

Riverdale School District - Continuous Improvement Plan

Approved by School Board on 12/2/19

School Year	2019-20
District	Riverdale School District 51J
Vision	Students learn to use their minds well, engage creatively and act compassionately.
Mission	Riverdale develops inquisitive, imaginative and eager learners. Our students demonstrate academic mastery through exhibition to become effective communicators and responsible leaders.

Comprehensive Needs Assessment Summary

What data did our team examine?

1. ORIS
2. ODE Report Card At-A-Glance
3. Enrollment
4. Facility/Capacity/Age
5. Financial Data

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

1. Subgroups that are detailed in the ODE Report Cards
2. Incident data/Experience related to student social emotional health

How were inequities in student outcomes examined and brought forward in planning?

1. Consideration of subgroups and incident data related to social/emotional health

What needs did our data review elevate?

1. Need for more data related to culture and climate, social emotional well-being
2. Scheduled for the YouthTruth Survey for January 2020. This will be folded into our CIP/SSA work

Which needs will become priority improvement areas? (Note)

1. SPED
2. 504
3. Low performing students
4. Social/emotional impacted students

How were stakeholders involved in the needs assessment process?

1. Work sessions of leaders, school administrators, and district leadership
2. School level SIPs
3. Community Meetings (Oct. 21, Nov. 4)
4. All district staff meeting Oct. 30
5. School Site Council and staff meeting

Riverdale School District - Continuous Improvement Plan

Goal 3 of 3 - Updated: 11/24/19

Long Term District Goals & Metrics

“Student focused, aspirational, aligned with needs, written for all students”

Goal 1	Climate and Culture - We strive to build a positive, safe and healthy environment that prioritizes that personal well-being of students, and is supported through intentional practices and a focus on active, healthy lifestyles and responsible decision-making.		
Goal 1 Metrics	2021	2022	2023
	<ul style="list-style-type: none"> ● YouthTruth Survey Results ● Attendance ● GPA 	<ul style="list-style-type: none"> ● YouthTruth Survey Results ● Attendance ● GPA 	<ul style="list-style-type: none"> ● YouthTruth Survey Results ● Attendance ● GPA
Goal 2	Respect and Civic Mindedness - We cultivate a culture of kindness and respect fostered through deliberate efforts to recognize and explore diversity and equity, and to cultivate positive interactions with others in school and in the world.		
Goal 2 Metrics	2021	2022	2023
	<ul style="list-style-type: none"> ● District equity policy adopted ● Equity teams established 	<ul style="list-style-type: none"> ● Application of equity policy ● Equity teams active 	<ul style="list-style-type: none"> ● Application of equity policy ● Equity teams active
Goal 3	Curriculum and Instruction - We approach instruction through the lens of the principles of essential schools and current educational research and initiatives, where students are encouraged to demonstrate mastery and embrace challenge.		
Goal 3 Metrics	2021	2022	2023
	<ul style="list-style-type: none"> ● Underperforming percentages for math and reading and grade school ● AP Credit attainment and access at HS ● TAG Student performance 	<ul style="list-style-type: none"> ● Underperforming percentages for math and reading and grade school ● AP Credit attainment and access at HS ● TAG Student performance 	<ul style="list-style-type: none"> ● Underperforming percentages for math and reading and grade school ● AP Credit attainment and access at HS ● TAG Student performance

Riverdale School District - Continuous Improvement Plan
Goal 1 of 3 - Approved by School Board on 12/2/19

