

22-23 PCSD District Improvement Plan

District Leadership Team will work to create school improvement plans based on the below district improvement plan and action steps:

1. Schools choose two instructional goals

a. 2-3 action steps per goal

b. action steps must connect to district action steps

c. action steps must connect to gaps in report card

i. Early Literacy (K-4)

ii. ELA (5-12)

iii. Math (K-12)

iv. Graduation Rate (8-12)

d. district action steps are overarching visionary, building action steps must be specific.

2. Teachers, Support Staff, Parents, Students, and Community Members will have an opportunity to provide feedback on school action steps during Q1

Smart Goal: Instruction

#1 By the end of the 2022-2023 school year, 100% of our educators will use board-adopted curriculum connected to ODE standards as measured by a (7% increase in OST data, 7% increase in benchmark data, 5% increase in graduation rate)

#2 By the end of the 2022-2023 school year, 100% of our educators will incorporate daily reading and writing connected to authentic literacy strategies as measured by a (7% increase in OST data, 7% increase in benchmark data, 5% increase in graduation rate)

#3 By the end of the 2022-2023 school year, 100% of our educators will utilize short cycle curricular assessments connected to ODE standards and will adjust instruction to meet the needs of diverse learners as measured by a (7% increase in OST data, 7% increase in benchmark data, 5% increase in graduation rate)

Action Steps/Plan (Clarify)	Person(s) Responsible/Group(s)	Monitoring Evidence/Data Sources (Monitor)	Implementation Timeline (Reinforce)
#1 Goal Action Step Alignment of curriculum with pacing using prioritized ODE standard/board adopted	<ul style="list-style-type: none"> C and I Department Summer Curriculum Writing Teams 	C and I Dept Meetings Principal Check In DLT, BLT, TBT Team Leader Meetings Chair Meetings	Quarterly review at monitoring meetings/systems/structures

<p>curriculum with adjustment of pacing through TBT process</p>	<ul style="list-style-type: none"> • Curriculum Liaisons • Department Chairs • Team Leaders • Principals • Quarterly Leadership Meeting • DLT, BLT, TBT 	<p>Graduation Rate</p>	
<p>#1 Goal Action Step Creation and utilization of academic and content vocabulary word walls to use in the classroom connected to board adopted curriculum</p>	<ul style="list-style-type: none"> • C and I Department • Summer Curriculum Writing Teams • Curriculum Liaisons • Department Chairs • Team Leaders • Principals • Quarterly Leadership Meeting • DLT, BLT, TBT 	<p>C and I Dept Meetings Principal Check In DLT, BLT, TBT Team Leader Meetings Chair Meetings</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>
<p>#1 Goal Action Step Learning targets are unpacked connected to ODE standards and the board adopted curriculum with success criteria communicated daily by teachers and support staff to meet students at their individual level.</p>	<ul style="list-style-type: none"> • C and I Department • Summer Curriculum Writing Teams • Curriculum Liaisons • Department Chairs • Team Leaders • Principals • Quarterly Leadership Meeting • DLT, BLT, TBT 		
<p>#2 Goal Action Step Use of Daily writing prompts by all teachers in all contents at every grade level so students can practice fluent writing using academic and content vocabulary.</p>	<ul style="list-style-type: none"> • C and I Department • Summer Curriculum Writing Teams 	<p>C and I Dept Meetings Principal Check-In DLT, BLT, TBT Team Leader Meetings Chair Meetings</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>

	<ul style="list-style-type: none"> • Curriculum Liaisons • Department Chairs • Team Leaders • Principals • Quarterly Leadership Meeting • DLT, BLT, TBT 		
<p>#2 Goal Action Step Grades K-4 Early Literacy: Teachers will model early foundational skills for progression of early literacy skills:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Vocabulary • Reading Fluency • Reading Comprehension <p>Grades 3-12: Teachers will model close reading strategies to determine textual evidence, identify key vocabulary, and draw inferences (read, annotate, discuss, and write) daily.</p>	<ul style="list-style-type: none"> • C and I Department • Summer Curriculum Writing Teams • Curriculum Liaisons • Department Chairs • Team Leaders • Principals • Quarterly Leadership Meeting • DLT, BLT, TBT 	C and I Dept Meetings Principal Check-In DLT, BLT, TBT Team Leader Meetings Chair Meetings	Quarterly review at monitoring meetings/systems/structures
<p>#2 Goal Action Step Use mathematical practices #1 and #3 to support daily authentic literacy in the math classroom K-12.</p> <ul style="list-style-type: none"> • Mathematical Practice #1: Make sense of problems and persevere in solving them • Mathematical Practice #3: Construct viable arguments and critique the reasoning of others 	<ul style="list-style-type: none"> • C and I Department • Summer Curriculum Writing Teams • Curriculum Liaisons • Department Chairs • Team Leaders • Principals • Quarterly Leadership Meeting • DLT, BLT, TBT 	C and I Dept Meetings Principal Check-In DLT, BLT, TBT Team Leader Meetings Chair Meetings	Quarterly review at monitoring meetings/systems/structures
<p>#3 Goal Action Step</p>	<ul style="list-style-type: none"> • C and I Department 	C and I Dept Meetings Principal Check-In	Quarterly review at monitoring meetings/systems/structures

