

Oregon District Continuous Improvement Plan

School Year	2022-2023
District	Lincoln County School District

District Direction Section

Vision	Empowering all students every day to realize their full potential for living the future life they imagine.
Mission	Relentlessly committed to ensuring that all students learn the critical reading and thinking skills needed to be educated, healthy and resilient people that graduate with future options and the ability to achieve their dreams.

Comprehensive Needs Assessment Summary

What data did our team examine?

- District Report Card data including student performance, on-track to graduate, on-time graduation, and demographics
- School Report Cards
- Lincoln County ACEs data
- Lincoln County School District SBAC data
- iReady Reading and Math Data
- ORIS District Needs Assessment (2018, 2022)
- ORIS School Needs Assessments (2018, and 2022 K-5)
- Community Engagement Survey Data (English and Spanish)
- TELL Survey Data
- TFI Data
- Chronic Absenteeism Exclusion Data
- Fall 2018 School Designations Report for LCSD (Comprehensive and Targeted Chart)

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

All data was analyzed through the use of a structured data protocol. The district and school report cards were our primary source of data due to a lack of a comprehensive assessment system in the district. This data is suspect partly due to low participation in the SBAC at the secondary level. It has been noted that participation rates at some elementary schools has been declining.

Were inequities in student outcomes examined?

Most of the Charter Schools (Siletz Valley, Siletz Valley Early College Academy, Lincoln Career Technical High School) were identified as comprehensive. Many of our district schools have been identified (targeted) for needs for support in certain student groups in LCSD. Specifically, students with disabilities, English Language Learners, American Indian/Alaskan, Hispanic/Latino, white, and economically disadvantaged students were identified as needing more support.

What needs did our data review elevate?

The data made clear to the team that our district is in need of systems and structures that would better support teachers and students such as:

- Comprehensive Assessment System
- PBIS System
- MTSS/RTI Structure for academics and social emotional needs
- Aligned curriculums for reading and math
- Community engagement protocols

- Attendance protocols/systems for improvement
- Effective system to analyze data and respond to student needs (PLC)
- Professional development to improve instruction
- Professional development to improve instructional leadership district-wide

Which needs will become priority improvement areas?

- K-10 Comprehensive Assessment System for Reading and Math
- District Reading and Math Curriculum
- Professional Development with feedback focused on effective instruction
- PBIS
- High School Success and graduation coaches
- Tier One Social Emotional learning through school counselors
- English Language Acquisition

How were stakeholders involved in the needs assessment process?

- Building level leadership teams (administration, classified and certified staff) ORIS Needs Assessment completion
- Family and community engagement survey provided in both English and Spanish
- Ongoing Siletz Tribal consultation
- District Improvement Team made up of building and district leadership and teachers
- School Board presentation at a work session with solicited feedback
- Superintendent and Charter School Liaison visited charter school sites to discuss district support

Long Term District Goals & Metrics

Goal 1	Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.		
Metrics	By June 2022	By June 2023	By June 2024
	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).	District Graduation statistics/Students On-track data. Credit monitoring by semester each year through high school via Behavior, Attendance, and Grade reports (BAG report).
Goal 2	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.		
Metrics	By June 2022	By June 2023	By June 2024
	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.	District and building attendance statistics are reported on and reviewed by building attendance teams monthly. District level monthly attendance meetings.

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success	Graduation coaches at each building meet with appropriate teams to review behavior, attendance, and grade reports for all 9th grade students as part of evaluating and supporting on-track graduation.
Chronic Absenteeism	PBIS provides a framework to address the behavioral needs of all students, through a series of universal, targeted, and individualized supports that are positive in nature and emphasize a warm, welcoming school climate. Through intentional review of data, systems, and practices to determine if they are resulting in desired student outcomes, school and district teams utilize the PBIS framework to design and implement interventions to ensure students have the support needed to be successful with all behaviors, including attendance. Within the PBIS framework, the district will be able to provide resources and professional development of specific strategies and programs such as trauma-informed practice, a comprehensive school counseling program, restorative practices, etc.
AVID	AVID Electives have been implemented in all schools. School-wide AVID provides professional development to learn and monitor strategies proven to increase engagement and attendance and graduation rates. AVID supports healthy student transitions between buildings and grades. AVID Charter schools in LCSD are invited to attend LCSD offered AVID professional development. LCSD focus is on academic language and literacy professional learning and strategies through AVID.
Title VI Indian Education	Title VI specialists with High School Success and attendance teams to review student progress and provide additional academic support. Staff receive training on Tribal History Shared History.
Language Acquisition	Supporting English Language Acquisition in all three tiers is the focus of our HB3499 grant. Through targeted focus on reading, writing, speaking, and listening in all tier one classrooms using AVID/ECRI strategies, our Multilingual students have access to all core content. These strategies will be built upon in our tier two ELD classrooms and our tier three newcomer support classes using adopted curriculum, curriculum embedded assessments, and progress monitoring of language acquisition levels. Through these strategies, our outcomes for core content and OTELP will increase for our multilingual students.

