

# The Continuous Improvement Plan (CIP)

## Reviewing Guide

for CIPs submitted in Fall 2010 for biennium 2010-2012

This guide will assist Continuous Improvement Plan (CIP) writers developing plans using the electronic CIP tool. It is precisely reflective of the wording used by Oregon Department of Education (ODE) staff and contractors reviewing and scoring these plans.

### **Why do we do all this planning?**

The purpose of continuous improvement planning is to assist districts in identifying improvement goals based on comprehensive data analysis and self-evaluation. The electronic format for the CIP will help district staff to create flexible, responsive documents that provide direction to staff at the district and school levels and chart district efforts at improving student achievement.

### **Where are we and how did we get here?**

The CIP self-evaluation process includes an assessment of district student-achievement results and of district practices contributing to those results. This assessment serves to direct the development of a plan that leads toward learning opportunities for all students. The planning opens with an effort to answer the question, "Where are we and how did we get here?"

The steps taken by districts to complete this document will guide the direction and explain the processes and procedures for compliance with state and federal laws, rules, and regulations, as well as effective strategies for instructional systems, professional development, and parent, family, and community involvement.

### **Where do we want to be and how will we get there?**

Once you have described the current status of the district through the self-evaluation portion of the planning, you will set goals for the coming two years. All goals will include not only the desired result but a complete plan for how district staff will operationalize and achieve those goals.

The thorough attention to all aspects of planning required by the tool provides both the structure and the guidance needed to create an effective plan. A district which plans effectively and follows through with the plan as a guide to action is likely to see significant success in their efforts.

### **What is in this guide?**

This CIP Writing/Reviewing Guide targets the content and quality required of districts submitting a information." As requested by earlier Reviewers, specific compliance information is not included in the CIP. This guide assists in tracking the development of a district's practices through performance levels termed by comparing them with the 'Developing', 'Established', and 'Best Practices'. Each of the three descriptors provides indicators against which a district can examine its current status and consider future planning. The descriptors offer a framework within which the district can highlight features of its own practices and identify plans for improvement.

Staff at ODE encourage districts to strive for the 'Best Practices' level wherever possible. A plan that reaches the 'Established' level in each topic below will, however, be approvable. ODE requires that all topics be addressed beyond the 'Developing' level to minimally reach the 'Established' level.

Working together as teams to review the CIPs provides opportunities for all participants to learn from each other and to apply what they learn in helping students in their districts. Using the online review feature built into the new tool can facilitate these reviews, making them easier and more efficient to communicate.

### **Can I get involved in ODE's reviews?**

If you would like to volunteer as a reviewer of CIPs and participate in with ODE and district staff from across the state, please contact Jan McCoy at [jan.mccoy@state.or.us](mailto:jan.mccoy@state.or.us).

# Table of Contents

<b>Defining: Developing, Established, and Best Practices .....</b>	<b>4</b>
<b>2.1. Previous Goals from 2007-2009.....</b>	<b>5</b>
2.1.1. Data examined .....	5
<b>2.2. Data Review since the 2007-2009 Goals.....</b>	<b>5</b>
2.2.1. Evidence of Progress.....	5
2.2.2. Demographics and Progress by Subgroup .....	5
2.2.3. Data Sources & Results .....	6
2.2.4. Explain Trends.....	6
<b>2.3. Evaluation of progress toward meeting the Oregon Educational Performance Standards.....</b>	<b>7</b>
2.3.1. Standard #1 All districts shall maintain standard schools. ....	7
2.3.2. Standard #2 All students will show continuous individual growth in all core academic subjects. All Districts will provide opportunities for students to demonstrate career related knowledge and skills and extended application.....	7
2.3.3. Standard #3 By 2013-2014, all students will reach high standards in reading and mathematics. ....	8
2.3.4. Standard #4 All English Language Learners will become proficient in English and reach high academic standards, at a minimum, meeting or exceeding Oregon academic performance standards in reading and mathematics.....	9
2.3.5. Standard #5 Beginning with the fall of 2007, all students will be taught by highly qualified teachers in core content areas. Districts will also have a plan to maintain the goal of 100% of core content classes being taught by highly qualified teachers.....	10
2.3.6. Standard #6 All students will be taught in learning environments that are safe, drug-free, and conducive to learning. ....	10
2.3.7. Standard #7 All students will attend school and graduate from high school with a post-high school plan. .	10
2.3.8. Standard #8 All students will have access to and develop proficiency in utilizing technology to improve their academic achievement. ....	11
2.3.9. Standard #9 Career and Technical Education (CTE) students will meet or exceed levels of performance on the Perkins core indicators. ....	11
2.3.10. Standard #10 All districts will demonstrate progress towards closing the achievement gap between high and low performing children.....	12
<b>2.4. Self-Evaluation Responses.....</b>	<b>12</b>
2.4.1. Rigorous Curriculum.....	12
2.4.2. High Quality Instruction.....	13
2.4.3. Safe Schools .....	13
2.4.4. Family Engagement .....	13
2.4.5. Staff Leadership Development .....	14
2.4.6 High Quality Data Systems .....	14
2.4.7. Service Plans.....	15
2.4.8. Strong Library Program .....	15
<b>2.5. Smart Goals.....</b>	<b>16</b>
2.5.1. Description of Goal .....	16
2.5.2. Rationale .....	16
2.5.3. Focus of Goal .....	17
2.5.4. Oregon Performance Standards .....	17
2.5.5. Standards for District Success .....	17
2.5.6. Research Related to the Goal.....	17
2.5.7. Strategy.....	18
2.5.8. Evidence of Implementation .....	18
2.5.9. Evidence of Impact.....	18
2.5.10. Timeline.....	19
2.5.11. Responsible Person(s) .....	19

2.5.12. Estimated Costs .....	19
2.5.13. Reflection/Evaluation.....	20
<b>2.6. Summary of Planning Process.....</b>	<b>20</b>
2.6.1. Planning Team .....	20
2.6.2. Planning Overview .....	20
2.6.3. Inclusion of Groups.....	21
2.6.4 Sharing with the Public.....	21
2.6.5 Challenges & Barriers.....	21
<b>2.7. Compliance .....</b>	<b>22</b>
2.7.1. Professional Development.....	22
2.7.2. Parent, Family and Community Involvement.....	23
2.7.3. Coordination of Planning & Services .....	23
2.7.4. School & District Culture.....	24
2.7.5. Transitions .....	24
2.7.6. Private Schools.....	25
2.7.7. Program Design.....	26
<b>2.8. Title I District Improvement .....</b>	<b>27</b>
2.8.1. Professional Development.....	27
2.8.2. Academics.....	27
2.8.3. Student Achievement .....	27
2.8.4. Low-achieving Students.....	28
2.8.5. Achievement Goals .....	28
2.8.6. Problems with Previous Plan .....	28
2.8.7. Parental Involvement .....	29
2.8.8. Extended-time Learning .....	29
2.8.9. Technical Assistance .....	29
<b>2.9. Title I District Corrective Action.....</b>	<b>30</b>
2.9.1. Curriculum Changes.....	30
2.9.2. Instructional Strategies .....	30
2.9.3. Fiscal Strategies .....	30
2.9.4. Restructuring Efforts .....	31
<b>Finding Additional Resources.....</b>	<b>32</b>

## **Defining: Developing, Established, and Best Practices**

### **Developing:**

The part of the plan meets some of the criteria but much of the included evidence is incomplete, vague, or underdeveloped. A finding requiring more information or a recommendation will result from this rating.