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

District Goal this strategy supports	Goal 1: Climate and Culture - A positive, safe and healthy environment that prioritizes that personal well-being of students, and is supported through intentional practices and a focus on active, healthy lifestyles and responsible decision-making.			
What are we going to do?	Strategy 1.1 Written as a Theory of Action and reflects evidence-based practices	If we: Evaluate, design and implement social-emotional learning K-12th including School Counseling programming, Then: we will have a clear understanding of supports in place, And: we can evaluate gaps in services.		
How will we know the plan is working.	Measures of Evidence for Adult Actions (“then statements”)	Fall: 1. Survey is completed on Social/Emotional Learning and Counseling calendar/plan completed 2. Analysis determines student and training needs 3. Plan created for implementation 4. Use 2020 YouthTruth Data	Winter: 1. Implement training as needed 2. Implement student programming	Spring: 1. Evaluate progress 2. Analyze and determine possible modifications and adjustments
	Measures of Evidence for Students (“and” statement)	Fall: 1. 2020 YouthTruth data reviewed 2. Student input reviewed	Winter: 1. YouthTruth Survey 2. Student feedback on counseling programming	Spring: 1. Analyze trend data in YouthTruth survey 2. Further student feedback as needed
How we will get the work done	Action Steps, Person or Team Responsible, and Target Completion Dates	Action Steps To be completed this year	Person or Team Responsible	Due Date
		1. Implement Annual YouthTruth Survey	Cabinet/District Leadership	Beginning January 2020
		2. Disaggregate YouthTruth data to determine needs	School and district leadership	Annually in the Spring
		3. Develop and implement calendar/plan (<i>could be tied to SIA funding</i>)	School/district leadership and staff	Prior to the start of each year
		4. 5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy		

District Goal this strategy supports	Goal 1: Climate and Culture - A positive, safe and healthy environment that prioritizes that personal well-being of students, and is supported through intentional practices and a focus on active, healthy lifestyles and responsible decision-making.			
What are we going to do?	Strategy 1.2 Written as a Theory of Action and reflects evidence-based practices	If we: Evaluate, design, and implement behavioral supports for K-12th grades inclusive of Special Education and 504 (all student needs) resources responding to current student needs, Then: we would know where and how to support students to meet their needs, And: students will demonstrate increased success in accessing their education.		
How will we know the plan is working.	Measures of Evidence for Adult Actions (“then statements”)	Fall: 1. Identify areas of need to implement intentional practices (physical locations) 2. Identify areas of need to implement interventions (academic areas) 3. Developing plans for items 1&2	Winter 1. Continue implementation of plans developed in the Fall 2. Develop suggestions for budget development	Spring: 1. Analyze trend data in YouthTruth survey 2. Student feedback as needed
	Measures of Evidence for Students (“and” statement)	Fall: 1. Identify opportunities for prosocial peer support	Winter: 1. Student participation and access to plans/supports	Spring: 1. Monitor and evaluate data (attendance and grades)
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Person or Team Responsible	Due Date
		1. Identify areas of need (behavioral support)	School teams	Prior to the start of each school year
		2. Identify areas of need (academic support)	School teams	Prior to the start of each school year
		3. Develop a plan to address behavioral support	District leadership	Part of budget process each year
		4. Develop a plan to address academic support	District leadership	Part of budget process each year
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What are we going to do?	Strategy 1.3 Written as a Theory of Action and reflects evidence-based practices	If we: Survey student perspectives, behaviors and attitudes around well-being and school culture to best harness resources and design and implement programming, Then: students will have an increased understanding of unsafe, unhealthy behaviors and have increased access to information and resources, And: as a result make better choices.		
How will we know the plan is working.	Measures of Evidence for Adult Actions (“then statements”)	Fall: 1. YouthTruth Survey data analysis 2. Identification of needs, information, and resources 3. Develop a plan to address areas of need	Winter: 1. Begin to implement plan 2. Continue to monitor student engagement 3. Continue to monitor student needs	Spring: 1. Analysis of results 2. Preparation for Fall
	Measures of Evidence for Students (“and” statement)	Fall: 1. Increased access and utilization of information and resources	Winter: 1. Increased access and utilization of information and resources	Spring: 1. Increased access and utilization of information and resources
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Person or Team Responsible	Due Date
		1. Analyze data	District leadership	Annually during the Spring
		2. Complete a needs assessment	School leadership	Annually during the Spring
		3. Build plan to address areas of need	School teams	Prior to the start of the school year
		4. Implement plan	School leadership and teams	Throughout the course of the year
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Riverdale School District - Continuous Improvement Plan
Goal 2 of 3 - Approved by School Board on 12/2/19