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

District Goal this strategy supports	Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.	
What are we going to do?	Strategy #1.1 Assessment	If we install an aligned K-12 comprehensive assessment system for core subjects Then educators will be able to have effective data team discussions around student achievement (disaggregated by groups) and the effectiveness of reading and math content and instruction And student achievement in reading will increase K-12.

How we will know the plan is working	2022-2023 Measures of Evidence	Fall <ul style="list-style-type: none"> iReady diagnostic math administered to all K-12 students R4R Unit tests K-6 in District Grade Book Acadience Reading administered to all K-6 students (elem) iReady diagnostic reading administered to all 7-12 students TELL administered to all ELD students K-12 	Winter <ul style="list-style-type: none"> iReady diagnostic math administered to all K-12 students R4R Unit tests K-6 in District Grade Book Acadience Reading K-6 (elem) iReady diagnostic reading administered to all 7-12 students TELL administered to all ELD students K-12 	Spring <ul style="list-style-type: none"> iReady diagnostic math administered to all K-12 students R4R Unit tests K-6 in District Grade Book Acadience Reading K-6 (elem) iReady diagnostic reading administered to all 7-12 students TELL administered to all ELD students K-12
	Person or Team Responsible	2022-2023 Action & Accountability Steps To be completed this year		Due Date
	Katie Barrett	1. All elementary students will be screened three times a year using iReady Math.		by 9/22 by 1/23 by 5/23
	Majalise Tolan Building Assessment Coordinators	1. All secondary students will be screened three times a year using iReady in Math and Reading.		by 11/22 by 2/23 by 6/23
	Katie Barrett	1. K-6 teachers administer reading and math curriculum embedded measures according to the pacing/assessment guide for their grade level.		6/15/23
	Katie Barrett & ELD teachers	1. K-12 ELD students screened three times a year for English language acquisition using the TELL screener		by 9/22 by 1/23 by 5/2
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.)

District Goal this strategy supports	Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.			
What are we going to do?	Strategy # 1.2 Curriculum & Instruction	If we adopt, implement and monitor a guaranteed, viable, and equitable core curricula Then educators will be able to refine their instruction And student achievement in core subjects will increase K-12.		
How we will know the plan is working?	2022-2023 Measures of Evidence	Fall <ul style="list-style-type: none">Teams will meet to review adopted curriculum, pacing guides, instructional practices and submit minutes.	Winter <ul style="list-style-type: none">Teams will meet to review adopted curriculum, pacing guides, instructional practices and submit minutes.	Spring <ul style="list-style-type: none">Teams will meet to review adopted curriculum, pacing guides, instructional practices and submit minutes.
How we will get the work done	Person or Team Responsible	2022-2023 Action & Accountability Steps To be completed this year		Due Date
	District Team work group	K-12 core content include pacing guides and assessment calendar alignment with district calendar Secondary Content Area team pacing guides review and refinement		2022-2023
	Building Admin	Collect and review monthly PLC minutes and Collaborative Reading Walkthrough data with grade level or department critical minimum		Monthly beginning Oct. 2021
	Collaborative work group licensed, admin and publisher	Review PLC data to create 2022/23 PD calendar for continued reading curriculum implementation		June 2022
	Elementary Administrators, Title teachers, Elementary Director	District team continues to create the LCSD MTSS Academic Handbook with decision rules for each tier of reading instruction and intervention.		6/30/23

	Elementary Administrators, Title teachers, classroom teachers	K-6 teams conduct tier I (100%) after each benchmarking and tier II (20%) meetings each 6-8 weeks using the decision rules described in the LCSD MTSS Academic Handbook.	
	Elementary Reading TOSA	Elementary Reading TOSA supports K-6 reading classrooms with modeling, planning, and implementation support.	9/22-6/23
	Elementary and Secondary Math TOSAs	Supports K-12 math classrooms with modeling, planning, and implementation support.	9/22-6/23
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 checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