### **Established:**

The part of the plan meets minimal criteria; there may be some areas that are weak or underdeveloped. Established is the minimum rating for all areas for approval of the plan by ODE staff.

### **Best Practices:**

The part of the plan meets or exceeds all criteria using clear, detailed, and appropriate evidence with citations that clearly connect the part to the entire CIP. The plan stretches district staff toward educational excellence.

While it is not necessary to reach this level for acceptance of the CIP, ODE strongly encourages district staff to strive for this level of quality to the greatest extent possible in developing their plan.

		Developing	Established	Best Practice
<b>2.1. Previous Goals from 2007-2009</b>	2.1.1. Data examined	<ul style="list-style-type: none"> <li>☑ At least one goal is provided.</li> </ul>	<ul style="list-style-type: none"> <li>☑ All goals from previous biennium are included.</li> <li>☑ The process for reviewing progress toward past goals is described.</li> <li>☑ At least one review of past goals occurred during the biennium.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Review was ongoing and frequent.</li> <li>☑ The review of the goals is described in a way that could be replicated in future years.</li> <li>☑ Both formative and summative data were examined to get a full sense of what may be causing results.</li> <li>☑ Stakeholders including individuals from the community at large were not only included but it is clear that their input shaped future goal development.</li> </ul>
	2.2. Data Review since the 2007-2009 Goals	2.2.1. Evidence of Progress	<ul style="list-style-type: none"> <li>☑ Only OAKS data or similar single data source is cited.</li> <li>☑ There is no interpretation included but rather source data are presented without interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Multiple data sources are listed and staff describe how the data are used in data analysis.</li> <li>☑ Interpretation of at least one of these multiple sources (presentation of raw data is not required) are included.</li> </ul>
	2.2.2. Demographics and Progress by Subgroup	<ul style="list-style-type: none"> <li>☑ Basic student, facilities, and staffing demographics of district are included but there is limited subgroup information and no trend analysis.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Basic student, facilities, and staffing of district and communities served are included and indicate TAG, special needs, migrant, ELL, ethnic/cultural, and socio economic groups and economic indicators.</li> <li>☑ Changes in the student population are identified from the data analysis and are used to predict likely trends and challenges for the district.</li> <li>☑ Access to and use of educational opportunities and barriers and challenges are identified and related to specific subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>☑ All pertinent student, facilities, and staffing demographics of district and communities served are included and indicate ethnic, social/cultural, and economic indicators.</li> <li>☑ Information includes changes in demographics that affect school populations, educational options, and trends of the community.</li> <li>☑ Subgroup access to educational opportunities is commensurate with that of the majority population.</li> <li>☑ Weaknesses in data are identified and data sources are cited for inclusion in future analyses.</li> </ul>

		Developing	Established	Best Practice
	2.2.3. Data Sources & Results	<ul style="list-style-type: none"> <li>☑ Data sources do not relate to either student performance or to teacher behaviors.</li> <li>☑ Data interpretation is not included or does not address strengths and challenges related to student performance.</li> <li>☑ No additional data needs are identified.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Multiple sources of data which together describe student performance (effect) and teacher behaviors (cause) are listed.</li> <li>☑ Interpretation of at least one source is included and offers indications of both strengths and challenges related to student performances.</li> <li>☑ Additional data needs are identified.</li> </ul>	<ul style="list-style-type: none"> <li>☑ More than two data sources are listed, allowing triangulation of data.</li> <li>☑ Interpretations are provided for multiple data sources.</li> <li>☑ Results of these interpretations are used to make informed hypotheses about what may be causing observed outcomes.</li> </ul>
	2.2.4. Explain Trends	<ul style="list-style-type: none"> <li>☑ Trends are cited but not interpreted.</li> <li>☑ There is no indication that the data are reviewed on a regular basis.</li> <li>☑ No additional data sources are included.</li> </ul>	<ul style="list-style-type: none"> <li>☑ A trend indicated in the data is described.</li> <li>☑ There is a clear attempt to provide reasonable explanations of any trends cited.</li> <li>☑ Shortcomings in existing data are addressed and described</li> <li>☑ Adequate information is found within the data to create testable hypotheses proposing changes to programs and services necessary to address student performance on measures of academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Multiple data sources support similar interpretations.</li> <li>☑ Triangulation on interpretations and supporting explanations are evident and reasonable.</li> <li>☑ A plan is included indicating how shortcomings in data will be dealt with in future data collection and analyses.</li> <li>☑ Trends in data are highlighted and identified and are used to predict future performance and are adequate to create hypotheses proposing changes to programs and services necessary to address student performance on measures of academic performance.</li> </ul>

		Developing	Established	Best Practice
<b>2.3. Evaluation of progress toward meeting the Oregon Educational Performance Standards</b>	<b>2.3.1. Standard #1</b> All districts shall maintain standard schools.	<input checked="" type="checkbox"/> There is no Developing level for this category.	<input checked="" type="checkbox"/> District provides assurance of maintaining a standard school under ORS Division 22.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.
	<b>2.3.2. Standard #2</b> All students will show continuous individual growth in all core academic subjects. All Districts will provide opportunities for students to demonstrate career related knowledge and skills and extended application.	<input checked="" type="checkbox"/> There is evidence that individual student growth is tracked by the district.  <input checked="" type="checkbox"/> There is no indication that career related skills and knowledge are provided to students.	<input checked="" type="checkbox"/> District provides evidence that all students show continuous individual growth in all core academic subjects. (English/language arts; mathematics; science; social science including civics and government, economics, history, geography; arts; foreign language; health and physical education).  or  If less than 100% of the district's students show continuous individual growth in all core academic subjects (English/language arts; mathematics; science; social science including civics and government, economics, history, geography; arts; foreign language; health and physical education) there is a plan to get to 100%.  <input checked="" type="checkbox"/> Evidence is included that students are provided opportunities to demonstrate career related knowledge and skills and extended application.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.

				Developing	Established	Best Practice
	<b>2.3.3. Standard #3</b> <b>By 2013-2014, all students</b> <b>will reach high standards in</b> <b>reading and mathematics.</b>	<input checked="" type="checkbox"/> The district is not making adequate yearly progress and does not identify areas in which improvement activities are planned.	<input checked="" type="checkbox"/> The district is making adequate yearly progress in reading and mathematics or identifies areas in which improvement activities are planned.  <input checked="" type="checkbox"/> Planned areas of improvement target programs and services directed toward underperforming subgroups in reading and mathematics.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.		

