grade students lagging in credit and enroll them in summer school during Term 4		Winter 2020 Spring 2020
	Exec Director & Teachers	3. Create Summer School format (schedule, tools, periodic testing days) and hire summer school staff		Winter 2020
	Teacher	4. Facilitate pilot Summer School		Summer 2020
	Exec Director & Teachers	5. Analyze credit acquisition and adjust plans for Summer 2021		Fall 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input 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		
What are we going to do?	Strategy # 3.3 Written as a Theory of Action and reflects evidence-based practices	If we _____ Then _____ And _____		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall	Winter	Spring
	Measures of Evidence for Students ("and" statement)	Fall	Winter	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date

		1.	
		2.	
		3.	
		4.	
		5.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

School Plan Self-Monitoring Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart 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?

<i>Perfo rma nce Upd ate s</i>	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?