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What are we going to do?	Strategy #1.3 Professional Development	<p>If we provide professional development to our administrators on providing quality feedback focused on effective instruction and grading practices Then educators will utilize relevant strategies that support student learning And student achievement will increase.</p>		
How we will know the plan is working	<u>2022-2023 Measures of Evidence</u>	Fall <ul style="list-style-type: none"> Review elementary/secondary walkthrough form Review elementary/secondary rubric Share form District wide form and rubric with all licensed and admins Train 15 teacher leaders in Danielson to support buildings 	Winter <ul style="list-style-type: none"> Review data specifically reviewed on content literacy (K-12 Literacy) and PBIS practices 4 and 6. Provide support to Danielson trainers in a Community of Practice. Offer supports to new teachers and administrators through onboarding sessions (5 though the year) 	Spring <ul style="list-style-type: none"> Compare PD to Danielson evaluation data to determine the effectiveness of Instructional and PBIS PD Review district global feedback data related to Domain 3 Instruction and Domain 2 Classroom Environment Review and adjust form and rubric with feedback from buildings again

				after review in Spring 2023.
<i>How we will get the work done</i>	Person or Team Responsible	<u>2022-2023</u> Action & Accountability Steps To be completed this year		Due Date
	Tiana Tucker	Center for Educational Leadership training for all administrators and building level teacher leaders. Training at the building level as coaching sessions. Danielson reset training for administrators and 15-20 interested teachers.		10/2022 - 4/2023
	District Admin	Common agreements on walkthroughs and expectations with building administrators (5-7 for each teacher).		Ongoing with training
	All Admin	Collect and review walkthrough data at all administrator meetings Review PBIS specific walk through data at monthly vp meetings.		Monthly 9/22-6/23
	All Admin	Evaluate district walkthrough/Danielson data specific to instruction to determine continued PD needs for 2022-23 in area of instruction.		6/30/23
	9th Grade Success Teams	Provide Cadre training and ongoing building support for HSS teams that include administrators, teacher leaders, and high school success coaches to evaluate behavior, attendance, and grade supports.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

<i>District Goal this strategy supports</i>	Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.			
<i>What are we going to do?</i>	Strategy #1.4 PLC	If we adopt, implement and monitor the use of PLCs as a structure to analyze data, Then educators will be able to refine their instruction based on student need And student achievement in core curricula will increase K-12.		
<i>How we will know the plan is working</i>	<u>2022-2023</u> Measures of Evidence	Fall <ul style="list-style-type: none"> PLC rubric self assessment scores for each building 	Winter <ul style="list-style-type: none"> Classroom Data specifically reviewed on content literacy (K2 ECRI, 3-12) 	Spring <ul style="list-style-type: none"> Comparing PD to Danielson evaluation data to determine the

			Literacy) and PBIS practices 4 and 6. <ul style="list-style-type: none"> • Primary and Elementary/Secondary walkthrough form reviewed 	effectiveness of Instructional and PBIS PD <ul style="list-style-type: none"> • Review district global feedback data related to Domain 3 Instruction and Domain 2 Classroom Environment • Growth in the PLC Rubric self assessment scores from each building
How we will get the work done	Person or Team Responsible	<u>2022-2023</u> Action & Accountability Steps To be completed this year		Due Date
	LST and Admin Team	Establish the PLC calendar for 2022/2023 school year		August 2022
	District and Building Admin and Teacher Leaders	Provide ongoing professional development through Solution Tree on PLC implementation and processes.		August 2022 Jan 2023 Feb 2023
	Building Admin	Collect ongoing evidence of PLC cycles from each team in the school		Monthly 9/22-6/23
	All Admin	Collect and review walkthrough data at all administrator meetings		Monthly 9/22-6/23
	All Admin	Evaluate district walkthrough/Danielson data specific to instruction to determine continued PD needs for 2021-22 in area of instruction.		6/30/23
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Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