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.3.4. Standard #4</b> <b>All English Language Learners will become proficient in English and reach high academic standards, at a minimum, meeting or exceeding Oregon academic performance standards in reading and mathematics</b>	<input checked="" type="checkbox"/> Students identified as ELL are not meeting the required benchmarks in reading and mathematics on state testing or are not meeting state benchmarks on tests of English language proficiency.  <input checked="" type="checkbox"/> The district does not identify areas in which improvement activities are planned that will address achievement shortfalls.	<input checked="" type="checkbox"/> District provides evidence that ELL students are meeting the required benchmarks on state tests of English language proficiency.  or  If less than 100% of the district's English Language Learners are meeting the required benchmarks on state tests of English language proficiency, there is a plan to get to 100%.  <input checked="" type="checkbox"/> Students identified as English Language Learners are meeting the required benchmarks in reading and mathematics on state testing.  or  If less than 100% of the district's English Language Learners are meeting the required benchmarks in language proficiency, reading, or mathematics, the district indicates an intent to target improvement of programs and services intended to move English Language Learners toward significant improvement of performance on measures of English language proficiency and of academic proficiency in reading and mathematics.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.

		Developing	Established	Best Practice
	<p><b>2.3.5. Standard #5</b> Beginning with the fall of 2007, all students will be taught by highly qualified teachers in core content areas. Districts will also have a plan to maintain the goal of 100% of core content classes being taught by highly qualified teachers.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> There is no assurance that 100% of the district's teachers in core content areas are highly qualified.</li> <li><input checked="" type="checkbox"/> There is no assurance of an ODE approved 2141 plan to get to 100%.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> District provides assurance that all students are taught by highly qualified teachers in core academic subjects (English/language arts; mathematics; science; social science including civics and government, economics, history, geography; arts; foreign language; health and physical education). District also has a plan to maintain the goal of 100% of core academic subjects being taught by highly qualified teachers.</li> </ul> <p>or</p> <p>If less than 100% of the district's staff is highly qualified, provide an assurance of an ODE approved 2141 plan to get to 100%.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> There is no Best Practice level for this category.</li> </ul>
	<p><b>2.3.6. Standard #6</b> All students will be taught in learning environments that are safe, drug-free, and conducive to learning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The district simply names or lists programs in place to ensure that students are taught in learning environments that are safe, drug-free, and conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> District provides evidence that effective programs are implemented to ensure that students are taught in learning environments that are safe, drug-free, and conducive to learning.</li> <li><input checked="" type="checkbox"/> District indicates coordination among programs supporting a safe and drug-free learning environment.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> There is no Best Practice level for this category.</li> </ul>
	<p><b>2.3.7. Standard #7</b> All students will attend school and graduate from high school with a post-high school plan.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence that the district has evaluated attendance data or graduation rates is extremely limited and may not provide adequate basis for evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> District provides evidence indicating both attendance and graduating rates for the district have been reviewed and evaluated for their implications relative to student achievement.</li> <li><input checked="" type="checkbox"/> The district indicates a plan for increasing attendance and graduation rates to meet state targets where needed.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> There is no Best Practice level for this category.</li> </ul>

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.3.8. Standard #8</b> All students will have access to and develop proficiency in utilizing technology to improve their academic achievement.	<input checked="" type="checkbox"/> The district provides no evidence that students have access to technology to support academic achievement in core academic subjects (English/language arts; mathematics; science; social science including civics and government, economics, history, geography; arts; foreign language; health and physical education).  <input checked="" type="checkbox"/> The district provides no evidence that students are provided the opportunity to become proficient in utilizing technology to improve their academic achievement.	<input checked="" type="checkbox"/> The district provides evidence of technology plan approved by the Oregon Department of Education that insures: that all students have access to technology to support the improvement of academic achievement in core academic subjects (English/language arts; mathematics; science; social science including civics and government, economics, history, geography; arts; foreign language; health and physical education).  <input checked="" type="checkbox"/> The district provides evidence that students have the opportunity to become proficient in utilizing technology to improve their academic achievement.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.
	<b>2.3.9. Standard #9</b> Career and Technical Education (CTE) students will meet or exceed levels of performance on the Perkins core indicators.	<input checked="" type="checkbox"/> The district provides no evidence that Career and Technical Education (CTE) students meet or exceed levels of performance on the Perkins core indicators.	<input checked="" type="checkbox"/> District provides evidence that Career and Technical Education (CTE) students meet or exceed levels of performance on the Perkins core indicators or indicates a plan to increase levels of performance.  <input checked="" type="checkbox"/> District includes indications that the CTE plan was considered in developing the CIP.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.

		Developing	Established	Best Practice
	<p><b>2.3.10. Standard #10</b></p> <p>All districts will demonstrate progress towards closing the achievement gap between high and low performing children...</p>	<ul style="list-style-type: none"> <li>☑ In determining gaps between high and low performing students by subgroup, district has relied upon state report card or NCLB AYP data reporting provided by the state.</li> </ul>	<ul style="list-style-type: none"> <li>☑ District provides interpretations indicating analysis of measures of achievement data beyond those presented in the state report card or NCLB AYP data reporting.</li> <li>☑ District provides evidence demonstrating progress toward closing the achievement gap between high and low performing students, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers, so that student performance cannot be predicted by ethnicity, gender, family income, disabling condition or other socio-economic classification.</li> </ul>	<ul style="list-style-type: none"> <li>☑ There is no Best Practice level for this category.</li> </ul>
<p><b>2.4. Self-Evaluation Responses</b></p>	<p><b>2.4.1. Rigorous Curriculum</b></p>	<ul style="list-style-type: none"> <li>☑ The district assures that the curriculum is rigorous (demanding).</li> <li>☑ The district assures that the rigorous curriculum is infused throughout courses offered.</li> <li>☑ The district addresses only limited levels of instruction (typically high school only).</li> </ul>	<ul style="list-style-type: none"> <li>☑ The district addresses planned efforts to provide ongoing reviews to ensure a rigorous (demanding) curriculum aligned to state standards and matching the requirements found in the Oregon Diploma.</li> <li>☑ A clear description is included for how rigorous curriculum is provided to all students. In districts where resources or staffing precludes onsite instructional opportunities for a rigorous curriculum, the district has a plan to provide access for students.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The district provides evidence that all students have access to a schedule of rigorous courses broadly representing the state standards in all core academic subjects (English/language arts; mathematics; science; social science including civics and government, economics, history, geography; arts; foreign language; health and physical education).</li> <li>☑ Course offerings, both onsite and via other venues (e.g. college/ community college partnerships or online/technology-based), maximize the opportunity for student exposure to a rigorous curriculum.</li> <li>☑ There is a clear plan for broad staff involvement in a periodic formal review of course offerings and curriculum alignment to standards.</li> </ul>

