

## Oregon District Continuous Improvement Plan

School Year	2018-21
District	Jefferson County School District 509-J

### District Direction Section

Vision	<b>High Levels of Learning for All Students!</b>
Mission	<i>Uniting to Empower Culturally-Enhanced Learners to Shape the World!</i>

#### Comprehensive Needs Assessment Summary

What data did our team examine?

- Student Effect (Summative & Formative Assessments, graduation, freshman on-track, chronic absenteeism, credits earned, ELPA 21, disaggregated subgroups)
- Adult Cause (Attendance, education, professional learning, evaluation, student growth, retention)
- Perception Data (Surveys, District Capacity Assessment, Community Feedback Meetings, etc.)
- Demographics
- Community Feedback Events

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

- Analysis of disaggregated data shows a significant opportunity gap for our Native American Students in ELA 27.7%, MATH 16.7%, Graduation 27%, and Freshman on Track 12% as compared to our white students. In the 2017-18 school year, the gaps decreased from the 2016-17 school year as indicated on the chart below in ELA, Math and Freshman on Track. For our Hispanic students the opportunity gap has decreased dramatically in Graduation -2% and Freshman on Track -1% and indicates an opportunity gap in ELA of 16.7% and Math of 18.3% This is also opportunity gaps for our students with disabilities and our lep students as indicated on the chart below. The gap for students with disabilities is 28.3% ELA, 12.20 Math, -3.92 Graduation (modified diplomas), and 4.4% freshman on track. LEP students opportunity gap as compared to all student is 18.9% ELA, 17.9% Math, 19.98% Graduation, and 27.1% freshman on track.

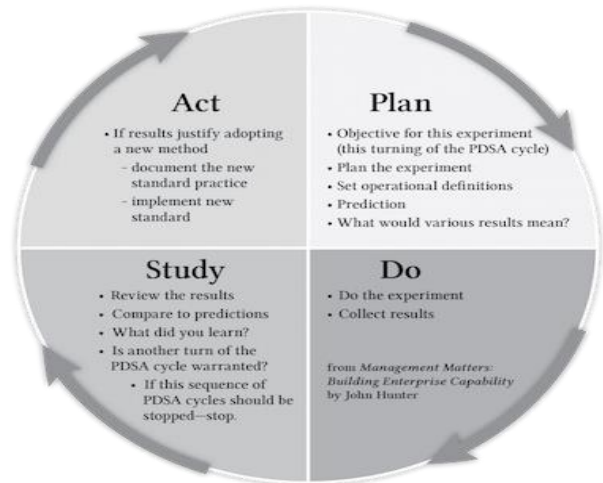
	Native American Students	Hispanic Students	White Students	Opportunity Gap Native American students to White Students	Opportunity Gap Hispanic Students to White Students
<b>SBAC ELA Percent Passing</b>					
2017-18	24.9	34.9	51.6	26.70	16.70
2016-17	17.4	31.5	45.5	28.10	14.00
<b>SBAC Math Percent Passing</b>					
2017-18	18.5	16.9	35.2	16.70	18.30
2016-17	12.4	16	32.7	20.30	16.70
<b>Graduation Rate</b>					
2017-18	59	88	86	27.00	-2.00
2016-17	54	86	81	27.00	-5.00
<b>Freshman on Track</b>					
2017-18	71	84	83	12.00	-1.00
2016-17	69	86	91	22.00	5.00

	Students with Disabilities	Limited English Proficient	All Students	Opportunity Gap SWD to All Students	Opportunity Gap LEP Students to All Students
<b>SBAC ELA Percent Passing</b>					
2017-18	8.3	17.7	36.6	28.30	18.90
2016-17	7.4	9.9	30.6	23.20	20.70
<b>SBAC Math Percent Passing</b>					
2017-18	11.1	5.4	23.3	12.20	17.90
2016-17	2.8	7.3	19.9	17.10	12.60
<b>Graduation Rate</b>					
2017-18	81.4	57.5	77.48	-3.92	19.98
2016-17	60.71	56.76	71.74	11.03	14.98
<b>Freshman on Track</b>					
2017-18	74.2	51.5	78.6	4.40	27.10
2016-17	83.8	42.9	82.4	-1.40	39.50

## Cycle of Continuous Improvement:



## PDSA Improvement Cycle

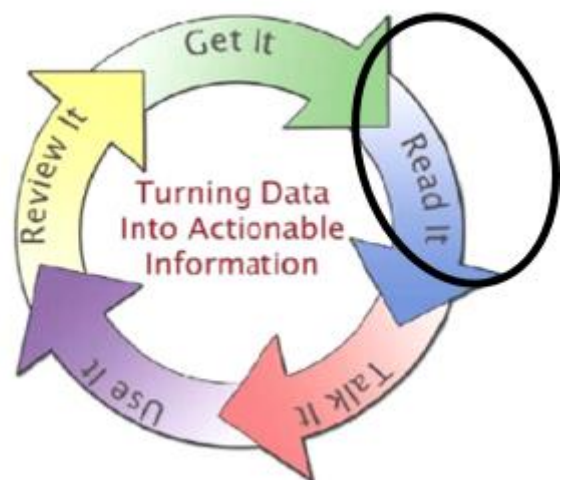


## Data Analysis Staff Involvement:

- Root Cause Analysis 11/29/2017-Collaboration Design Team, Utilization of Empathy data from all schools.
- Plan Do Study Act Cycles (PDSA's) by Collaboration Design Team, Cycle 1-- 3/21/2018, Cycle 2-- 5/9/2018, Cycle 3-- 9/27/2018, Cycle 4 --1/22/2019, Surveys, Empathy Data, Count, Interviews, Observation, Focus Groups, Data.
- District Engagement Protocol January 2018-District & School Staff
- District Capacity Assessment 5/7/2018 District & School Leadership Teams, and Teacher Leaders
- SDCF Staff Survey 1/2018—all certified staff and administration
- District Data Analysis "Turning Data into Actionable Information" August 8, 2018-district and school administration.
- Community Engagement Meetings: Community and Administrator Participation
- Indian Education Advisory Committee Meetings: 11/13/17, 12/6/17, 1/4/18, 1/16/18, 2/28/18, 3/2/18, 5/11/18, 6/18/18, 8/29/19 ([Engagement Calendar Page 32](#))
- Confederated Tribes of Warm Springs Tribal Council Annual Report 9/25/18

## Were inequities in student outcomes examined?

- Analysis of disaggregated data.
- Community Feedback
- Indian Education Committee Regular Meetings



Vision	High Levels of Learning for All Students!		
What needs did our data review elevate?			
<ul style="list-style-type: none"><li>• Creating a collaborative culture with a focus on learning</li><li>• Equity of learning for all students utilizing a cycle of continuous improvement that includes guaranteed and viable curriculum; standards, district adopted materials, formative assessment, and data analysis<ul style="list-style-type: none"><li>○ Closing of Opportunity Gaps</li></ul></li><li>• Improve student learning outcomes at every school</li><li>• Build shared-knowledge and deep understanding among principals and teachers about PLC's</li><li>• A commitment to continuous improvement and monitoring of implementation of PLC's and the impact on student and adult learning</li><li>• Implementation of curriculum, unit by unit ensuring that all students across our schools receive the same knowledge, skills and concepts no matter what teacher they are assigned or school they attend (Mobility)</li><li>• Improved job satisfaction of educators</li><li>• To support new teachers or teachers new to assignments</li><li>• Improved engagement of students</li><li>• A structure to better define tight and loose--to strike a better balance between teacher autonomy and the need to work within commitments and structures established</li><li>• Recognize and celebrate incremental progress</li></ul>			
Which needs will become priority improvement areas? All of the needs identified were incorporated into our three priorities:			
<ol style="list-style-type: none"><li>1. Implementation of Professional Learning Communities</li><li>2. Job embedded professional learning focused on building teacher and administrator instructional capacity in order to improve student learning outcomes.</li><li>3. Implementation of family engagement plans at each school in order to develop relationships with family members as partners in student learning.</li></ol>			
How were stakeholders involved in the needs assessment process?			
<ul style="list-style-type: none"><li>• Community and Family Feedback Meetings<ul style="list-style-type: none"><li>○ February 6, 2018 Family University</li><li>○ February 28, 2018 Warm Springs</li><li>○ March 7, 2018 Madras</li><li>○ <a href="#">Indian Education Advisory Committee On-going Monthly Meetings Engagement Calendar Page 32</a></li><li>○ Confederated Tribes of Warm Springs Tribal Council Annual Presentation</li></ul></li></ul>			
Long Term District Goals & Metrics			
Student Focused, aspirational, aligned with needs, written for all students			
Example: <i>All students will meet their annual growth targets in math.</i>			
Metrics are outlined for the year(s) to come.			
Goal 1	Increased four year graduation rate for <u>all students</u> .		
Metrics	By (2019)	By (2020)	By (2021)
2017-18 78%	80%	82%	84%
Goal 2	Increase freshman on track rate (earning 6 or more credits) for all students.		
Metrics	By (2019)	By (2020)	By (2021)
	81%	84%	87%

Vision	High Levels of Learning for All Students!		
2017-18 79%			
Goal 3	Increased achievement rates for <u>all</u> students in SBAC English Language Arts & Mathematics. (10% annual increase.)		
Metrics	By (2019)	By (2020)	By (2021)
2017-18 34.9% ELA	38% ELA	42% ELA	46% ELA
2017-18 31.5% Math	35% Math	39% Math	43% Math

### Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success	Future Center, Dropout Prevention Specialist, CTE Courses—Improved Gradation for ALL
Chronic Absenteeism	Attendance Handbook , Oregon Data Suite Dashboard, PlayWorks
21 <sup>st</sup> Century Learning	Extended learning opportunities for all students in math and English Language Arts K-12.
EL Success Program	Equity coaching training through the National Equity Project, Family Involvement Coordinator
Collaboration Grant	Continuous Improvement Cycle, PDSA's, Collaborative Relationships <a href="#">2018-19 Drivers Page 27</a>
TAPP	Attendance Liaison, Early Warning Systems-Attendance Meetings

### Methods of Implementation Data Measurement (to meet district goals)

\*Adjusted through our district cycle of continuous improvement process, chart above.