<i>District Goal this strategy supports</i>	Goal: Each LCSD high school will improve their four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.			
<i>What are we going to do?</i>	Strategy # 1.5 Curriculum & Instruction	If we adopt, implement and monitor evidence based strategies ECRI (K-2) and AVID (K-12) in classrooms Then educators will be able to refine their instruction And student achievement in core curricula will increase K-12.		
<i>How we will know the plan is working</i>	2022-2023 Measures of Evidence	Fall <ul style="list-style-type: none"> Collaboratively reviewed elementary/sec ondary walkthrough form is shared among staff Form adjusted again after review in Spring 2021. 	Winter <ul style="list-style-type: none"> Data specifically reviewed on content literacy (K2 ECRI, 3-12 Literacy) and PBIS practices 4 and 6. Primary and Elementary/Seconda ry walkthrough form reviewed 	Spring <ul style="list-style-type: none"> Comparing PD to Danielson evaluation data to determine the effectiveness of Instructional and PBIS PD Review district global feedback data related to Domain 3 Instruction and Domain 2 Classroom Environment
<i>How we will get the work done</i>	Person or Team Responsible	2022-2023 Action & Accountability Steps To be completed this year		Due Date
	Katie	Train all new to LCSD K-2 teachers in ECRI		Oct 2022
	TOSAs & ELD Teachers	Monthly district instructional cadre meetings to review AVID and language acquisition strategies aligned with content standards.		Monthly
	C & I Directors, Building Admin, TOSAs	Provide PD in AVID strategies to staff and support implementation through modeling and classroom support.		6/23
	District and Building Admin	Analyze walkthrough data to monitor implementation and student engagement		Monthly
	Elementary Reading TOSA	Elementary Reading TOSA supports K-6 reading classrooms with modeling, planning, and implementation support.		9/22-6/23

	Elementary and Secondary Math TOSAs	Supports K-12 math classrooms with modeling, planning, and implementation support.	9/22-6/23
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ATTENDANCE PLAN

(for 2019-2020 and 2020-2021, see archived plan at bottom of this document)

District Goal this strategy supports	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.			
What are we going to do?	Strategy 2.1: Team Operating Procedures	If LCSD implements a standard meeting agenda and problem solving process with clearly defined operating procedures for Tier I, II, and III meetings Then buildings will increase efficiency of team meetings And student attendance will increase.		
How we will know the plan is working?	2022-2023 Measures of Evidence	Fall <ul style="list-style-type: none"> TFI 2.1 - fidelity check of team composition DSFI - leadership teaming, items 1.3, 1.5, 1.8 	Winter <ul style="list-style-type: none"> TFI 2.2 - fidelity check of team operating procedures DSFI - leadership teaming, items 1.3, 1.5, 1.8 	Spring <ul style="list-style-type: none"> TFI 2.1-2.2 DSFI - leadership teaming, items 1.1-1.9
How we will get the work done?	Person or Team Responsible	2022-2023 Action & Accountability Steps To be completed this year		Due Date
	Sandy	1. Area-Based team meeting agenda to be developed (facilitated by Service Coordinators) with standard protocols		August 2022
	Sandy/Kelly	2. Develop & distribute fidelity measure for use of tiered agendas; buildings self-assess & receive district feedback		September (feedback ongoing)
	Sandy/Kelly	3. Determine regular schedule of meetings with comm. Partners (LCMH & Juvenile Dept.)		September 2022

	Sandy	4. Develop Service Coord. Mtg agendas & protocols for communicating with area administration	August 2022
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What are we going to do?	Strategy 2.2: Data Use/Decision Rules	<p>If we develop data-decision rules to identify students who may need Tier II or Tier III supports</p> <p>Then multiple sources of data (e.g., discipline events, screening scores, attendance, teacher request for assistance) will be systematically utilized for planning interventions</p> <p>And student attendance will increase.</p>	
How we will know the plan is working	2022-2023 Measures of Evidence	Fall <ul style="list-style-type: none"> DSFI 8.6 	Winter <ul style="list-style-type: none"> DSFI 8.6, followed by 8.7 and 8.8 TFI 2.3 & 2.4, 2.10 and 2.11
How we will get the work done?	Person or Team Responsible	2022-2023 Action & Accountability Steps To be completed this year	
	Student Services District Admins lead work group	<ol style="list-style-type: none"> Draft MTSS handbook with guidelines for schools to establish data decision rules for: <ol style="list-style-type: none"> identifying students who may need Tier II or Tier III supports, using multiple sources of data (e.g. ODR, DESSA, break logs, attendance, RFA, etc.) (DSFI 8.6) altering (e.g. intensify or fade) support 	Spring 2023
	District/Bldg. Admins	<ol style="list-style-type: none"> Use Synergy MTSS to track proportion of students: <ol style="list-style-type: none"> participating in Tier II and Tier III supports experiencing success with Tier II and III supports 	Ongoing
	Vince, Kelly, Building Admins	<ol style="list-style-type: none"> Expand implementation of the Early Warning System (EWS) with addition of assessment data (Acadience, iReady, DESSA, etc.) 	October 2022