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

District Goal this strategy supports	Goal 2: Respect and Civic Mindedness - We cultivate a culture of kindness and respect fostered through deliberate efforts to recognize and explore diversity and equity, and to cultivate positive interactions with others in school and in the world.			
What are we going to do?	Strategy 2.1 Written as a Theory of Action and reflects evidence-based practices	If we: Develop a district level Equity Policy creation/adoption and evaluation of current systems/site level discussions, Then: decisions will be made with equitable outcomes in mind, And: practices and protocols will be developed in support of these outcomes		
How will we know the plan is working.	Measures of Evidence for Adult Actions (“then statements”)	Fall: 1. Exploring professional development for district leadership and staff 2. Introduce Equity Policy versions 3. Align District’s adoption of Equity Policy with state requirements	Winter: 1. Engaging in professional development for district leadership and staff 2. Explore the process of adopting and implementing policy	Spring: 1. Process of transition for potential new leadership 2. Inform and communicate Equity Policy
	Measures of Evidence for Students (“and” statement)	Fall: 1. District level conversations support building level strategies (see 2.2 and 2.3) 2. Students will experience district communications developed through an equity lens	Winter: 1. Students will experience district communications developed through an equity lens	Spring: 1. Students will experience district communications developed through an equity lens
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Person or Team Responsible	Due Date
		1. Research and identify possible training related to equity	District & Board Leadership	Prior to start of 2020 school year
		1. Align district’s need for Equity Policy with possible state requirements	District & Board Leadership	Spring of 2020
		2. Implement training around equity	District & Board Leadership	Fall of 2020
		4. Adopt Equity Policy	Board Leadership	Winter or Spring 2021
		5.		

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District Goal this strategy supports	Goal 2: Respect and Civic Mindedness - We cultivate a culture of kindness and respect fostered through deliberate efforts to recognize and explore diversity and equity, and to cultivate positive interactions with others in school and in the world.			
What are we going to do?	Strategy 2.2 Written as a Theory of Action and reflects evidence-based practices	If we: Create site level 9-12th Equity Team to lead with equitable outcomes in mind, Then: equitable conversations will be at the forefront, And: school culture will be evaluated through the lens of equity intentionally engaging with students and school community.		
How will we know the plan is working.	Measures of Evidence for Adult Actions ("then statements")	Fall 1. 2020-21 Equity Team formation	Winter 1. Scope of equity team agenda outlined	Spring 1. Presentation to the School Board
	Measures of Evidence for Students ("and" statement)	Fall 1. Student voice included on Equity Team	Winter 1. Student voice included on Equity Team activities	Spring 1. Student voice included in Equity Team activities
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Person or Team Responsible	Due Date
		1. 20-21 Equity team formation	School leadership	Fall 2020
		2. Equity team plan for activities	Equity Team leadership	Winter 2021
		3. Equity Team to utilize YouthTruth Survey data/results	Equity Team	Fall 2020
		4.		
5.				
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What are we going to do?	Strategy 2.3 Written as a Theory of Action and reflects evidence-based practices	If we: Create site level K-8th Equity Team to lead with equitable outcomes in mind, Then: equitable conversations will be at the forefront, And: school culture will be evaluated through the lens of equity intentionally engaging with students and school community.		
How will we know the plan is working.	Measures of Evidence for Adult Actions (“then statements”)	Fall 1. 2020-21 Equity Team formation		1.
	Measures of Evidence for Students (“and” statement)	Fall 1. Student voice included on Equity Team	1.	
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		
		1. 2020-21 Equity Team formation		
		2. Equity Team plan for activities		
		3. Equity Team to utilize YouthTruth Survey data/results		
		4.		
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Goal 3 of 3 - Approved by School Board on 12/2/19