Document	Frequency	Who Completes	Reviewed By	Team Review/Adjustments
School Continuous Improvement Plans <a href="#">Sample Page 15</a>	Three Year Plan, Updated Annually September	School Teams	Executive Team	District Peer Review  Leadership for Learning
School Professional Learning Plans	Annually, September	School Teams	Executive Team	District Peer Review  Leadership for Learning
School Family Engagement Plans	Annually, September	School Teams	Executive Team	District Peer Review  Leadership for Learning
PLC Planner & Feedback	Weekly	PLC Facilitator	School Administrators & School Learning Coordinators	Leadership for Learning
Central Office Administrators PLC Involvement—PLC	Weekly	Central Office Administrators	School Administrators &	Executive Team Weekly Meeting

Implementation Walkthrough Google Form ( <a href="#">Pages 22-24</a> )			Learning Coordinators	Leadership for Learning  Collaboration Grant Team
TACA Analysis	At end of each unit of study.	PLC Facilitators	School Administrators & School Learning Coordinators	Quarterly Grade Level Team Meetings
Plan, Do, Study, Act Cycles  <a href="#">2018-19 Drivers Page 27</a>	Monthly	Staff	Collaboration Grant Team of Teachers & Administrators	Leadership for Learning  Collaboration Grant
Multi-Tiered Systems of Support: 100% Meetings, 20% Meetings <a href="#">RTII Handbook</a>	100% Quarterly  20% Every 6 Weeks	School Grade/Content Level Teams	School Administrators and Specialists	Leadership for Learning
Early Warnings Systems <a href="#">RTII Handbook</a>	Daily through Oregon Data Suite Dashboard	Oregon Data Suite	All Staff, district level, school level, teacher level.	Leadership for Learning
School Board Workshops—on 2018-19 Action Plan Items( <a href="#">Page 114</a> )	Monthly	Superintendent	School Board	
Community & Family Feedback ( <a href="#">Page 28</a> )	Annually	Superintendent	School Board  Executive Team  Indian Education Advisory Committee	Leadership for Learning  *Utilization in Data Review and CIP
<a href="#">Indian Education Advisory Committee</a>  <a href="#">Engagement Calendar Page 32</a>	Monthly	Superintendent	Executive Team  Administrators	*Utilization in Data Review and CIP
Confederated Tribes of Warm Springs Consultation  <a href="#">Engagement Calendar Page 32</a>	Annually  9/25/2018	Superintendent	Executive Team  Administrators	*Utilization in Data Review and CIP
<a href="#">Monthly Newspaper Ads Schools in Action</a>  <a href="#">Sample Page 30</a>	Monthly	Superintendent Office	Community of Madras & Warm Springs	Communication Tool

<a href="#">Events and Happenings Around the District</a>  <a href="#">Sample Page 31</a>	Weekly	Superintendent Office	All District Staff and Community	Communication Tool
Title 1A Peer Review of School Improvement Plans	Annually  February	Teaching & Learning Support	Executive Team  Administrators	Leadership for Learning
<i>District Goal this strategy supports</i>	Goal: <b>Implementation of professional learning communities in all schools.</b>			
<i>What are we going to do?</i>	Strategy # 1.1  Written as a Theory of Action and reflects evidence-based practices	<p>If key leaders hold vision for professional learning communities and professional learning, and educators develop partnerships and plan for implementation that includes a mission, vision, and WHY statement, and resources are communicated and readily available and professional learning is provided that includes training, curriculum development, and support.</p> <p>Then, teachers change classroom instructional practices and students will be engaged in learning.</p> <p>And then student graduation, freshman on-track, and achievement and academic growth will increase and the district culture will be more collaborative and transparent.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence Student Effect	<p>Fall</p> <p>Freshman on track progress monitoring. (Minimum of 2 credits)</p> <p>Dibels Fall reading &amp; math assessments.</p>	<p>Winter</p> <p>Freshman on track progress monitoring. (Minimum of 4 credits)</p> <p>Dibels winter reading &amp; math assessments.</p>	<p>Spring</p> <p>Oregon Freshman On-Track Data</p> <p>Dibels spring reading &amp; math assessments.</p> <p>Oregon SBAC ELA &amp; Math Results</p> <p>Oregon Graduation Results</p>
	Measures of Evidence Adult Cause Data	<p>Data is Collected on district Google Team Drive open to everyone in district:</p> <p>PLC Monthly Planner, completed by each PLC Facilitator at weekly late start meetings. Administrator feedback on each meeting form. <a href="#">Sample document on page 21</a></p> <ul style="list-style-type: none"> <li>Team Assessment of Common Formative Assessment Google Form completed by each grade level PLC team at the end of each unit. Below are snap shots of a TACA form.</li> </ul>		

District Goal this strategy supports	Goal: <b>Implementation of professional learning communities in all schools.</b>																																																																																					
		<ul style="list-style-type: none"><li>Monthly Leadership &amp; Learning Meetings with teacher leaders, school administrators, and central office administrators and school improvement specialists. <a href="#">December Agenda page 20</a>.</li><li>Quarterly District Wide Grade/Content Level Meetings focusing on reviewing the grade level TACA forms together.</li><li>Collaboration Grant PDSA’s <a href="#">2018-19 Drivers Page 27</a></li></ul> <div><div>Analyze your Data</div><div><p>What parts of the standard or learning targets did our students do well with? Which assessment items?</p><p>What instructional strategies and/or lessons supported student success?</p><p>What misconceptions do we see in student work?</p><p>What concepts, skills, or reasoning do students need to become proficient?</p><p>Which students did not master essential standards?</p></div><div>Design Support</div><div><p>How will we provide extra time and support for unlearned skills? - What are we going to do about it? How will we check for success?</p><p>Which students mastered the skills?</p><p>How will we support these learners in need of enrichment? - What are we going to do about it?</p><p>Do we need to tweak or improve the assessment?</p></div><table><tr><th></th><th>WSK0 class 1</th><th>WSK0 class 2</th><th>WSK0 class 3</th><th>MA class 4</th><th>MA class 5</th></tr><tr><th>Student #</th><th>POST</th><th>POST</th><th>POST</th><th>POST</th><th>POST</th></tr><tr><td>1</td><td>87</td><td>74</td><td>30</td><td>43</td><td>70</td></tr><tr><td>2</td><td>94</td><td>48</td><td>61</td><td>65</td><td>91</td></tr><tr><td>3</td><td>87</td><td>96</td><td>65</td><td>17</td><td>9</td></tr><tr><td>4</td><td>87</td><td>74</td><td>78</td><td>17</td><td>48</td></tr><tr><td>5</td><td>65</td><td>63</td><td>35</td><td>34</td><td>4</td></tr><tr><td>6</td><td>70</td><td>65</td><td>78</td><td>73</td><td>4</td></tr><tr><td>7</td><td>74</td><td>96</td><td>70</td><td>91</td><td></td></tr><tr><td>8</td><td>52</td><td>83</td><td>61</td><td>21</td><td>13</td></tr><tr><td>9</td><td>39</td><td>70</td><td>52</td><td>56</td><td>91</td></tr><tr><td>10</td><td>30</td><td>61</td><td>61</td><td>17</td><td>48</td></tr><tr><td>11</td><td>96</td><td>22</td><td>43</td><td>47</td><td>30</td></tr><tr><td>12</td><td>96</td><td>78</td><td>9</td><td>17</td><td>22</td></tr></table></div>		WSK0 class 1	WSK0 class 2	WSK0 class 3	MA class 4	MA class 5	Student #	POST	POST	POST	POST	POST	1	87	74	30	43	70	2	94	48	61	65	91	3	87	96	65	17	9	4	87	74	78	17	48	5	65	63	35	34	4	6	70	65	78	73	4	7	74	96	70	91		8	52	83	61	21	13	9	39	70	52	56	91	10	30	61	61	17	48	11	96	22	43	47	30	12	96	78	9	17	22
	WSK0 class 1	WSK0 class 2	WSK0 class 3	MA class 4	MA class 5																																																																																	
Student #	POST	POST	POST	POST	POST																																																																																	
1	87	74	30	43	70																																																																																	
2	94	48	61	65	91																																																																																	
3	87	96	65	17	9																																																																																	
4	87	74	78	17	48																																																																																	
5	65	63	35	34	4																																																																																	
6	70	65	78	73	4																																																																																	
7	74	96	70	91																																																																																		
8	52	83	61	21	13																																																																																	
9	39	70	52	56	91																																																																																	
10	30	61	61	17	48																																																																																	
11	96	22	43	47	30																																																																																	
12	96	78	9	17	22																																																																																	
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date																																																																																		
	Superintendent	1. Draft PLC why statement created and being vetted by stakeholders. (1.1, 3.2, 3.3)		September 2018																																																																																		
	Teaching & Learning Support	<b>Our Why: High Levels of Learning for All Students!</b>																																																																																				
	All 509-J Staff	2. Communicate the WHY of PLC implementation to stakeholders. (1.1, 2.1, 2.2) (Commitments Page 16)		September 2018 and on-going																																																																																		
	Superintendent	3. Provide protected PLC meeting time on Monday mornings through a late start schedule. Aligned district		May 2018 and annual update.																																																																																		
	School Board																																																																																					