	Kelly, Secondary Admins	4. Expand use of DESSA into all LCSD secondary schools	Ongoing, as part of SIP
	Kelly, Sandy, Comm. Part.	5. Determine data to be reviewed w/community partners at regular meetings	October 2022
	Routine Team	6. Utilize data to determine areas of need for referral to/from community partner supports	Routine Team meetings 3x year
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

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What are we going to do?	Strategy 2.3: Professional Development Plan	<p>If we develop a district PD plan which is guided by school and district implementation data (e.g., TFI, SAS results) and linked to the LCSD vision and mission statements and Board Goals</p> <p>Then buildings will be able to align their site-based PD plans with the district's PD resources to support staff development</p> <p>And student attendance will increase.</p>		
How we will know the plan is working	2022-2023 Measures of Evidence	Fall <ul style="list-style-type: none">DSFI 6.1-6.2 	Winter <ul style="list-style-type: none">DSFI 6.1-6.2 	Spring <ul style="list-style-type: none">DSFI 6.1-6.2
How we will get the work done?	Person or Team Responsible	2022-2023 Action & Accountability Steps To be completed this year		Due Date
	Kelly, Building Admins, Counselors	1. Plan and provide DESSA training for 7-12 schools		Per schools' SIP/100 Day plans
	Kelly, Counselors	2. Provide training/resources/coaching to schools (counselors & other) for implementation of Social Academic Instructional Groups (SAIGs)		October 2022
	Kelly, Sandy	3. Provide MTSS training for service coordinators and building administrators		Begin in fall 2022, Ongoing

	Kelly, Sandy, Building Admins	4. Develop and provide training re: use of the Request For Support (RFS) in Synergy (purpose & process)	Aug./Sept.
	Kelly	5. Training for buildings re: data based decision making (T1, T2, T3), including barriers to reporting (broader application of data analyst training) - (minor referrals) and core interventions (CICO, SAIGs, use of DESSA, etc.)	Provide in fall 2022, and ongoing
	All Admins	6. Year-long PD study with administrators for Integration of PBIS/RP	June 2023
	Sandy/Kelly	7. Explore sending a LCSD team to a national MTSS conference	February 2023?
	Sandy/Kelly	8. Establish a workgroup to clarify training & technical assistance for Mental Health (including Tele-Health) Options	January 2023
	Sandy/Kelly	9. Community partners work with LCSD to develop PD to support T1, T2, and T3 services	Ongoing
	Kelly, Majalise, HSS Teams	10. Collaborate w/ongoing HS Success team trainings	Ongoing
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	

District Goal this strategy supports	Each school will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time each year for the next three years.	
What are we going to do?	Strategy 2.4: Interventions	If we develop an aligned menu of Tier II and III interventions across the district which are a) matched to student need (e.g. behavioral function) and b) adapted to improve contextual fit (e.g. culture, development level) Then buildings will be able to efficiently implement multi-tiered systems of support And student attendance will increase.

How we will know the plan is working	2022-2023 Measures of Evidence	Fall <ul style="list-style-type: none"> ● DSFI 3.6 ● TFI 2.5-2.7 and 2.10-2.11 ● CICO Fidelity Measure 	Winter <ul style="list-style-type: none"> ● DSFI 3.6 ● TFI 2.5-2.7 and 2.10-2.11 ● CICO Fidelity Measure 	Spring <ul style="list-style-type: none"> ● DSFI 3.6 ● TFI 2.5-2.7 and 2.10-2.11 ● CICO Fidelity Measure
How we will get the work done?	Person or Team Responsible	2022-2023 Action & Accountability Steps To be completed this year		
	Kelly, Counselors	1. Continue development of Comprehensive School Counseling Program with focus on skill based Social Academic Instructional Groups (SAIGs)		Ongoing
	Kelly, Admins	2. Explore options for other core Tier II interventions to be developed across district		Ongoing
	Kelly, Admins	3. Expand buildings' capacity for Tier 2 interventions		Ongoing
	Kelly, Sandy, Comm. Partn.	4. Work with community partners (e.g. LCMH & JD) to implement T1, T2 & T3 supports for students and families within schools/SBHC		Ongoing
	Kelly, Sandy lead work group	5. Revise/Provide more detail to the current flowchart detailing implementation of interventions and referral to community supports		November 2022
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		