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.4.2. High Quality Instruction</b>	<ul style="list-style-type: none"> <li>☑ Evaluation of instructional techniques is either missing or is so limited or infrequent determining quality is difficult.</li> <li>☑ There is no indication of periodic observation of instructional techniques with feedback to teachers.</li> <li>☑ There is little evidence of the application of scientific research to instructional approaches.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Evaluation of instructional techniques is frequent (at least annual) and involves a clear plan with feedback from administrators, department staff, or lead teaching staff.</li> <li>☑ The district indicates methods for incorporating scientifically researched approaches into classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Frequent evaluation of instructional techniques is based on a mutually defined understanding of what constitutes quality.</li> <li>☑ Evaluation of staff addresses issues and concerns identified by research as important to improving student achievement.</li> <li>☑ Feedback is in a form and forum that provides an opportunity for teachers to improve their instructional approaches and to better address the needs of the student population.</li> </ul>
	<b>2.4.3. Safe Schools</b>	<ul style="list-style-type: none"> <li>☑ The district may provide an assurance that schools are safe but no explanation of programs and policies is included.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The district's safe school programs and policies explains how student safety is protected when in district buildings or on school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The plans, policies, and programs for school safety include education, protection, and prevention for all students.</li> </ul>
	<b>2.4.4. Family Engagement</b>	<ul style="list-style-type: none"> <li>☑ Little or no evidence is provided of regular family and community communication or involvement in school.</li> <li>☑ Communication that is described is largely one-way, district to parent.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Evidence is provided that families and other community members are explicitly requested to be a part of the district activities, committees, and programs.</li> <li>☑ Communication to families and others is provided through various media and in their language of origin when needed.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Beyond soliciting and facilitating family involvement to a great degree, the district provides personal outreach to families and facilitates transportation when possible/necessary.</li> <li>☑ Multiple lines of communication are open between parents and teachers including telephone, email, listservs and communication facilitated through student information systems.</li> </ul>

		Developing	Established	Best Practice
	2.4.5. Staff Leadership Development	<ul style="list-style-type: none"> <li>☑ There is no evidence of a systematic process of collaborative planning and leadership development involving administrators and staff.</li> <li>☑ There is no clear evidence of a program of professional development comprehensive to all staff and addressing improved student learning and cultural competence.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Tested methods to create shared leadership, developed and validated through educational research, are implemented and supported throughout the district (e.g., professional learning communities, data teams, evidence-based teams).</li> <li>☑ Professional development is available to all staff to support improved student learning, including cultural competence.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The district programs and processes support professional development of administrative staff including mentoring for new administrators and professional support for experienced administrators.</li> <li>☑ Staff development provides content necessary to build and support instructional leaders.</li> <li>☑ Instructional staff are supported in their efforts to participate in or to prepare for leadership roles.</li> </ul>
	2.4.6 High Quality Data Systems	<ul style="list-style-type: none"> <li>☑ Evidence is included that the district collects some data describing student demographics, student achievement, and school culture.</li> <li>☑ Evidence indicates that district staff have access to only student descriptive data.</li> <li>☑ Data described provides only limited connections to the Oregon Education Performance Standards.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Evidence is included that the district has collected data describing student demographics, student achievement, and school culture adequate to make decisions about student achievement and to plan for program and instructional improvement.</li> <li>☑ Evidence indicates that district staff have access to all the data needed for analysis of student performance related to educational standards.</li> <li>☑ Evidence is included that the district has collected data in relation to all of Oregon's Performance Standards.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Evidence is included that the district systemically collects and analyzes a variety of data for use in decision making.</li> <li>☑ Evidence indicates that district staff use a systematic process and plan to review a variety of data to inform planning at all levels.</li> <li>☑ Evidence indicates that district staff have involved stakeholders in the analysis and uses the results of data analysis to establish priority concerns.</li> <li>☑ Conclusions are drawn based on deep and convincing analysis of: <ul style="list-style-type: none"> <li>☑ relevant/current qualitative and quantitative data</li> <li>☑ connections to the 09-11 goals and Oregon Education Performance Standards</li> <li>☑ input from multiple stakeholders</li> </ul> </li> </ul>

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.4.7. Service Plans</b>	<ul style="list-style-type: none"> <li>☑ No service plan process is identified or it is not clear the difference between plans for students who meet standards and those who do meet them.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The planning process is clear and reflects achievement levels at various grade levels.</li> <li>☑ The sample plans submitted as part of the CIP are distinct one from the other.</li> <li>☑ The sample student plans are based on measures of academic performance such as OAKS and on anticipated student progress relative to OAKS standards.</li> <li>☑ Planning is at the group level and effectively addresses the needs of all students in the group.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Each student in the district has an individual plan that directly addresses the student's needs based on an evaluation of the student's strengths and weaknesses.</li> <li>☑ The identification of strengths and weaknesses is based on student performance on multiple measures rather than on teacher observation and evaluation.</li> <li>☑ The planning process is clear and involves the teachers who are directly responsible for the student's instruction.</li> <li>☑ The sample student plans are distinct.</li> <li>☑ The sample student plans are based on past performance and anticipated progress of the individual student.</li> <li>☑ Planning is at the individual level and targets improved achievement for each student in the district.</li> </ul>
	<b>2.4.8. Strong Library Program</b>	<ul style="list-style-type: none"> <li>☑ Guidelines for this section are not yet prepared.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Guidelines for this section are not yet prepared.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Guidelines for this section are not yet prepared.</li> </ul>

		Developing	Established	Best Practice
<b>2.5. Smart Goals</b>	<b>2.5.1. Description of Goal</b>	<ul style="list-style-type: none"> <li>☑ Goals for the current biennium do not align with the self-evaluation summary.</li> <li>☑ Some, but not all goals are stated in SMART [Strategic, but specific; Measurable; Attainable; Realistic; Time-based] language.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Goals are aligned with the Self-Evaluation Summary</li> <li>☑ All goals are written in SMART [Strategic, but specific; Measurable; Attainable; Realistic; Time-based] language.</li> <li>☑ Additional objectives related to specific subgroups are included.</li> </ul>	<ul style="list-style-type: none"> <li>☑ All goals are written in SMART [Strategic, but specific; Measurable; Attainable; Realistic; Time-based] language</li> <li>☑ Opportunities are available to stakeholder groups to be consulted and contribute resources and support.</li> <li>☑ There is evidence that stakeholders have availed themselves of these opportunities for involvement and their contributions have been appropriately considered.</li> <li>☑ Additional objectives related to specific subgroups and tied directly to the results of data analysis are included.</li> </ul>
	<b>2.5.2. Rationale</b>	<ul style="list-style-type: none"> <li>☑ The goals are not associated with earlier data analysis.</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>☑ The goals are not supported by a clear, logical rationale.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Goals are associated with identified needs found in earlier data analyses.</li> <li>☑ An attainable, realistic number of goals is identified and each is well-supported with clear, logical rationale.</li> <li>☑ Goals offer a clear opportunity for the district to advance student academic achievement of the targeted group(s).</li> </ul>	<ul style="list-style-type: none"> <li>☑ Goals are clearly tied directly to needs identified in data analyses conducted earlier.</li> <li>☑ Goals are based on a deliberate relationship with the data analysis, Oregon Education Performance Standards and Standards for District Success.</li> <li>☑ The district proposes an attainable number of goals that will reasonably advance the academic achievement of students.</li> <li>☑ The district proposes goals that will require a concerted effort of multiple staff and will stretch the professional development of staff.</li> </ul>