District Goal this strategy supports	Goal: <b>Implementation of professional learning communities in all schools.</b>		
		calendar. (1.3, 2.1, 2.2) <a href="#">PLC Planner &amp; Feedback Page 21</a>	
	Superintendent  Teaching & Learning Support	4. Draft of PLC Teamings Structures, finalized June 2018. Teaming Structures Attached. Team Structures and PLC Facilitators and School Learning Coordinators Job Descriptions. <a href="#">Pages 17-19. (1.3, 1.4, 2.2, 3.2)</a>	Spring 2018, Completion August 2018
	All 509-J Certified Teachers & Administrators Invited	5. Development of unit plans aligned to standards to provide students with a guaranteed and viable curriculum and assessments focused on increased student learning. Unit Plan Page <a href="#">(4.2, 4.3, 4.4, 5.1)</a> <a href="#">Math Unit Overview Page 24, Unit Plan Sample Page 25-26)</a>	June 11-15, 2018  June 10-14, 2019
	Central Office Leadership	6. Monday morning PLC implementation school visits to gauge implementation of PLC meetings. <a href="#">Monitoring (4.3, 4.4, 4.5)</a> <a href="#">Walkthrough Form Page 22-24</a>	September 2018, on-going
	Teaching & Learning Support	7. Monthly leadership for learning meetings with administrators and teacher leaders to build leadership capacity. <a href="#">December Agenda page 20. (1.4, 3.2, 4.3, 4.4, 4.5, 5.1)</a>	Monthly, September – June. First Monday of Each Month.
	Teaching & Learning Support  School Learning Coordinators	8. Quarterly district grade/content level meetings for Team Analysis of Common Formative Assessments. <a href="#">Monitoring (4.3, 4.4, 4.5)</a>	August 28, November 2, February 25, and June 7, 2019.
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

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



<i>District Goal this strategy supports</i>	Goal: Implementation of job embedded professional learning focused on building teacher and administrators instructional capacity to improve student learning outcomes.			
<i>What are we going to do?</i>	<p>Strategy # 2.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>If teachers and leaders receive targeted professional learning on, the cultural change to the to the system will be that all staff who participate in trainings will develop a shared mindset, thereby creating a shift in culture, focused on engaging research based instruction.</p> <p>Then teachers will collaboratively meet with their learning team to develop lesson plans that include engaging research based instructional strategies, examine student work, monitor student progress, assess the effectiveness of instruction, and identify needs for professional learning.</p> <p>And then student academic growth will increase and the district system and culture will be more collaborative and transparent.</p>		
<i>How we will know the plan is working</i>	Measures of Student Effect Evidence	<p>Fall</p> <p>Freshman on track progress monitoring. (Minimum of 2 credits)</p> <p>Dibels Fall reading &amp; math assessments.</p>	<p>Winter</p> <p>Freshman on track progress monitoring. (Minimum of 4 credits)</p> <p>Dibels winter reading &amp; math assessments.</p>	<p>Spring</p> <p>Oregon Freshman On-Track Data</p> <p>Dibels spring reading &amp; math assessments.</p> <p>Oregon SBAC Results</p> <p>Oregon Graduation Results</p>
	Measures of Adult Cause Evidence	<p>Data is Collected on district Google Team Drive open to everyone in district:</p> <ul style="list-style-type: none"> <li>• PLC Monthly Planner, completed by each PLC Facilitator at weekly late start meetings. Administrator feedback on each meeting form. <a href="#">Sample document on page 21-24.</a></li> <li>• Team Assessment of Common Formative Assessment Google Form completed by each grade level PLC team at the end of each unit. Below are snap shots of a TACA form.</li> <li>• Monthly Leadership &amp; Learning Meetings with teacher leaders, school administrators, and central office administrators and school improvement specialists. <a href="#">Sample Agenda Page 20</a></li> <li>• Quarterly District Wide Grade/Content Level Meetings focusing on reviewing the grade level TACA forms together.</li> <li>• Collaboration Team PDSA's <a href="#">2018-19 Drivers Page 27</a></li> </ul>		

District Goal this strategy supports	Goal: Implementation of job embedded professional learning focused on building teacher and administrators instructional capacity to improve student learning outcomes.		
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	All 509-J Certified Teachers & Administrators Invited	1. Professional Learning Communities at Work Institute: Why to build district knowledge base, through assessing your progress and identifying high-leverage next steps for implementation, and to introduce new team members to the progress. (1.1, 1.2, 1.3, 1.4, 2.1, 2.2., 4.2, 4.3)  Team of 40 educators (administrators and teachers).  <a href="#">Professional Learning Communities at Work</a>	August 14-16, 2018  August 14-16, 2019
	All 509-J Administrators	2. Leadership training for administrators with Janel Keating, White River School District (1.1, 1.2, 1.3, 1.4, 2.1, 2.2., 4.2, 4.3)	August 27, 2018
	Teaching & Learning Support	3. Train PLC Facilitators and School Learning Coordinators (1.3, 1.4, 2.1, 2.2, 3.3)	Initial Training: September 27, 2018  On-Going
	Teaching & Learning Support	4. K-12 Mathematics Alignment with SMC, Shannon McCaw & Laura Nelson <ul style="list-style-type: none"> <li>• Unit Planning &amp; Assessment and Program Support</li> <li>• Best Practices in the Math Classroom</li> <li>• Ways to support teachers of math</li> <li>• Small group Instruction</li> </ul> Math Overview Page (2.1, 2.2, 4.2, 4.3, 4.4, 4.5) <a href="#">Math Alignment Page 24-26</a>	September 2017-June 2018  October 2018-June 2019
	Collaboration Grant Team	5. Carnegie Improvement Sciences Summit: a. Improvement Sciences Basics b. Using Data for Quality Improvement c. Leading for Equity in Complex Adaptive Systems d. Leadership for Transformation e. Collaboration and Group Decision-Making f. 10 Participants 2019 (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 4.4) <a href="#">Carnegie Foundation</a>	April 2018  April 16-18, 2019
	School Administrators and Teacher Leaders	6. On-going job embedded professional development based on school needs focused on evidence based	Late start Mondays, 30 minutes September –June 2019.

District Goal this strategy supports	Goal: Implementation of job embedded professional learning focused on building teacher and administrators instructional capacity to improve student learning outcomes.		
		instructional strategies and PLC implementation. <a href="#">2018-19 Drivers Page 27</a> (2.1, 2.2, 3.3, 4.1, 4.2, 4.3, 4.4)	
	Teaching & Learning Support	7. New Teacher Induction and Mentoring Program. Support teacher growth through ongoing feedback, professional development, coaching, and professional learning communities. (2.1, 2.2, 3.3, 4.2, 4.3, 5.1)	August 21-24, 2018  August 2019  First Tuesday of Each Month 4 -6 p.m. September-June
	District Equity Team	8. Equity Coaching from the National Equity Project. Goal is to maintain a minimum of two equity coaches in every school. (2.1, 2.2, 4.2, 4.3, 5.1, 5.2)  <a href="#">National Equity Project Coaching</a>	June 2018  June 2019
	District AVID Directors & Site Team	9. AVID Summer Institute: Teachers learn how to use the strategies they experience and practice during trainings to engage their students in daily instruction. They are able to build a classroom culture where rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap. <a href="#">AVID Professional Learning</a> (2.1, 2.2, 4.1, 4.2, 4.3)	July 2018  July 1-3 2019  July 2020  July 2021
	Teaching & Learning Support	10. AVID Culturally Relevant Teaching Strategies: The Culturally Relevant Teaching: Empowering Students strand brings educators together to explore strategies and lessons that help empower students through examination, validation, and celebration of their own and others' cultures. (2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2)	June 10 & 11, 2019
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

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

District Goal this strategy supports	Goal: Implementation of family engagement plans at each school in order to develop relationships with family members as partners in student learning.			
What are we going to do?	Strategy # 3.1  Written as a Theory of Action and reflects evidence-based practices	<p>If families are provided access to resources and opportunities to help understand their school's programs, how to support their children's learning, educate the whole family, and opportunities for providing feedback, and</p> <p>Then, parents will feel connected and will be engaged in our schools and become partners in student learning.</p> <p>And then student graduation, freshman on-track, and achievement and academic growth will increase.</p>		
How we will know the plan is working	Measures of Evidence	<p>Fall</p> <p>School Family Engagement Action Plans</p> <p>Number of Engagement Events</p> <p>Family University Attendance</p> <p><a href="#">Events and Happenings Around the District</a></p> <p><a href="#">Monthly Newspaper Ads Schools in Action</a></p>	<p>Winter</p> <p>Number of Family Engagement Events</p> <p>Minutes from Community Feedback Sessions</p> <p>Family University Attendance</p> <p><a href="#">Events and Happenings Around the District</a></p> <p><a href="#">Monthly Newspaper Ads Schools in Action</a></p>	<p>Spring</p> <p>Number of Family Engagement Events</p> <p>Minutes from Community Feedback Session's</p> <p>Family University Attendance</p> <p><a href="#">Events and Happenings Around the District</a></p> <p><a href="#">Monthly Newspaper Ads Schools in Action</a></p> <p>Oregon Freshman On-Track Data</p> <p>Oregon SBAC Results</p> <p>Oregon Graduation Results</p>
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	1. Family Engagement Annual Action Plan for each school(1,3, 3.1, 3.2, 4.1, 5.1, 5.2)		Annually  October 2018
	Curriculum & Instruction	2. Family University Classes: English, Math GED, Literacy GED, Introduction to Computers, Family Zumba, Parenting, Darkness to Light, Healthy		Weekly

District Goal this strategy supports	Goal: Implementation of family engagement plans at each school in order to develop relationships with family members as partners in student learning.		
	Family Engagement Coordinator	Beginnings, Family Math & Art, to mention a few. Held in the evenings for families, includes child care. (Flyer Page 29) (2.1, 3.1, 3.2, 4.1, 5.1, 5.2)	
	Superintendent	3. Annual Community/Family Feedback Events in Warm Springs & Madras(3.1, 3.2, 4.1, 5.1, 5.2) Sample Minutes Page 28	Annually, February 2019
	Superintendent	4. Indian Education Advisory Committee (3.1, 3.2, 3.3, 3.4, 5.1, 5.2)	September 2018-June 2019-Monthly
	Curriculum & Instruction	5. American Indian TAPP, & Hispanic Liaisons: To provide parents with support and foster a welcoming environment in our schools to increase parent involvement. (3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2)	Ongoing
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 3.1, 3.2, 3.3 etc.)