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

District Goal this strategy supports	Goal 3: Curriculum and Instruction - We approach instruction through the lens of the principles of essential schools and current educational research and initiatives, where students are encouraged to demonstrate mastery and embrace challenge.			
What are we going to do?	Strategy 3.1 Written as a Theory of Action and reflects evidence-based practices	If we: Survey, evaluate and respond to student needs related to access and success in honors/AP test performance/Dual College credit options, Then: students will opt in to challenges, deeply explore interests/talents, think beyond “a college resume”, push their learning boundaries and earn more college credits, And: they will be better prepared to engage at a high level in college and career after graduation.		
How will we know the plan is working?	Measures of Evidence for Adult Actions (“then statements”)	Fall 1. Survey to students to understand current honors options and needs of students. 2. Collect data regarding Honors, AP and dual college credit enrollment. 3. Determine what communication is necessary for students and families 4. Provide students a morning tutorial study hall (mirroring our pm study hall)	Winter 1. Analyze and plan reinvigoration for honors options for all courses. 2. Execute communication plan for students and families. 3. Develop staff PD and execute the plan to improve honors options 4. pm tutorial study hall continues	Spring 1. All courses that offer honors options are reinvigorated with student-centered, interest-driven opportunities. 2. Students and families have been provided clear communication regarding opportunities for embracing challenge. 3. Staff PD reviews changes in Honors options and makes adjustments as needed. 4. Data is reviewed regarding use/access of am tutorial study hall.
	Measures of Evidence for Students (“and” statement)	Fall 1. Students are provided opportunities to provide input regarding needs assessment. 2. Dual credit/AP/Honor communication plan implemented to enhance understanding of	Winter 1. Students participate in “challenge” opportunities” review 2. Expectations and instructions delivered to students	Spring 1. increased number of students will demonstrate access and success in Honors options 2. Clarity of program will be demonstrated through increased access

		opportunities benefits.	regarding support available to them. 3. Students voice will impact staff PD regarding program improvements 4. Students will access am tutorial study hall	3 student voice will contribute to continued adjustments that improve the Honors program. 4 am tutorial study hall access will collect survey data regarding the continued need for support from the students. 5. Increased enrollment in AP/Honors/Dual Credit opportunities increase across all subgroups for these student-driven extensions
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Person or Team Responsible	Due Date
		1. Develop data review create Embrace Challenge plan and reinvigoration needs assessment	Embrace Challenge Team, including student representation across groups (TAG,SpEd,504)	Fall 2020
		2. Professional Development work to launch Embrace Challenge plan	Teachers, College Counselor, Assessment coordinator and school administration	Winter 2021
		3. Identify and monitor needed interventions for ALL students to be included and succeed in the Embrace challenge plan.	Teachers , College Counselor, Assessment coordinator and school administration	Spring 2021
		4.		
		5.		
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District Goal this strategy supports	Goal 3: Curriculum and Instruction - We approach instruction through the lens of the principles of essential schools and current educational research and initiatives, where students are encouraged to demonstrate mastery and embrace challenge.			
What are we going to do?	Strategy 3.2 Written as a Theory of Action and reflects evidence-based practices	If we: Evaluate, monitor and respond to K-8th academic needs inclusive of Talented and Gifted Learning and interventions in Math and Reading (GS MTSS Team meeting 3x per year) and harness resources as needed, Then: we will have a clear understanding of student present levels and needs, And: can strategically apply strategies, supports, and interventions		
How will we know the plan is working.	Measures of Evidence for Adult Actions (“then statements”)	Fall: 1. Convene MTSS meeting to review academic behavior and attendance data 2. Adjusting resources as needed	Winter: 1. Convene MTSS meeting to review academic behavior and attendance data 2. Adjusting resources as needed	Spring: 1. Convene MTSS meeting to review academic behavior and attendance data 2. Adjusting resources as needed
	Measures of Evidence for Students (“and” statement)	Fall: 1. Accessing identified behavior supports 2. Accessing identified academic supports and appropriate rate and level learning (TAG) 3. Guidance and supports implemented for increased attendance	Winter: 1. Accessing identified behavior supports 2. Accessing identified academic supports and appropriate rate and level learning (TAG) 3. Guidance and supports implemented for increased attendance	Spring: 1. Accessing identified behavior supports 2. Accessing identified academic supports and appropriate rate and level learning (TAG) 3. Guidance and supports implemented for increased attendance
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Person or Team Responsible	Due Date
		1. Convene MTSS Team to review Fall data	MTSS Team	Fall 2020
		1. Convene MTSS Team to review Winter data	MTSS Team	Winter 2021
		3. Convene MTSS Team to review Spring data	MTSS Team	Spring 2021
		4. Implementation and monitoring of TAG programming	TAG Coordinator and teachers	All year
		5. Identify, apply and monitor needed interventions and supports	MTSS Team	All year
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