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.5.3. Focus of Goal</b>	<input checked="" type="checkbox"/> The focus has been selected without clear regard to the goal.	<input checked="" type="checkbox"/> The focus provides a clear indication of an association between goal and the focus indicated.  <input checked="" type="checkbox"/> The focus will have a positive impact on student achievement in core academic subjects (English/language arts; mathematics; science; social science including civics and government, economics, history, geography; arts; foreign language; health and physical education).	<input checked="" type="checkbox"/> There is no Best Practice level for this category.
	<b>2.5.4. Oregon Performance Standards</b>	<input checked="" type="checkbox"/> The selection of Oregon Performance Standards does not indicate deliberate consideration of the standards as they relate to the goal considered.	<input checked="" type="checkbox"/> It is apparent that district personnel were deliberate (as opposed to random) in the selection of the Oregon Performance Standards that associate with each goal.	<input checked="" type="checkbox"/> The selection of Oregon Performance Standards is deliberate (as opposed to random) and represents an effective application of the standards to the goals.  <input checked="" type="checkbox"/> The Oregon Performance Standards selected provide insight into the goals and intentions of the district.
	<b>2.5.5. Standards for District Success</b>	<input checked="" type="checkbox"/> The selection of Standards for District Success does not indicate deliberate consideration of the standards as they relate to the goal considered.	<input checked="" type="checkbox"/> It is apparent that district personnel were deliberate (as opposed to random) in the selection of the Standards for District Success that associate with each goal.	<input checked="" type="checkbox"/> The selection of Standards for District Success is both careful and deliberate and represents an effective application of the standards to the goals.
	<b>2.5.6. Research Related to the Goal</b>	<input checked="" type="checkbox"/> No supporting research or literature is presented to guide the development of the action plans.  or  <input checked="" type="checkbox"/> There is no apparent association between the literature presented and the goals/action plans proposed.	<input checked="" type="checkbox"/> District presents supporting literature or readings; indicating either research-based or practical guides to classroom interventions. Evidenced-based research is cited for each identified major strategy/intervention.  <input checked="" type="checkbox"/> There is a clear and deliberate association between the research presented and the action plans.	<input checked="" type="checkbox"/> The literature presented represents true research results and describes methods for implementation of the research.  <input checked="" type="checkbox"/> The research ties directly to the goals and leads logically to the action plans presented.  <input checked="" type="checkbox"/> The research offers insight into how the strategies included in the action plan might be measured and evaluated.

		Developing	Established	Best Practice
	2.5.7. Strategy	<ul style="list-style-type: none"> <li>☑ A strategy is named but not described.</li> <li>☑ Educators uninvolved in the development of the plan would not have adequate information from the strategy presented to implement the strategy.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The strategy is not merely named but is also described in a way that indicates how the strategy will be implemented and what teacher behaviors can be monitored to evaluate implementation of the strategy.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The strategy selected is clearly the result of a deliberate and careful analysis of data and has a reasonable chance of effecting the desired outcome.</li> <li>☑ The strategy is explicitly and clearly described and could be implemented by any informed educator.</li> </ul>
	2.5.8. Evidence of Implementation	<ul style="list-style-type: none"> <li>☑ The plan does not describe an effort to monitor implementation (input) of the proposed strategy. or The planned data collection will not result in a sufficient dataset to properly evaluate the implementation of the proposed strategy.</li> <li>or The district has described a plan for evaluating impact (outcome) of the proposed strategy rather than implementation.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The planned evaluation effort specifically targets implementation (input) rather than impact (outcome).</li> <li>☑ The plan provides adequate data to evaluate the implementation of the strategy.</li> <li>☑ Conclusions on the fidelity (faithful adherence to the original plan) of implementation of the proposed strategy will be adequately supported by the proposed evaluation techniques.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The plan for evaluating the implementation of the strategy is thorough and comprehensive.</li> <li>☑ District staff will be able to make an effective evaluation of the implementation of the proposed strategy and make corrections where necessary.</li> <li>☑ Evaluation of implementation is frequent and ongoing throughout the timeline provided and will allow midcourse corrections rather than post-hoc evaluations demanding reimplementing of the strategy.</li> </ul>
	2.5.9. Evidence of Impact	<ul style="list-style-type: none"> <li>☑ The plan does not describe an effort to evaluate the impact (outcome) of the proposed strategy. or The planned data collection will not result in a sufficient dataset to properly evaluate the impact of the proposed strategy.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The planned evaluation effort specifically targets the impact (outcome) that implementing the proposed strategy will have in achieving the goals.</li> <li>☑ The plan provides adequate data to evaluate the impact of the strategy on the goals.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The plan for evaluating the impact of the strategy is thorough and comprehensive.</li> <li>☑ District staff will be able to make an effective evaluation of the impact of the proposed strategy and make corrections where necessary.</li> <li>☑ Collection of data related to the evaluation of impact is frequent and ongoing throughout the timeline provided.</li> </ul>

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.5.10. Timeline</b>	<input checked="" type="checkbox"/> A single individual is named as responsible for all aspects of implementation of the strategy.  or  The individual/position indicated as responsible for implementation does not have adequate authority to ensure implementation of the strategy.	<input checked="" type="checkbox"/> More than one individual is listed by role to implement particular aspects of the strategy.  <input checked="" type="checkbox"/> Where individual names are listed, the district has included the role within the district of that person and has ensured that that role includes adequate authority to implement the indicated aspect of the strategy.  <input checked="" type="checkbox"/> A single individual or specific role is listed as responsible for each aspect of the strategy.	<input checked="" type="checkbox"/> It is evident that district personnel have given careful consideration to assigning individuals, by role, to the implementation of each aspect of the proposed strategy.  <input checked="" type="checkbox"/> The individual filling the role listed as responsible for the implementation of each aspect of the proposed strategy has adequate authority and is likely to carry out this responsibility.
	<b>2.5.11. Responsible Person(s)</b>	<input checked="" type="checkbox"/> A single individual is named as responsible for all aspects of implementation of the strategy.  or  The individual/position indicated as responsible for implementation does not have adequate authority to ensure implementation of the strategy.	<input checked="" type="checkbox"/> More than one individual is listed by role to implement particular aspects of the strategy.  <input checked="" type="checkbox"/> Where individual names are listed, the district has included the role within the district of that person and has ensured that that role includes adequate authority to implement the indicated aspect of the strategy.  <input checked="" type="checkbox"/> A single individual or specific role is listed as responsible for each aspect of the strategy.	<input checked="" type="checkbox"/> It is evident that district personnel have given careful consideration to assigning individuals, by role, to the implementation of each aspect of the proposed strategy.  <input checked="" type="checkbox"/> The individual filling the role listed as responsible for the implementation of each aspect of the proposed strategy has adequate authority and is likely to carry out this responsibility.
	<b>2.5.12. Estimated Costs</b>	<input checked="" type="checkbox"/> There is no cost listed.  or  It is not clear that the costs included are likely to be adequate to fully implement the proposed strategy.	<input checked="" type="checkbox"/> It is clear that district staff have given deliberate consideration to the costs likely to be incurred in implementing the strategy.	<input checked="" type="checkbox"/> There is an itemized list of expenses included for each proposed strategy.  <input checked="" type="checkbox"/> Amount indicated is not only adequate to address the costs of the proposed strategy but also represents a reasonable expense relative to the desired outcome.