## Jefferson County School District 509-J



### 2018-2019 ACTION PLAN



Implement Professional Learning Communities in all schools.

- A. Provide protected PLC time on Monday mornings through a late start schedule.
- B. Ensure all teachers produce and utilize common unit plans and unit assessments.
- C. Select and support PLC Facilitators and School Learning Coordinators to support the implementation of PLCs and ensure high levels of learning for all students.



Continue implementation of job embedded professional learning at all schools focused on building teacher and administrator instructional capacity in order to improve student learning outcomes.



Continue development and implementation of Family Engagement Plans at each school in order to develop relationships with family members as partners in student learning.



Continue to enhance communication with District employees through the continued implementation of monthly Certified and Classified Communication Groups.



Continue development and implementation of departmental action plans (Maintenance, Food Services, Transportation, Business Services, Human Resources and Information Technology) which support student achievement.





School Mission/Vision  
3-year Plan  
2018-2021

<b>Why?</b>	<b>Everything we do we believe will improve outcome for our students; emotionally, socially, physically and academically. We believe everyone in our learning community has a growth mindset. We believe all of our students will graduate from high school and be prepared for their future.</b>				
<b>Theory of Action</b>	Increase cohort graduation rate for all students from 80% 2017-2018 to 100% by the end of the 2021 school year as measured by the state four year graduation rate June 2021				
	<b>Smart Goal(s):</b>			<b>Key Performance Indicators</b>	
	<b>High-Leverage Improvement Strategy</b>	<b>Activities to Implement Strategies</b>	<b>Resources</b>	<b>Adult Actions: What do we expect to see from adults?</b>	<b>Student Outcomes: What do we expect to see from students?</b>
<b>Professional Learning Communities</b>	<p>Improve teacher collaboration through participation in professional learning communities and data teams focusing on the utilization of data to inform instruction and student academic growth.</p> <p>Implement PLC team facilitators</p>	<ul style="list-style-type: none"> <li>Weekly PLC meetings.</li> <li>PLC training for teachers and administrators.</li> <li>PLC living virtual document to share, collaborate and be held accountable for entire team</li> </ul> <p>*Send teacher teams to Solution Tree PLC training</p>	<ul style="list-style-type: none"> <li>Janelle Keating training.</li> <li>PLC Google Doc</li> <li>RTII meetings every 6 weeks</li> <li>SWISS</li> <li>Teacher led professional development</li> </ul> <p>*Solution Tree</p> <p>*Job description</p>	<ul style="list-style-type: none"> <li>Collaborative teacher planning for units and lessons, reflection on student learning data; including student products.</li> <li>Swiss documentation</li> <li>RTII Progress monitoring</li> <li>PLC Documentation</li> <li>PLC and RTI scheduled for the year</li> <li>*Lead/Plan PD</li> <li>*Lead PLC work at building level</li> </ul>	<p><b>Third grade ELA</b> increase from 41 % in 2017-2018 to 55 % in 2018-2019, and 75%in 2019-20 and 100% in 2020-21.</p> <p><b>* English Learners</b> increase from 30 % in 2017-2018 to 50% in 2018-2019, and 70%in 2019-20 and 80% in 2020-21</p> <p><b>* Special Education</b> increase from 7.4 % in 2017-2018 to 40 % in 2018-2019, and 55%in 2019-20 and 70% in 2020-21</p> <p><b>Third grade Math</b></p>

## Tight and Loose Frameworks

District:

JCSD Commitments to the Prerequisite Conditions of a True PLC
<ul style="list-style-type: none"> <li>• All educators work in collaborative teams and takes collective responsibility for student learning rather than working in isolation</li> <li>• Collaborative teams implement a guaranteed and viable curriculum, unit by unit, class by class (utilizing district adopted curriculum and unit plans)</li> <li>• Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, district team-developed common formative assessments.</li> <li>• Educators use the results of common assessments to :               <ul style="list-style-type: none"> <li>◦ Improve individual practice</li> <li>◦ Build the team's capacity to achieve its goals</li> <li>◦ Systematically intervene/enrich on behalf of every student</li> </ul> </li> <li>• The school provides a systematic process for intervention and enrichment.</li> </ul> <p><i>--Richard Dufor</i></p>

### Every School

Loose-	Tight-
<ul style="list-style-type: none"> <li>• Shared purpose, clear direction, and collective commitments and goals</li> <li>• Flexibility in what the school norms, accountability protocols, and SMART goals are</li> <li>• Flexibility in determining the student friendly learning targets unit by unit-based on needs of the kids</li> <li>• Flexibility in pacing within the unit-based on the needs of the kids</li> <li>• Gathering evidence of student learning through formative assessments.</li> <li>• Team determined evidence based instructional strategies.               <ul style="list-style-type: none"> <li>◦ WICOR</li> <li>◦ SIOP</li> <li>◦ Engagement</li> </ul> </li> <li>• Celebrate success</li> <li>• Develop professional development school plan based on needs</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and regularly articulate the why, and utilize district provided weekly PLC/PD time as intended</li> <li>• Focus on the four critical questions of learning</li> <li>• Support and utilize the district established grade level or content team structure as well as develop school team structures</li> <li>• Utilize district level unit plans including embedded assessments and curriculum</li> <li>• Commit to summative assessments and universal screeners (DIBELS, ELPA21, SBAC, etc.)</li> <li>• Support and utilize district team created planning tools (Google Team Drive, TACA, data sheets, action plans) as well as develop and maintain school planning tools and calendar (PLC, RTIi, PBIS, PD)</li> <li>• Establish team norms, accountability protocols, and consensus</li> <li>• School leaders monitor and provide feedback on the PLC process</li> <li>• Focus on results-data protocol</li> <li>• Create and maintain an evidence based intervention/enrichment plan to support individual students</li> <li>• Recognize and celebrate incremental progress</li> </ul>



Jefferson County School District 509-J PLC Teaming Structures				
Our Guiding Questions:				
	What do we expect students to learn?			
	How do we know if they learn it?			
	How do we respond when students experience difficulty learning?			
	How do we respond when students do learn?			

*The Continuous Learning Cycle includes; unit plans, common assessments, and data analysis to design clear and coherent instruction and professional development plan to answer the four guiding questions.*

Team	Membership	Facilitators	Meeting Schedule	Responsibilities
Leadership For Learning (District)	Central Office Leadership	Superintendent	Monthly	District Level PLC Meeting, 4 p.m. - 5:30 p.m. Monthly
	School Administrators	Administrators		Tight - What we own as a district.
	Teaching & Learning Support Team			Grade Level TACA Reviews
	School Learning Coordinators			Data Analysis
				Celebrations
				Plan for professional development, alignment, and monthly PLC work.
School Learning Coordinator	One representative from each school.	Principal	Monthly--First Monday, 4 -5:30 p.m.	Attend monthly district PLC meeting with principal, 4 p.m. - 5:30 p.m.
	Selected by principal.			In collaboration with principal create a monthly school action plan for PLC's & MTSS (RTII & PBIS) and assist teams with implementation.
	Stipend from collaboration grant of \$1,500 Annually			With the principal communicate, plan, & co-facilitate school team PLC weekly meeting.
	Job Description: Proven academic growth for students, demonstrated record of effectiveness in teaching, attended PLC training, knowledge and experience with effective assessment. Participated in a variety of leadership opportunities.			Help principal with analysis of data and TACA forms.
				Identify celebrations, support, professional development needs, and provide ongoing feedback.
		Teaching & Learning Support	Four times annually.	Assist teaching and learning support staff in the facilitation of quarterly grade/content level meetings for all staff.

School PLC Facilitators	One representative per grade/content level based on school size. Stipend from collaboration grant \$750 annually.	Principal	Weekly	Facilitate their grade/content level PLC meetings.
	Job Description: Proven academic growth for students, demonstrated record of effectiveness in teaching, attended PLC training, knowledge and experience with effective assessment.			
	Schools with three or more teachers at each grade/content level will have one facilitator per level. Schools with 2 or fewer teachers per grade/content level will have one per band. For example, K-1, 2-3, 4-5, math/science, ELA/Social Studies.			Meet monthly with principal and school learning coordinator to plan PLC meetings. (Identification of MTSS meetings). Mindful of meeting protocols to include meeting space, norms, resources, completion of required documents, celebrations, etc.
School PLC Teams	All School Instructional Staff	Principal	Weekly 60 Minutes	Skeleton unit templates are created at the district level and site-based grade level teams are empowered to further develop these unit plans based on student data and evidence based instructional strategies and resources.
	Specialists rotate through team meetings.	School Learning Coordinator		Completion of TACA.
		School PLC Facilitators		Identify celebrations, support and professional development needed, and provide ongoing feedback to school learning coordinator.
District Grade/Subject Level PLC Teams	All Instructional Staff	Teaching & Learning Support	Four Times Per Year	Agenda created by Teaching & Learning Support utilizing Leading & Learning TACA review, school TACA, summative data.
		Lead Principal Participation (Assigned grade/content level)	August 28	
		School Learning Coordinator	November 2	
			February 25 Elementary & March 4 Secondary 8 a.m. - 9:15 a.m.	
			June 7	Reflection & planning for next school year.
District Content Leadership Teams	Members selected by superintendent & leadership.	Teaching & Learning Support		Develop skeleton unit templates at the district level
	Math & Literacy			Annually updated district unit plans with feedback received from the TACA forms and team feedback. (May)
	Other teams added as systems built.			Assist with quarterly Grade/Level Content Team