<p>Use of quarterly assessments connected to board adopted curriculum.</p> <p>Discussion of common assessment and grading practices.</p>	<ul style="list-style-type: none"> • Summer Curriculum Writing Teams • Curriculum Liaisons • Department Chairs 	<p>DLT, BLT, TBT Team Leader Meetings Chair Meetings</p>	
<p>#3 Goal Action Step TBTs examine student data and student work samples, track student progress, and adjust student learning plans.</p>	<ul style="list-style-type: none"> • C and I Department • Summer Curriculum Writing Teams • Curriculum Liaisons • Department Chairs • Team Leaders • Principals • Quarterly Leadership Meeting • DLT, BLT, TBT 	<p>C and I Dept Meetings Principal Check-In DLT, BLT, TBT Team Leader Meetings Chair Meetings</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>
<p>#3 Goal Action Step Use of benchmark data and OST item analysis to determine gaps in instruction connected to curriculum maps.</p> <p>Discuss priority standards linked to assessment results and changing instructional strategies to meet diverse learners.</p>	<ul style="list-style-type: none"> • C and I Department • Summer Curriculum Writing Teams • Curriculum Liaisons • Department Chairs • Team Leaders • Principals • Quarterly Leadership Meeting • DLT, BLT, TBT 	<p>C and I Dept Meetings Principal Check In DLT, BLT, TBT Team Leader Meetings Chair Meetings</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>

Smart Goals: Resilient Learner

****2 Action Steps for Each Goal****

#1 By the end of the 2022-2023 school year, 100% of educators and support staff will engage in tier 1 behavior intervention supports in the common areas and within individual classrooms as measured by a *(7% decrease in out of school suspensions, 7% decrease in class cuts, 7% percent decrease in aggressive behaviors, 7% decrease in expulsions)*

#2 By the end of the 2022-2023 school, 100% of educators and support staff will understand, implement and engage in restorative practices and implement accordingly based on the student population within the classroom setting as measured by *(7% decrease in out of school suspensions, 7% decrease in class cuts, 7% percent decrease in aggressive behaviors, 7% decrease in expulsions)*

Action Steps/Plan (Clarify)	Person(s) Responsible/Group(s)	Monitoring Evidence/Data Sources (Monitor)	Implementation Timeline (Reinforce)
<p>#1 Goal Action Step Teachers and support staff daily understand and model school's positively stated behavioral expectations and outlined in the PBIS matrix.</p>	<ul style="list-style-type: none"> • C and I department • Resilient Learner Teams • Guidance and Home Liaisons • Assistants/Deans • DLT, BLT, TBT 	<p>C and I Dept</p> <p>Resilient Learner Teams</p> <p>Graduation Rate</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>
<p>#1 Goal Action Step Tier 1 features (schoolwide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within classrooms and are consistent in daily practices by teachers and support staff with school-wide systems.</p>	<ul style="list-style-type: none"> • C and I department • Resilient Learner Teams • Guidance and Home Liaisons • Assistants/Deans • DLT, BLT, TBT 	<p>C and I Dept</p> <p>Resilient Learner Teams</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>
<p>#1 Goal Action Step Teachers and support staff are shown schoolwide discipline/attendance data regularly and provide input on universal foundations (e.g., expectations, acknowledgments, definitions, consequences).</p>	<ul style="list-style-type: none"> • C and I department • Resilient Learner Teams • Guidance and Home Liaisons • Assistants/Deans • DLT, BLT, TBT 	<p>C and I Dept</p> <p>Resilient Learner Teams</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>
<p>#2 Goal Action Step</p>	<ul style="list-style-type: none"> • C and I department • Resilient Learner Teams 	<p>C and I Dept</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>

<p>Restorative Circles will be a common practice to repair the harm after all major discipline infractions modeling relationships, responsibility, and regulation.</p>	<ul style="list-style-type: none"> • Guidance and Home Liaisons • Assistants/Deans • DLT, BLT, TBT 	<p>Resilient Learner Teams</p>	
<p>#2 Goal Action Step Use of reflective questioning techniques when designing Tier 2 and Tier 3 interventions as connected to TFI:</p> <ul style="list-style-type: none"> • <i>What is the purpose for this intervention?</i> • <i>What is the intent behind implementing or trying this?</i> • <i>What is the outcome we hope to achieve as a result of trying this?</i> 	<ul style="list-style-type: none"> • C and I department • Resilient Learner Teams • Guidance and Home Liaisons • Assistants/Deans • DLT, BLT, TBT 	<p>C and I Dept Resilient Learner Teams</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>
<p>#2 Goal Action Step Development of Major and Minor behaviors with interventions connected to support the resilient learner.</p>	<ul style="list-style-type: none"> • C and I department • Resilient Learner Teams • Guidance and Home Liaisons • Assistants/Deans • DLT, BLT, TBT 	<p>C and I Dept Resilient Learner Teams</p>	<p>Quarterly review at monitoring meetings/systems/structures</p>