		Developing	Established	Best Practice
	2.5.13. Reflection/Evaluation	<ul style="list-style-type: none"> <li>☑ There is no plan for reflection/evaluation included</li> <li>or</li> <li>Plans that are included do not address the need for broad involvement or repeated reflections.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The district describes a plan for evaluating the impact of the proposed strategy including:               <ul style="list-style-type: none"> <li>☑ data collection</li> <li>☑ data interpretation</li> <li>☑ evaluation of the impact of the strategies</li> <li>☑ reflection on how the strategy might be better implemented in future years</li> </ul> </li> <li>☑ Both instructional and administrative staff are included in the evaluation</li> </ul>	<ul style="list-style-type: none"> <li>☑ The district describes a thorough plan for evaluating both the implementation and impact of the proposed strategy including:               <ul style="list-style-type: none"> <li>☑ data collection</li> <li>☑ data analysis</li> <li>☑ data interpretation</li> <li>☑ evaluation of the implementation of the strategies</li> <li>☑ evaluation (if appropriate) of the impact of the strategies</li> <li>☑ reflection on how the strategies have benefited students</li> <li>☑ reflection on how the strategy might be better implemented in future years</li> <li>☑ reflection on how the strategy might be expanded to include more students as appropriate.</li> </ul> </li> <li>☑ There is a plan for broad involvement of staff in evaluating strategies</li> </ul>
<b>2.6. Summary of Planning Process</b>	2.6.1. Planning Team	<ul style="list-style-type: none"> <li>☑ The planning team includes only one or perhaps several district administrative staff.</li> <li>☑ There is no evidence of parent or community involvement in planning.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The planning team includes staff from all levels in the district.</li> <li>☑ Parents and community members have been involved in planning.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Planning has involved significant numbers of both district and building level staff.</li> <li>☑ Parent and community involvement is clear and appears to be integrated based on role descriptions.</li> </ul>
	2.6.2. Planning Overview	<ul style="list-style-type: none"> <li>☑ The planning process is disjointed and sporadic.</li> <li>☑ There is not adequate time for input from stakeholder groups.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The planning process is described and involved stakeholders from all groups: district, school, parents, and the community.</li> <li>☑ The chronology presented provided adequate time for planning.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Parents and community members have worked in concert with district employees rather than in a merely advisory role.</li> <li>☑ The final form of the plan reflects input from various stakeholders.</li> <li>☑ The planning process allowed ample time to develop a quality plan.</li> </ul>

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.6.3. Inclusion of Groups</b>	<input checked="" type="checkbox"/> Inclusion of stakeholders in planning is limited to educators or Stakeholders are simply informed of the plan after it has been created.	<input checked="" type="checkbox"/> Multiple stakeholder groups are represented, but their role is largely advisory. <input checked="" type="checkbox"/> Stakeholder input is sought continually throughout the planning process.	<input checked="" type="checkbox"/> The district demonstrates a systematic process with a wide range of stakeholders actively engaged in all aspects of the planning process, including goal setting, identification of best practices, and communication of the plan.
	<b>2.6.4 Sharing with the Public</b>	<input checked="" type="checkbox"/> The plan was shared with the school board but is available only in a single location for public notification.	<input checked="" type="checkbox"/> The final plan is made available in multiple ways: for example, the district’s web page, posted in school and district offices, local mass media, letters to parents, or in public meetings.	<input checked="" type="checkbox"/> The plan is communicated through multiple modes/media and multiple languages as necessary.
	<b>2.6.5 Challenges &amp; Barriers</b>	<input checked="" type="checkbox"/> No barriers identified or “lack of funding” is the only barrier mentioned.	<input checked="" type="checkbox"/> More than one barrier is identified and explained. <input checked="" type="checkbox"/> cursory plans to address the barriers are included.	<input checked="" type="checkbox"/> Several barriers are identified indicating careful consideration of implementation of the plan, each issue is analyzed, and a clear plan for dealing with identified barriers is provided.

		Developing	Established	Best Practice
<b>2.7. Compliance</b>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adjustments or amendments to submission are needed.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Needs assessment was completed.</li> <li><input checked="" type="checkbox"/> Teachers, paraprofessionals, administrators, and parents all participated in the PD needs assessment.</li> <li><input checked="" type="checkbox"/> Priorities were identified based on the analysis of the needs assessment.</li> <li><input checked="" type="checkbox"/> Priorities were aligned to subsequent PD activities.</li> <li><input checked="" type="checkbox"/> Activities selected were based on a review of scientifically based research.</li> <li><input checked="" type="checkbox"/> A description of how selected activities will improve student achievement is included.</li> <li><input checked="" type="checkbox"/> A description of how evidence will be collected to determine the effectiveness of the PD activities is included.</li> <li><input checked="" type="checkbox"/> A description of how the district will evaluate the PD activities for achieving desired results is included.</li> <li><input checked="" type="checkbox"/> Evidence that activities are ongoing, sustained, and classroom focused.</li> <li><input checked="" type="checkbox"/> Evidence that PD activities are aligned with academic content standards.</li> <li><input checked="" type="checkbox"/> Evidence PD for CTE teachers promotes integration of academic content standards and CTE.</li> <li><input checked="" type="checkbox"/> Evidence that opportunities have been provided for academic and CTE teachers to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> There is no Best Practice level for this category.</li> </ul>
	<b>2.7.1. Professional Development</b>			