**JEFFERSON COUNTY SCHOOL DISTRICT 509-J****School Learning Coordinator****Job Description**

<b>TITLE:</b> School Learning Coordinator	
<b>REQUIREMENTS:</b>	<ul style="list-style-type: none"> <li>• Demonstrated record of effectiveness in their own teaching.</li> <li>• Minimum of three years of classroom teaching experience.</li> <li>• Completed multiple PLC learning opportunities.</li> <li>• Excellent written and oral communication skills and the ability to work positively and cooperatively with others.</li> <li>• Knowledge of and experience with effective instruction and assessment.</li> <li>• Excellent planning and organizational skills.</li> <li>• Demonstrates a commitment to ongoing educational/continuing professional development.</li> </ul>
	<b>REPORTS TO:</b> School Principal
	<b>EDUCATION:</b> B.A. Required, M.A. Preferred Valid Oregon Teaching License
	<b>FLSA Status:</b> Exempt
<b>WORK YEAR:</b> Extra Duty Stipend \$1,500	
<b>GENERAL JOB DESCRIPTION:</b>	<ul style="list-style-type: none"> <li>• The major responsibility of School Learning Coordinator is to lead effective Professional Learning Community teams and their implementation. School Learning Coordinators are teachers who in collaboration with school principal facilitate the PLC teams and professional learning in their schools.</li> </ul>

**ESSENTIAL JOB RESPONSIBILITIES (Not Necessarily Limited to)**

- Attending monthly district PLC meeting with school principal. (4- 5 p.m.)
- In collaboration with principal create a monthly school action plan for PLC's & MTSS (RTII & PBIS) and assist teams with implementation.
- Serving as a *key communication link* between the administration and the faculty.
- Works with the school PLC Facilitators in preparing and utilizing team norms, planning agendas, chairing meetings, leading the work of teams in analyzing and improving student learning data, seeking out and experimenting with best practices, leading the collaborative development and attainment of learning improvement goals, and identifying and communicating professional development needs.
- Ensuring PLC teams maintains its focus on the four PLC questions.
  - *What do we expect students to learn? (Essential Standards)*
  - *How do we know if they learn it? (Assessment)*
  - *How do we respond when students experience difficulty learning? (Intervention)*
  - *How do we respond when students do learn? (Enrichment)*
- Conducts monthly analysis of data and TACA forms with principal.
- Responsible for ensuring completion of all teams TACA forms.
- Participation in required training
- Identifying celebrations, supporting, identifying professional development needs, and providing on-going feedback to plc teams.
- Assist teaching and learning support staff in the facilitation of quarterly grade/content level meetings for all staff.

**JEFFERSON COUNTY SCHOOL DISTRICT 509-J****Professional Learning Communities Grade/Content Facilitator****Job Description**

<b>TITLE:</b>	PLC Facilitator		
<b>REQUIREMENTS:</b>	<ul style="list-style-type: none"><li>• Demonstrated record of effectiveness in their own teaching.</li><li>• Minimum of three years of classroom teaching experience.</li><li>• Completed multiple PLC learning opportunities.</li><li>• Excellent written and oral communication skills and the ability to work positively and cooperatively with others.</li><li>• Knowledge of and experience with effective instruction and assessment.</li><li>• Excellent planning and organizational skills.</li><li>• Demonstrates a commitment to ongoing educational/continuing professional development.</li></ul>	<b>REPORTS TO:</b>	School Principal
		<b>EDUCATION:</b>	B.A. Required, M.A. Preferred Valid Oregon Teaching License
		<b>FLSA Status:</b>	Exempt
		<b>WORK YEAR:</b>	Extra Duty Stipend \$750
<b>GENERAL JOB DESCRIPTION:</b>	<ul style="list-style-type: none"><li>• The major responsibility of PLC facilitator is to lead effective Professional Learning Community teams. PLC leaders are teachers who lead a grade level, subject area, or intervention team. These teams make informed decisions about instruction based on research and the analysis of student work.</li></ul>		

**ESSENTIAL JOB RESPONSIBILITIES** (Not Necessarily Limited to)

- Working closely with the Learning Coordinator within their school on professional learning community's implementation.
- Serving as the *key communication link* between the administration and the faculty.
- Fulfills the role of serving as a leader of the team!
- Leading the team in preparing and utilizing team norms, planning agendas, chairing meetings, leading the work of teams in analyzing and improving student learning data, seeking out and experimenting with best practices, leading the collaborative development and attainment of learning improvement goals, and identifying and communicating professional development needs.
- Ensuring the PLC maintains its focus on the four PLC questions.
  - *What do we expect students to learn? (Essential Standards)*
  - *How do we know if they learn it? (Assessment)*
  - *How do we respond when students experience difficulty learning? (Intervention)*
  - *How do we respond when students do learn? (Enrichment)*
- PLC Facilitators will maintain a notebook and documents related to each of their scheduled meetings to include (maybe and electronic folder):
  - The PLC norms
  - Meeting Agenda for each specific meeting
  - Attendance
  - Meeting minutes showing covered topics
  - Evidence of work of the PLC

## ***Our Why: High Levels of Learning for All Students!***

Which of our essential questions will today's agenda focus on?

☐ What do we expect students to learn?

☒ **How will we know if they learn?**

☐ How do we respond if students experience difficulty in learning?

☐ How do we respond when students do learn?

## ***Leadership for Learning***

***December 3, 2018***

**Materials:** PLC Notebook, **\*Unit Assessments**, Laptop, Learning by Doing Book

**Assessments admin should bring to the meeting:**

- Elementary 3rd grade, Unit 1 Math
- Middle 7th grade, Unit 1 Math
- High School geometry (Sue already has these and will bring them)

### **Meeting Outcomes:**

- Equity of learning for all students utilizing a cycle of continuous improvement that includes guaranteed and viable curriculum; standards, district adopted materials, formative assessment, and data analysis
- Further understanding and practicing of PLC question #2- How will we know if they learn
- Identifying next steps for admin. and SLCs in supporting the weekly work of a PLC

#### **1. Bellringer- Student Learning Data**

#### **2. Norms**

#### **3. Review of our Tight Framework: What do we expect students to learn?**

- **Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum?**

#### **4. How will we know if they learn?**

- **A Results-Driven Culture**

[Global PD](#)

#### **5. Why Common Summative Assessments, Learning by Doing, page 149**

- Promote efficiency for teachers.
- Promote equity for students
- Provide an effective strategy for determining whether the guaranteed curriculum is being taught and, more importantly, learned
- Inform the practice of individual teachers
- Build a team's capacity to improve its program
- Facilitate a systematic, collective response to students who are experience difficulty
- Offer the most powerful tool for changing adult behavior and practice

#### **6. Going beyond the numbers-Analyzing and practicing**

#### **7. Planning time-Supporting the weekly work of a PLC**

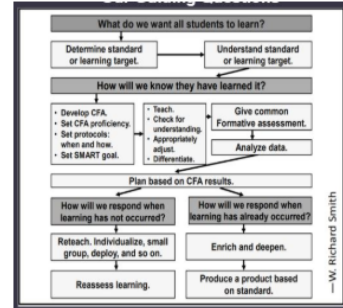
## 2018-19 JCSD Late Start Monday PLC Planner and Feedback Notes-District Level

### The Weekly Work of a PLC:

- Utilize team created unit plan skeletons
- Further develop the skeletons
  - Write learning targets and formative assessments
  - Design instruction with engagement strategies that are based on evidence supported strategies
  - Plan enrichment/interventions-differentiated instruction
- Implement the lesson plans
- Apply interventions and extensions.
- Give the common end-of-unit summative assessment.
- Add end-of-unit summative assessment data to the district wide TACA form
- Look at data and student work with your school teams.
- Apply interventions and extensions.
- Analyze the assessment or protocol. (Note suggested edits and improvements on the TACA for yearly updates )
- Repeat for each unit

### Keep the Work Focused on the Four Questions:

- What do we expect students to learn?
- How will we know if they learn?
- How do we respond if students experience difficulty in learning?
- How do we respond when students do learn?



Pink Team	Light Green Team	Blue Team	Yellow Team	Purple Team	Teal Team
<b>Team Goals for Year:</b> The percentage of all students scoring proficient or higher in ELA will increase from 34.9% to 38% by the end of June 2019 as measured by SBAC Assessment.  The percentage of all students scoring proficient or higher in Mathematics will increase from 31.5% to 39% by the end of June 2019 as measured by SBAC Assessment.	<b>Team Goals for Year:</b> The percentage of all students scoring proficient or higher in ELA will increase from 34.9% to 38% by the end of June 2019 as measured by SBAC Assessment.  The percentage of all students scoring proficient or higher in Mathematics will increase from 31.5% to 39% by the end of June 2019 as measured by SBAC Assessment.	<b>Team Goals for Years:</b> The percentage of all students scoring proficient or higher in ELA will increase from 34.9% to 38% by the end of June 2019 as measured by SBAC Assessment.  The percentage of all students scoring proficient or higher in Mathematics will increase from 31.5% to 39% by the end of June 2019 as measured by SBAC Assessment.	<b>Team Goals for Year:</b> The percentage of all students scoring proficient or higher in ELA will increase from 34.9% to 38% by the end of June 2019 as measured by SBAC Assessment.  The percentage of all students scoring proficient or higher in Mathematics will increase from 31.5% to 39% by the end of June 2019 as measured by SBAC Assessment.	<b>Team Goals for Year:</b> The percentage of all students scoring proficient or higher in ELA will increase from 34.9% to 38% by the end of June 2019 as measured by SBAC Assessment.  The percentage of all students scoring proficient or higher in Mathematics will increase from 31.5% to 39% by the end of June 2019 as measured by SBAC Assessment.	<b>Team Goals for Year:</b> The percentage of all students scoring proficient or higher in ELA will increase from 34.9% to 38% by the end of June 2019 as measured by SBAC Assessment.  The percentage of all students scoring proficient or higher in Mathematics will increase from 31.5% to 39% by the end of June 2019 as measured by SBAC Assessment.
<b>Type Members and Norms:</b> Greg Cole, Vicki Jenkins, Candi Hedrick	<b>Type Members and Norms:</b> Adam, Annette, Billie, Kandia	<b>Type Members and Norms:</b> Brian, Tammie, Randy, and Ken AVID AEIOU	<b>Type Members and Norms:</b> Simon, Brent, Julia and Ken AEIOU	<b>Type Members and Norms:</b>	<b>Type Members and Norms:</b>

## October

*What do we expect students to learn?-----How will we know if they learn?-----How do we respond if students experience difficulty in learning?-----How do we respond when students do learn?*

Admin Feedback:	Admin Feedback:	Admin Feedback:	Admin Feedback:	Admin Feedback:	Admin Feedback:
<b>Oct. 1 PLAN:</b> Clarify the difference between lesson planning and planning for the lesson (student data is used for planning the lesson vs. standards driving lesson plans)  <b>What we accomplished:</b> Clarified lesson planning during the PLC process  <b>Next Steps:</b> Provide teachers with PD and guidance  <b>What we need help with:</b>	<b>Oct. 1 PLAN:</b> Analyze Data: PLC Facilitator Training Data  <b>What we accomplished:</b> <ul style="list-style-type: none"> <li>Showed everyone how to place the documents on their desktop.</li> <li>Check for understanding by whether or not staff is using the document (evidence on document).</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Use those who are comfortable teaching (and using) the documents, to mentor those that aren't. (Use as experts or study buddy).</li> <li>Further support can be made by the PLC Facilitator (one on one assistance).</li> </ul> <b>What we need help with:</b> <ul style="list-style-type: none"> <li>Identifying who still needs help (student by student, standard by standard).</li> </ul>	<b>Oct. 1 PLAN:</b> Review data - Secondary Content Level PLC Meeting Data and The Seven Stages of Professional Learning Teams  <b>What we accomplished:</b> <ul style="list-style-type: none"> <li>Need another CFA with actual names so we can differentiate instruction. Change the scale.</li> <li>Guessing as to who is where.</li> <li>Developing CFAs and analyzing the data consistently is next.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Clarity to the process - what</li> <li>Clarify subject level 'stages' and specific teams 'stages'</li> </ul> <b>What we need help with:</b> <ul style="list-style-type: none"> <li>Create the clarification document</li> <li>Schedule</li> </ul>	<b>Oct. 1 PLAN:</b> Analyze data on the 7 stages of professional learning team.  <b>What we accomplished:</b> Analyzed data need to drill down further to individuals  <b>Next Steps:</b> Move 1 & 2 up a level-individual conversations to help move them forward Move 3 & 4 up a level-build a solid base curriculum and assessments Stage 5 and up...use them as experts  <b>What we need help with:</b> 1-2 focus on planning and assessments 3-4 focus on next step of analyzing student data 5-6 focus on instruction based on student need	<b>Oct. 1 PLAN:</b>  <b>What we accomplished:</b>  <b>Next Steps:</b>  <b>What we need help with:</b>	<b>Oct. 1 PLAN:</b>  <b>What we accomplished:</b>  <b>Next Steps:</b>  <b>What we need help with:</b>



# PLC Implementation

PLC Walkthrough Implementation Data Collection

\* Required

School: \*

- ☐ Buff Elementary
- ☐ Madras Elementary
- ☐ Metolius Elementary
- ☐ Jefferson County Middle School
- ☐ Warm Springs K-8 Academy
- ☐ Bridges High School
- ☐ Madras High School

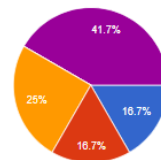
Google Walkthrough document for Monday Morning PLC meeting implementation data collection.

Which of our essential questions is the team focusing on? \*

- ☐ What do we expect students to learn?
- ☐ How will we know if they learn?
- ☐ How do we respond if students experience difficulty in learning?
- ☐ How do we respond when students do learn?
- ☐ Not visible/evident.

Which of our essential questions is the team focusing on?

12 responses



- What do we expect students to learn?
- How will we know if they learn?
- How do we respond if students experience difficulty in learning?
- How do we respond when students do learn?
- Not visible/evident.

What is the team working on? \*

- ☐ Unit Plans
- ☐ Writing learning targets and checks for understanding.
- ☐ Designing instruction with engagement strategies.
- ☐ Planning enrichment.
- ☐ Planning interventions.
- ☐ Looking at data and student work.

What is the team working on? \*

- ☐ Unit Plans
- ☐ Writing learning targets and checks for understanding.
- ☐ Designing instruction with engagement strategies.
- ☐ Planning enrichment.
- ☐ Planning interventions.
- ☐ Looking at data and student work.
- ☐ Creating common formative assessments.
- ☐ Analyzing end of unit common summative assessments.
- ☐ Completing the TACA form
- ☐ Other:

Is the PLC facilitator present? \*

- ☐ Yes
- ☐ No
- ☐ PLC facilitator is not present, but there is a leader guiding the work.

What is the PLC facilitator doing? \*

- ☐ Completing the Meeting Planner
- ☐ Facilitating Conversations
- ☐ Leading the Team in Analyzing and Improving Student Learning Data
- ☐ Following an Agenda
- ☐ Utilizing Team Norms
- ☐ Filling in the TACA
- ☐ Identifying Professional Development Needs of Team
- ☐ Other: \_\_\_\_\_

Which of the seven stages of professional learning do you feel this team is at? (based on what you see today) \*

- ☐ Filling the Time

Which of the seven stages of professional learning do you feel this team is at? (based on what you see today) \*

- ☐ Filling the Time
- ☐ Sharing Personal Practice
- ☐ Planning Together
- ☐ Developing Common Assessments
- ☐ Analyzing Student Learning
- ☐ Adapting Instruction to Student Needs
- ☐ Reflecting on Instruction

Other Observations:

Your answer

SUBMIT

Never submit passwords through Google Forms.

## Overview of K-5 Math Unit Plans Skeletons:

Kindergarten	Approx # of days	First Grade	Approx # of days	2nd Grade	Approx # of days
<a href="#">Unit 1 (M2/M8(1-6 lessons)) Analyzing and Comparing 2D and 3D Shapes</a>	18	<a href="#">Unit 1 (M1A) Lessons 1-25 Addition Within Ten</a>	24	<a href="#">Unit 1 (M1) Sums and Differences to 100</a>	12
<a href="#">Unit 2 (M1) Numbers to 10</a>	40	<a href="#">Unit 2 (M1B) Lessons 25-39 Subtraction Within Ten</a>	16	<a href="#">Unit 2 (M2) Addition and Subtraction of Length Units</a>	18
<a href="#">Unit 3 (M3) Comparison of Length, Weight, Capacity, and Numbers to 10</a>	22	<a href="#">Unit 3 (M2) Place Value Through +/- Within 20</a>	27	<a href="#">Unit 3 (M3) Place Value, Counting, and Comparison of Numbers to 1,000</a>	26
<a href="#">Unit 4 (M4a Topics A-C) Number Pairs and Addition to 10</a>	20	<a href="#">Unit 4 (M3) Measurement</a>	13	<a href="#">Unit 4 (M4/5) Addition and Subtraction Within 1,000 with Word Problems</a>	45
<a href="#">Unit 5 (M5) Numbers 10-20 and Counting to 100</a>	24	<a href="#">Unit 5 (M4) Place Value, Comparison, +/- Within Forty</a>	39	<a href="#">Unit 5 (M6) Foundations of Multiplication and Division</a>	20
<a href="#">Unit 6 (M4b Topics D-H) Number Pairs and Subtraction to 10</a>	24	<a href="#">Unit 6 (M6) 2-digit Addition to 100</a>	24	<a href="#">Unit 6 (M7) Problem Solving with Length, Money, and Data</a>	19
		<a href="#">Unit 7 (M5) Shapes and Time</a>	19	<a href="#">Unit 7 (M8) Time, Shapes, and Fractions as Equal Parts of Shapes</a>	15
<a href="#">At-A-Glance K-2 Eureka Math/CCSS Crosswalk</a>		<a href="#">At-A-Glance K-2 Eureka Math/CCSS Crosswalk</a>		<a href="#">At-A-Glance K-2 Eureka Math/CCSS Crosswalk</a>	
TOTAL	148	TOTAL	162	TOTAL	155
3rd Grade	Approx # of days	4th Grade	Approx # of days	5th Grade	Approx # of days
<a href="#">Unit 1 (M1a) Introduction to Multiplication and Division</a>	7	<a href="#">Unit 1 (M1) Place Value, Addition and Subtraction</a>	20	<a href="#">Unit 1 (M1) Place Value and Decimal Operations</a>	17
<a href="#">Unit 2 (M1b) Solving Problems with Units of 2-5 and 10</a>	16	<a href="#">Unit 2 (M2) Metric Unit Conversions &amp; Problem Solving</a>	6	<a href="#">Unit 2 (M2a) Multiplying Whole Numbers and Decimals</a>	20
<a href="#">Unit 3 (M2a) Measurement and Problem Solving</a>	12	<a href="#">Unit 3 (M3-A, Topics A-D &amp; H) Multi-digit Multiplication</a>	17	<a href="#">Unit 3 (M2b - Topics E-H) Dividing Whole Numbers and Decimals</a>	12
<a href="#">Unit 4 (M2b) Place Value and Problem Solving</a>	11	<a href="#">Unit 4 (M3-B Topics E-G) Multi-digit Division</a>	16	<a href="#">Unit 4 (M3) Equivalent Fraction Operations</a>	15
<a href="#">Unit 5 (M3) Multiplication and Division with Units of 0, 1, 6-9, and Multi</a>	22	<a href="#">Unit 5 (M5-A, Topics A-D) Fraction Equivalence &amp; Comparison</a>	20	<a href="#">Unit 5 (M4a Topics A-B) Fractions as Division</a>	8
<a href="#">Unit 6 (M4) Multiplication and Area</a>	17	<a href="#">Unit 6 (M5-B, Topics E-H) Fraction Addition, Subtraction and Multiplication</a>	20	<a href="#">Unit 6 (M4b - Topics C-F) Multiplication with Fractions</a>	18
<a href="#">Unit 7 (M5) Fractions as Numbers on the Number Line</a>	31	<a href="#">Unit 7 (M6) Decimal Fractions</a>	13	<a href="#">Unit 7 (M4c - Topics G-H) Division with Fractions</a>	10
<a href="#">Unit 8 (M6) Collecting and Displaying Data</a>	10	<a href="#">Unit 8 (M4) Geometry- Angle measure &amp; Plane Figures</a>	12	<a href="#">Unit 8 (M5) Volume, Area and Quadrilaterals</a>	24
<a href="#">Unit 9 (M7) Geometry and Measurement Word Problems</a>	16	<a href="#">Unit 9 (M7) Measurement Conversions</a>	9	<a href="#">Unit 9 (M6) Coordinate Systems and Graphing</a>	23
<a href="#">At-A-Glance 3-5 Eureka Math/CCSS/SBAC Crosswalk</a>		<a href="#">At-A-Glance 3-5 Eureka Math/CCSS/SBAC Crosswalk</a>		<a href="#">At-A-Glance 3-5 Eureka Math/CCSS/SBAC Crosswalk</a>	
TOTAL	142	TOTAL	133	TOTAL	147