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.7.2. Parent, Family and Community Involvement</b>	<input checked="" type="checkbox"/> Adjustments or amendments to submission are needed.	<input checked="" type="checkbox"/> The process for developing and reviewing a parent involvement policy is explained. <input checked="" type="checkbox"/> Description of strategies to involve ALL student populations is included. <input checked="" type="checkbox"/> A process for consulting with specific groups is determined and explained. <input checked="" type="checkbox"/> A description of on-going plan with timeframe of consulting with groups is included. <input checked="" type="checkbox"/> A description of how various groups are informed and involved is included.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.
	<b>2.7.3. Coordination of Planning &amp; Services</b>	<input checked="" type="checkbox"/> Adjustments or amendments to submission are needed.	<input checked="" type="checkbox"/> Strategies are included that address all state and federal programs. Use list above as checklist. <input checked="" type="checkbox"/> A description of how eligible districts ensure migrant students are served is included. <input checked="" type="checkbox"/> Coordination between schools and public agencies is described. <input checked="" type="checkbox"/> CTE strategies to serve special populations is described.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.7.4. School &amp; District Culture</b>	<input checked="" type="checkbox"/> Adjustments or amendments to submission are needed.	<input checked="" type="checkbox"/> Student disciplinary and/or survey data was examined and described. <input checked="" type="checkbox"/> A description of how prevention activities are assessed is included. <input checked="" type="checkbox"/> The public process to report prevention activities is described. <input checked="" type="checkbox"/> A description of how the results from prevention programs (data) are utilized is included. <input checked="" type="checkbox"/> The annual review process used to update prevention programs is explained.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.
	<b>2.7.5. Transitions</b>	<input checked="" type="checkbox"/> Adjustments or amendments to submission are needed.	<input checked="" type="checkbox"/> Characteristics of returning students are described. <input checked="" type="checkbox"/> Activities and support services for transitioning students are included. <input checked="" type="checkbox"/> Activities to transition from preschool to kindergarten are explained. <input checked="" type="checkbox"/> Opportunities to acquire postsecondary education credits are described. <input checked="" type="checkbox"/> An explanation of assistance for migrant students is included. <input checked="" type="checkbox"/> Activities to transition beyond high school are explained.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.

				Developing	Established	Best Practice
	<b>2.7.6. Private Schools</b>	<input checked="" type="checkbox"/> Adjustments or amendments to submission are needed.	<input checked="" type="checkbox"/> Documentation of the consultation with the private schools is provided. <input checked="" type="checkbox"/> Needs assessment data is provided. <input checked="" type="checkbox"/> Evidence of services for private school students has been included. <input checked="" type="checkbox"/> Services to the private school align with results of needs assessment. <input checked="" type="checkbox"/> Evidence of evaluation of program effectiveness in improving academic achievement is provided.	<input checked="" type="checkbox"/> There is no Best Practice level for this category.		

		Developing	Established	Best Practice
	<b>2.7.7. Program Design</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adjustments or amendments to submission are needed.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Perkins programs of study meet Perkins levels of performance including:               <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> coherent and rigorous content.</li> <li><input checked="" type="checkbox"/> aligned with challenging academic standards.</li> <li><input checked="" type="checkbox"/> relevant career and technical content.</li> <li><input checked="" type="checkbox"/> non-duplicative progression of courses that align secondary education with postsecondary education.</li> <li><input checked="" type="checkbox"/> career and technical education program design is aligned or articulated with a postsecondary career and technical education program (as related to Perkins).</li> </ul> </li> <li><input checked="" type="checkbox"/> Description of any high-quality student academic assessments that will be used to:               <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Determine the success of students in meeting state academic standards.</li> <li><input checked="" type="checkbox"/> Provide information to teachers, parents, and students on progress toward meeting the standards.</li> <li><input checked="" type="checkbox"/> Assist in the diagnosis, teaching and learning in ways that enable low-achieving students to meet state academic standards and do well in the local curriculum.</li> <li><input checked="" type="checkbox"/> Determine what revisions are needed to projects funded under Title I-A and Title V-A to ensure that children meet the academic achievement standards.</li> <li><input checked="" type="checkbox"/> Effectively identify students who may be at risk for reading failure or who are having difficulty reading.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> There is no Best Practice level for this category.</li> </ul>

		Developing	Established	Best Practice
<b>2.8. Title I District Improvement</b>	<b>2.8.1. Professional Development</b>	<ul style="list-style-type: none"> <li>☑ District has not made changes to the staff development plan but is committed to continuing current efforts with fidelity (faithful adherence to the original plan).</li> <li>or</li> <li>There is no indication that changes to staff development planning is based on data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Changes to the staff development plan are based in data analysis.</li> <li>☑ Marked changes to the staff development plan have been made and reflect reasonable planning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Changes to the staff development plan are based on data analysis.</li> <li>☑ Marked changes to the staff development plan have been made and reflect reasonable planning techniques.</li> <li>☑ There is a clear tie between the staff development efforts planned and the reasons that the district is in improvement status.</li> <li>☑ The staff development planning effort reflects a review of contemporary research into academic achievement and staff development.</li> </ul>
	<b>2.8.2. Academics</b>	<ul style="list-style-type: none"> <li>☑ Research is cited but does not have a clear link to academic difficulties in the district.</li> <li>☑ Changes planned for curriculum or instruction or both are not clearly supported by data.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Research-based practices are incorporated into planning for curriculum and instruction changes.</li> <li>☑ Changes to curriculum and instruction are tied to the district's dataset.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Scientifically-based research is clearly used in the selection of strategies for improvement.</li> <li>☑ The modifications to curriculum and instruction are tied directly to the district's data set and are reasonable conclusions based on the data analysis.</li> </ul>
	<b>2.8.3. Student Achievement</b>	<ul style="list-style-type: none"> <li>☑ Responses indicate that there is a general recognition that students in one or more subgroups perform differently from other students.</li> <li>☑ Differences in student achievement are attributed to issues outside the control of school staff.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Responses indicate that staff have clearly articulated differences in achievement among subgroups and have made clear effort to determine the bases for these differences.</li> <li>☑ Differences in achievement may be attributed to external factors but staff have indicated that changes in teacher behavior can address these issues.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Responses indicate that staff have clearly articulated differences in achievement among subgroups and have made a clear effort to determine the bases for these differences.</li> <li>☑ Differences in achievement are not attributed to external factors but to issues that allow staff to make changes in administrative and instructional staff behaviors to address these issues.</li> </ul>