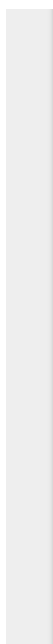


Unit Plan Template: (Sample unit plan in progress below.)

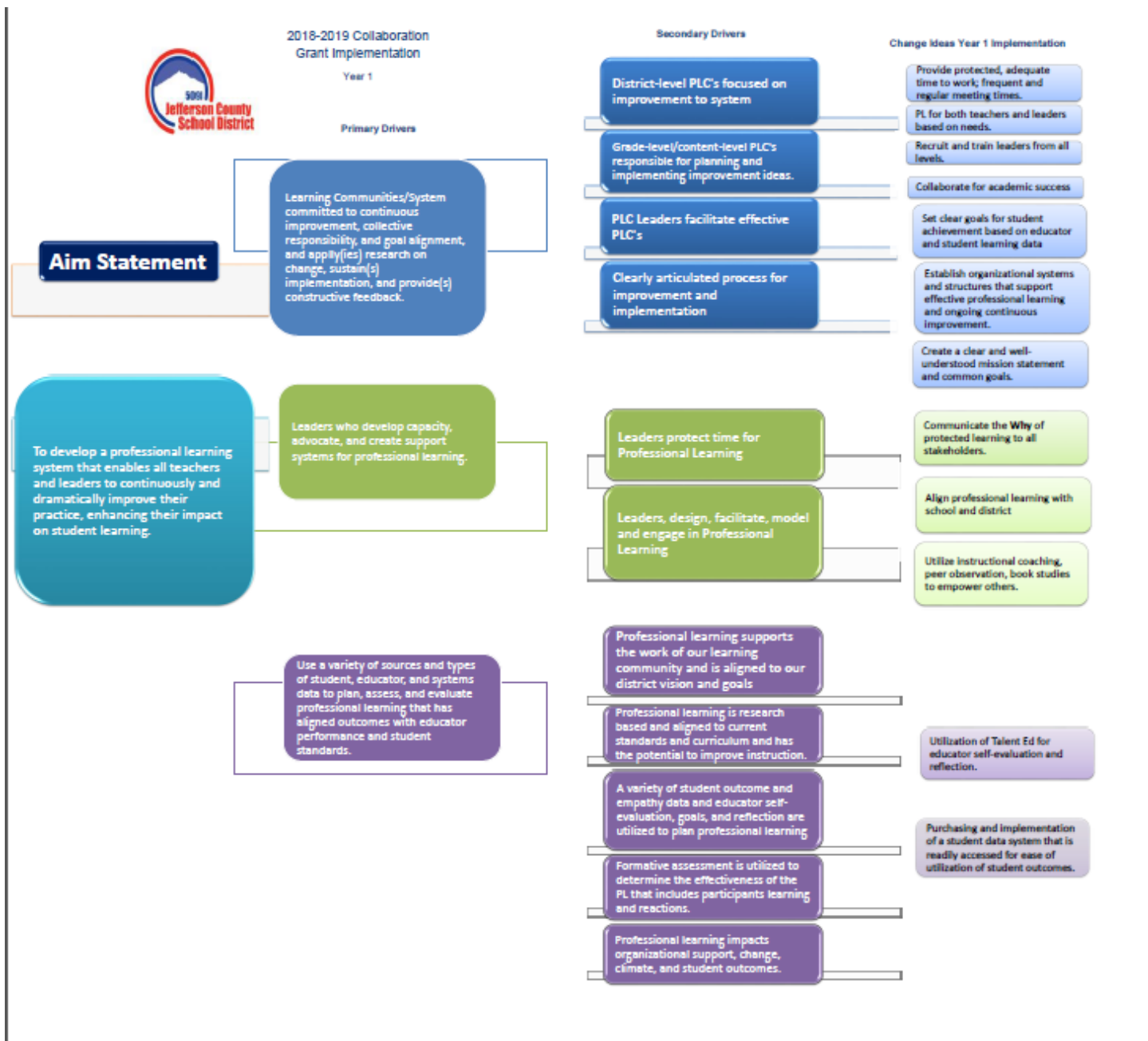
Grade/School: Algebra I MHS		Unit: 9 (Statistics)	Timeline: 15 days
<b>BIG IDEAS:</b> <ul style="list-style-type: none"><li>Being able to analyze data is one of the most important skills in the 21st century.</li><li>There is a lot of misleading data out there... I can understand how to use, interpret, and fact check data...</li></ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"><li>What role does data play in our world society?</li><li>How can we use data to understand the world around us?</li></ul>	
STANDARDS AND PROGRESSION ADDRESSED IN THIS UNIT			
<b>Standards:</b> <b>8-ID.1:</b> Represent data with plots on the real number line (dot plots, histograms, and box plots). <b>8-ID.2:</b> Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. <b>8-ID.3:</b> Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). <b>8-IC.1:</b> Understand statistics as a process for making inferences about population parameters based on a random sample from that population.			
<b><u>Learning Progression:</u></b>			
STUDENT-FRIENDLY LEARNING TARGETS			
<ul style="list-style-type: none"><li>I can understand the difference between mean, median, and mode of a data set...</li><li>I can find the range and standard deviation of a data set...</li><li>I can identify the effects of transformations on data...</li><li>I can use box-and-whisker plots to represent data sets...</li><li>I can interpret box-and-whisker plots...</li><li>I can use box-and-whisker plots to compare data sets...</li><li>I can describe the shapes of data distributions...</li><li>I can setup and use two way frequency tables accurately...</li><li>I can choose and create appropriate data displays...</li></ul>		<b><u>ASSESSMENTS AND EVIDENCE</u></b>  <a href="#"><u>Unit 9 Quiz</u></a>  <a href="#"><u>Unit 9 Test</u></a>	

Capitreno School District, Kim Bailey Adapted by Laura Robinson-Simmons, 2014 Adapted by WRKSU, 2016, Adapted by JCSU, 2017  
Page 1 of 3

KEY ACADEMIC VOCABULARY		
Standard Deviation	box and whisker	mean
median	mode	outlier
measure of variation	range	quartile
Interquartile	first quartile	third quartile
histogram	frequency table	skewed
center of measure	two way table	
Team SMART Goal		
On-going Instruction-Instructional Strategies (WICOR)		
Differentiated Daily Lessons		



Intervention/Extension Plan
Below Grade Level:
Above Grade Level:
Reflection Notes:
Resources:



Collaboration Grant Drivers for Improvement of Professional Learning 2018-19 Aligned to District Goals.

**Community and Family Feedback to Jefferson School District 509J**  
**Wednesday, February 28, 2018 at Warm Springs K-8 Academy**  
**Tuesday, March 6, 2018 at Madras High School**

During the Community Feedback sessions on February 28, 2018 and March 6, 2018 Superintendent Parshall explained that the purpose of these two conversations with Jefferson 509 J parents and community members is to gather their ideas and thoughts on what else might be done to further the growth and achievement of students, what the district might do more of or emphasize in their efforts, and how community resources might be used to meet academic action targets and/or speed up student growth and achievement.

The Superintendent then presented information to community members in attendance regarding district action plan targets. In his presentation the Superintendent described the results that have been achieved thus far and provided examples of some of the strategies that the district has been using to meet these designated targets for student improvement.

After his presentation, community members were asked to move about the room and review the results data presented visually on charts in the form of graphs. The participants were asked to have a conversation to share their thoughts, ideas and questions with a conversation facilitator. The facilitator was instructed to write down the ideas and thoughts that participants shared on charts so that the information was visible to all. Guiding questions were suggested in the event that the conversations slowed or were tough to get started. The information gathered during the community feedback sessions are combined in this report that district leadership will review and use in future planning.