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.8.4. Low-achieving Students</b>	<ul style="list-style-type: none"> <li>☑ Changes in effort address student achievement broadly rather than targeting low-achieving students particularly.</li> <li>☑ Staff are disinclined to increase effort with low-achieving students.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Low-achieving students are clearly a target of efforts at improvement and those efforts seem appropriate to the need.</li> <li>☑ Staff understand the need to work diligently to improve the achievement of low-achieving students.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Low-achieving students are clearly a target of some of the efforts at improvement and those efforts seem appropriate to the need. Other efforts will impact student achievement more broadly.</li> <li>☑ Staff express strong support of efforts to improve the achievement of low-achieving students and to integrate those efforts with other approaches for broader improvement of student achievement.</li> </ul>
	<b>2.8.5. Achievement Goals</b>	<ul style="list-style-type: none"> <li>☑ Goals have been changed but there is no clear basis for the adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Clear distinction is drawn between past goals and current goals.</li> <li>☑ Changes are based in data analysis and indicate an understanding of how those data are reflective of challenges the district faces in meeting AYP.</li> </ul>	<ul style="list-style-type: none"> <li>☑ District staff have clearly delineated a basis for modifying or replacing prior goals with consideration of research, extant data, and knowledge of district vision, demographics, and needs.</li> </ul>
	<b>2.8.6. Problems with Previous Plan</b>	<ul style="list-style-type: none"> <li>☑ Problems in the previous plan are identified but focus on those responsible or on surface issues rather than plan content or planning processes.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Problems identified in the previous plan are clear and well articulated.</li> <li>☑ Problems described are largely the result of review of the plan rather than review of additional data or consideration of the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Problems identified in the previous plan are clear and well articulated.</li> <li>☑ Problems identified include not only issues within the final product but also across the broader context and process which led to the plan.</li> </ul>

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.8.7. Parental Involvement</b>	<ul style="list-style-type: none"> <li>☑ The response indicates that no particular emphasis will be placed on parental involvement.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The response indicates a commitment on the part of administrative staff to supporting parental involvement in planning and instructional decision-making.</li> <li>☑ The response suggests that staff are supportive of the integration of parental input into planning and instructional decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The response describes a comprehensive plan for parental involvement across all aspects of school/district improvement.</li> <li>☑ Parental involvement is described in positive terms rather than as an intrusion into the teachers' purview.</li> <li>☑ Staff concerns with parental involvement is acknowledged and addressed.</li> </ul>
	<b>2.8.8. Extended-time Learning</b>	<ul style="list-style-type: none"> <li>☑ Extended time is not an aspect of the plan or the planned use of the time is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Extended time is included for students in strategic ways as necessary and the planned use of the time is clear.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Extended time is included for students in strategic ways targeting the needs of appropriate subgroups.</li> <li>☑ The plan for the use of this time is clear and based in identified research appropriately applied.</li> </ul>
	<b>2.8.9. Technical Assistance</b>	<ul style="list-style-type: none"> <li>☑ Sources of outside technical assistance are not included or are included in limited ways.</li> <li>☑ Selection of outside sources appears to be based primarily on ease of access rather than on appropriateness to the needed support.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Sources of outside technical assistance are appropriately targeted to identified goals.</li> <li>☑ The plan for seeking technical assistance indicates clear consideration of multiple options and thoughtful selection.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Sources of outside technical assistance broadly address planning, data collection, data analysis, and other aspects of the district's improvement efforts.</li> <li>☑ Clear and careful consideration has been given to technical assistance sources most appropriate to the district's planning, data collection, data analysis, and goal setting.</li> <li>☑ Effort has been made to identify sources of technical assistance and to allot funds to address costs associated.</li> </ul>

		Developing	Established	Best Practice
<b>2.9. Title I District Corrective Action</b>	<b>2.9.1. Curriculum Changes</b>	<ul style="list-style-type: none"> <li>☑ Little evidence is presented that the curriculum will be changed.</li> <li>or</li> <li>The changes do not reflect a comprehensive plan.</li> <li>☑ Little evidence supports that changes to the curriculum are likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Changes to the curriculum are deliberate and well planned.</li> <li>☑ Changes to the curriculum are supported by evidenced-based research combined with local data.</li> <li>☑ Evidence is presented that changes to the curriculum are likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Changes to the curriculum are deliberate, well planned, and target the specific needs of students.</li> <li>☑ Changes to the curriculum are supported by relevant, contemporary research and consultation with stakeholders and experts.</li> <li>☑ Evidence is presented that clearly illustrates that the planned changes to the curriculum are likely to result in improved student achievement.</li> </ul>
	<b>2.9.2. Instructional Strategies</b>	<ul style="list-style-type: none"> <li>☑ Little evidence is presented that instructional strategies have been changed.</li> <li>☑ Little evidence supports that changes to instructional strategies are likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Changes to instructional strategies are deliberate and well planned.</li> <li>☑ Changes to instructional strategies are supported by evidenced-based research combined with local data.</li> <li>☑ Evidence is presented that changes to instructional strategies are likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Changes to instructional strategies are deliberate, well planned, and target the specific needs of students.</li> <li>☑ Changes to instructional strategies are supported by relevant, contemporary research and consultation with stakeholders and experts.</li> <li>☑ Evidence is presented that clearly illustrates that the planned changes to instructional strategies are likely to result in improved student achievement.</li> </ul>
	<b>2.9.3. Fiscal Strategies</b>	<ul style="list-style-type: none"> <li>☑ Little evidence is presented that fiscal strategies have been changed.</li> <li>☑ Little evidence supports that changes to fiscal strategies are likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Changes to fiscal strategies are deliberate and well planned.</li> <li>☑ Changes to fiscal strategies are supported by evidenced-based research combined with local data.</li> <li>☑ Evidence is presented that changes to fiscal strategies are likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Changes to fiscal strategies are deliberate, well planned, and target the specific needs of students.</li> <li>☑ Changes to fiscal strategies are supported by relevant, contemporary research and consultation with stakeholders and experts.</li> <li>☑ Evidence is presented that clearly illustrates that the planned changes to fiscal strategies are likely to result in improved student achievement.</li> </ul>

		<b>Developing</b>	<b>Established</b>	<b>Best Practice</b>
	<b>2.9.4. Restructuring Efforts</b>	<ul style="list-style-type: none"> <li>☑ Little evidence is presented that restructuring is planned.</li> <li>☑ Little evidence supports that planned restructuring is likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Planned restructuring is deliberate and well thought-out.</li> <li>☑ Planned restructuring is supported by evidenced-based research combined with local data.</li> <li>☑ Evidence is presented that planned restructuring is likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Planned restructuring is deliberate, well planned, and targets specific needs.</li> <li>☑ Planned restructuring is supported by relevant, contemporary research and consultation with stakeholders and experts.</li> <li>☑ Evidence is presented that clearly illustrates that the planned restructuring is likely to result in improved student achievement.</li> </ul>

## **Finding Additional Resources**

ODE provides resources for planning and for managing the planning process via our website. You can find these resources online at <http://www.ode.state.or.us/search/results/?id=201>. On this website, you will find a link to CIP Planning Documents that will provide some overview documentation for the CIP and, from that link, another to the eCIP Toolkit. The contents of the eCIP toolkit are available for you to retrieve online at <http://www.ode.state.or.us/search/page/?id=2007>.

The toolkit features documents to support planning efforts. Some of these must be completed and submitted to ODE. More commonly, these documents provide guidance on using the eCIP tool.

You will also find flow and organization charts that provide a broad overview of the tool and the planning process. This document and a document offering answers to frequently asked questions about the continuous improvement planning process are also there.