**Target: Increase graduation rates at Madras High School and increase the percentage of freshman students on track to graduate in four years**

(Note:) Average graduation rate in the U.S. for Native American students is 26 percent. Jefferson 509 J has been at 40 percent for four-year graduation rate for some time.  
Last year 54 percent of Native American students graduated from Madras HS in four years. This year 82 percent of all freshman are on track to graduate with 69 percent of Native American freshman students on track for graduating in four years.

# You're INVITED!

## Fall Kick-off & Family Registration

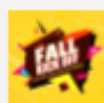


Tuesday October 16th

2018

6-7:00pm

JCMS Commons



## Family University 2018 Fall Courses

All Classes are held at Jefferson County Middle School

Unless otherwise noted

1180 SE Kemper Way, Madras OR

### English Conversation

Join us and practice your English conversation, reading and writing.

**Tuesdays,**  
6:00-7:30pm  
Starting Nov 6th

### Math GED Skill Building

This course offers help with math skills and concepts to meet GED standards

**Tuesdays, 6:00-7:30pm**  
Starting Nov 6th  
Marianna Garcia

509-460-2824

### Literacy GED Skill Building

This course offers help with Literacy and Social Studies skills and concepts to meet GED standards.

**Thursdays,**  
6:00-7:30p  
Starting Nov 8th  
Rebecca Alvarado

509-460-2824

### Computer Class

This course offers help with computer skills focusing on Windows/Email/Word/Excel & googles Apps

**Thursdays,**  
6:00-7:30pm



### Spanish Literacy Classes

Starting Nov 7th for students from 1<sup>st</sup> to 5<sup>th</sup> grade.

**Limited Space**

Program is designed for fluent Spanish speakers only.

Application are being taken by  
Nancy Viramontes



An amazing night filled with energy and fun for the **WHOLE** family!!!

**Mondays,**  
6-7:00pm  
Starting Nov. 5 2018  
Mary Bravo



Join us for workshops that will increase communication and connection with your children.

**Wednesdays**  
starting  
November 28th  
6:00pm  
Denise Piza  
Best Care



All our families are invited to our AVID workshop. Come and learn about how your student can be success implementing AVID strategies.

**December 3, 2018**  
6-7:00 pm  
Deseray Duncan



On this math night you will learn some tips and tricks about how to help your students with homework.

**Tuesday Oct. 23, 2018**  
MHS Commons  
5:30-7:00pm



Come and learn about Civil Rights, Housing, ITIN's / Tax Issues, Immigration and much more.

**Wednesday November**  
14th  
6-8:00 pm

**No Classes Held**  
**During School Holidays**

**Childcare and snacks will be provided during classes times**

Please contact Nancy Viramontes for more information and registration for

all Family University Classes.

541 460-2824 [nviramontes@509j.net](mailto:nviramontes@509j.net)



Jefferson County  
Family University



Funding for Jefferson County School District Family University for 509-J families is provided through Title I, Title III and Title VI programs





# Schools in Action!

A glimpse into our schools as we learn, teach, accomplish, and achieve great things

January 2019



## MHS Grads return to speak as alumni

In the days before the holiday break, Madras High School welcomed some familiar faces. Recent graduates returned to the halls of Madras High to speak with upper classmen about life after graduation and adjustments to college life. Each graduate was assigned a homeroom to give their presentation, and students were encouraged to ask questions of the speakers.



OSB School Board - 1st Board Chair Courtney Sneed, Jamie Hunt, Laurie Canasta, Tom Norton, & Vice-Chair Stan Sullivan

## January: School Board Recognition Month

The Oregon School Boards Association has set aside the month of January to honor the unpaid elected volunteers who serve on school boards, education service district boards, and community college boards.

Our school board members give their personal time and energy to handle critical tasks of budgeting and overseeing the management of our schools, ensuring that our children receive the education they need to prosper in today's global economy.

You'll find these people in our community, at school functions and supporting our kids throughout the district. Take a moment to shake their hand and thank them for their time and service!

## Madras Elementary December Family Engagement Event



## Metolius Elementary hosts annual PBIS Christmas Store



Metolius Elementary hosted their annual PBIS Christmas Store last month, utilizing the PBIS (Positive Behavioral Interventions and Support) program rewards, known as "Wolf Tickets", named for the Metolius Elementary mascot. Students saved up their wolf tickets and bought their families and friends presents. Hundreds of items were purchased and donated by volunteers. A handful of volunteers came to help the students wrap up their presents. Students enjoyed shopping the book fair and singing Christmas carols the week before the holiday break. Family Holiday Night was a great success, where families could make crafts, decorate Christmas cookies and shop the book fair.

## JCMS AVID students select Teachers of the Month



The 6th grade Guidedroom and 7th/8th grade AVID Elective classes at JCMS presented 3 teachers with AVID Teacher of the Month Awards last month. Each class voted for a teacher that went out of their way to use AVID strategies, support individual students, and promote JCMS AVID School-wide goals.

Congratulations to JCMS teachers Melissa Walgren, Julia Pail, and Lindsay Terwilliger!

## 509-J Calendar January

- 1-6 NO SCHOOL Winter Break
- 21 MLK Jr Holiday - NO SCHOOL
- 24 End of Quarter 2/ Semester 1
- 25 No School-Teacher Grading Day



Jefferson County School District

445 SE Buff Street, Madras, OR 97741

(541) 475-6192

[www.jcsd.k12.or.us](http://www.jcsd.k12.or.us)

to All ▾

[View in your browser](#)

**The W-2's are coming! The W-2's are coming!**

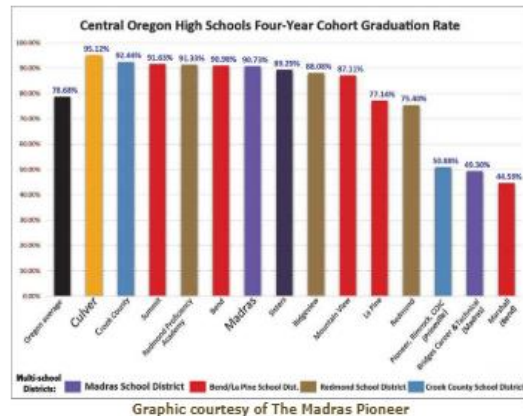
Check your mailbox, the W-2's are in the mail and should be arriving any day.

Reminder: You may be eligible for the Earned Income Tax Credit (EITC or EIC), a benefit for working people with low to moderate income, particularly those with children. EITC reduces the amount of tax owed and may provide a refund. Visit these websites for additional information about how to qualify:

- Federal: <https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit>
- Oregon: <https://www.oregon.gov/DOR/programs/individuals/Pages/credits.aspx>

## 509-J IN THE NEWS:

- From The Madras Pioneer: [Local School Districts Beat State Graduation Rate](#)
- From Oregon Public Broadcasting: [Oregon's Graduation Rate Improves, But Achievement Gap Persists](#)





# 509-J Jefferson County School District 2018-2019 Approved

Revised or Updated: 9/04/018

## Warm Springs Community Engagement CALENDAR

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Approved

## SCHEDULE:

<b>Aug 29, 2018</b> [Ken]	<b>Indian Education Advisory Committee Meeting (1)</b> Present written comments, recommendations and suggestions and action plan. Review proposed changes to IPPs. [12:00-1:30pm - @ Cottonwood]
<b>Sep 3, 2018</b> [Martha]	Post changes to IPPs to website and at Tribal offices (if any) [Tessa will go with Martha]
<b>Sep 10, 2018</b> [Ken]	Present written report to Board on comments, recommendations, suggestions & action plan.
<b>Sep 25, 2018</b> [Ken & Alyssa]	Present to Tribal Council @11am (1) on comments, recommendations, suggestions & action plan.
<b>Sep 26, 2018</b> [Chele & LaRae]	Post written report to website & Tribal Offices [Martha]
<b>Oct 5, 2018</b> [Tessa]	Provide student listing to CTWS Secretary/Treasurer for review and approval [Chele & LaRae]
<b>Oct 8, 2018</b> [Tessa]	509-J Board Meeting at WSK8 - Indian policies & procedures to Board for approval [Tessa]
<b>Oct 15, 2018</b> [Ken & Martha]	Post approved IPPs to website & Tribal Offices [Martha]
<b>Dec 27, 2018</b> [Ken & Martha]	Submission of Impact Aid Application [Martha]
<b>Jan 17, 2019</b> [Ken & Martha]	Indian Education Advisory Meeting (2) - Meet to review plans for Family Engagement Night in February [11:30-1:30 - @ Greeley Heights]
<b>Jan 18, 2019</b> [Ken]	Submit notice of Family Engagement to Madras Pioneer and Spilyay Tymoo [Martha]
<b>Feb 4, 2019</b> [Ken, Melinda & Martha]	Disseminate the following information: Impact Aid FY2020 Information; Title VI budget; Evaluation of all education programs the District intends to initiate or eliminate.
<b>Feb 5, 2019</b> [Tessa & IT]	Parents receive call and/or text about information being available at Tribal Office and online. [Ken get info]
<b>Feb 12, 2019</b> [Ken]	Call and/or text message from District notification system day before the meeting.
<b>Feb 13, 2019</b> [Ken]	Family Engagement Meeting @WSK8 5:00pm -7:00pm [All Executive Team]
<b>Mar 14, 2019</b> [Ken, Melinda & Martha]	Indian Education Advisory Committee Meeting (3) Review comments & recommendations from Family Engagement Meeting @WSK8 [5:30 - 7:00pm - @ Greeley Heights]
<b>May 9, 2019</b> [Ken & Martha]	Indian Education Advisory Committee Meeting (4) Review Title VI budget & recommendations [5:30 - 7:00pm - @ Greeley Heights]

Revised 6/19/2018 Updated: 8/14/2018; 9/04/2018