Ashland School District Continuous Improvement Plan
2007-2009

Oregon District Continuous Improvement Plan Cover Sheet 2007 – 2009
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Date of Submission: November 21, 2007
I certify that this Continuous Improvement Plan was developed in compliance with requirements of Oregon and Federal statutes and regulations. The District School Board has approved this plan for submission to ODE.

Name of Superintendent:	Name of Board Chair:
Signature of Superintendent	Signature of Board Chair
Date:	Date:

Executive Summary

Achievements Since the 2005-2007 Continuous Improvement Plan

The students and staff of Ashland School District have accomplished a great deal since our last improvement plan.

- Our school district engaged the community to develop a Strategic Plan that sets the vision and strategic directions for the district.
- Without additional state funding, Ashland extended Kindergarten from a half day to three-quarter day program.
- John Muir School, a K-8 art and science magnet school, opened in fall 2006.

- The AHS drop out rate decreased from 3% to 2.3%.
- High school graduation rates increased from 88.4% to 89.8%.
- The percentage of students entering two or four-year colleges increased from 66% - 85%.

- The number of tenth grade students who meet or exceed state standards in Reading and Literature increased from 71% - 83%.
- SAT and ACT scores were consistently above state and national averages.
- The number of failing grades earned by freshmen dropped from 330 Fs in 2004-05 to 100 Fs in 2006-07.

- The number of 8th graders meeting or exceeding state standards in:
- Math increased from 80.5% to 84.2%
- Reading and Literature increased from 79.4% to 90%
- The number of 4th graders meeting or exceeding state standards in writing increased from 27.4% to 54.9%.

- Greater than 95% of our elementary students were reading at or above state standards.
- Students K-6 take local, formative reading assessments throughout the year.
- The elementary schools and middle school implemented Positive Behavior Supports, increasing student understanding of behavioral expectations and reducing discipline issues.

- Our school district has maintained an aggregate 92% attendance rate.
- Our schools earned "safe" designations on state report cards.
- One elementary school and the middle school earned "Exceptional" ratings on the state report cards in the last two years.

- Student access to technology improved from 1 computer to 6 students to 1:4.
- Ashland teachers implemented Professional Learning Communities.
- Teachers with English Language Learners received staff development in Sheltered Instruction techniques.

- All of our teachers are highly qualified (HQ) under state licensure requirements. Under the NCLB definition of HQ, we improved from 85% to 89%. At the start of 2007-08 we have only 11 teachers with any HQ issues at all.

Priority Concerns
While Ashland School District has achieved a great deal, we strive to continuously improve. To that end, we conducted a thorough self-evaluation and identified two priority concerns for this Improvement Plan.

Priority #1 Academic Achievement
We will continue to improve the academic performance of our students on state and local assessments in **reading, writing and math.** This includes specific concerns for narrowing the achievement gap for students with disabilities and students who speak English as a Second Language.
Key Strategies
- Articulating K-12 curriculum in language arts and math.
- Staff development for elementary teachers on the five pillars of reading instruction
- Targeted staff development for teachers with English language learners and special education students.
- Increased parent involvement and outreach among families who speak English as a Second Language.
- Enhance data collection through the use of common assessments developed by Professional Learning Communities and use of local assessments.

Priority #2 Safe Schools
We will continue to increase the health and safety of our students.
Key Strategies
- Continue district implementation of Positive Behavior Supports
- Work with ODE's Cohort C to implement a Comprehensive Guidance and Counseling Program

Background Information
Description of the District
Ashland School District Mission

Inspiring learning for life
Ashland School District Vision
Ashland Schools: Empowering students to be lifelong learners, responsible citizens and stewards of the world.

Please see the Ashland School District Strategic Plan (Appendix A) for additional guiding principles and strategic directions.

As the demographics of Ashland change, the enrollment in Ashland School District continues to decline. We expect to continue to decline until 2014, especially at our high school where the enrollment is projected to go from 1,042 students in 2007 to 778 students in 2014. The ethnicity of our student body has remained consistent for three years: 85% Caucasian, 5%

Latino, 3% Asian/Pacific Islander, 2% African American, 2% American Indian, 8% declined to report.

Seven schools open their doors to Ashland's youth each September, providing a comprehensive education in Kindergarten through Grade 12. Nearly 3,000 students attend Ashland High School, Ashland Middle School and our three elementary schools, Bellview, Helman, and Walker. John Muir Elementary is a K-8 magnet school with a focus on Science and the Arts. The Willow Wind Community Learning Center is a part-time alternative program that primarily serves home-schooling families. Approximately 300 full-time and part-time teachers, support staff and administrators work together to provide high-quality instructional programs.

Ashland's schools provide personalized and progressive learning for students in reading, language arts, science, math, social science, fine arts, health, and physical education. An integrated arts program is provided at all elementary schools, with specialized classes available at the middle and high schools. The district's partnerships with the Oregon Shakespeare Festival, Rogue Community College and Southern Oregon University provide enriching experiences for high school students. The Ashland Schools Foundation raises funds each year to support basic district programs as well as innovative classroom based projects and programs. Our local service clubs provide ongoing programs and financial support. Through the Ashland Chamber of Commerce and other local businesses, our business community is committed to supporting local schools.

The community of Ashland supports its schools in many ways. In 2006 our community passed a capital projects Bond to revitalize our facilities. The Youth Activities Levy, passed by local voters in May of 2003 for five years, ensures that our students have a wide range of sports and activities to participate in each year. In November 2007 voters will again decide the future of a local option levy to replace the Youth Activities Levy. Elementary PE and music instruction, the fifth grade strings program, and Spanish language instruction for 7th and 8th grade students are all funded by the Levy along with elementary intramural sports programs and all sports and extra curricular activities at the middle and high school. Community members actively volunteer at all of our schools, thereby providing additional help for students as well as providing mentoring and serving as positive role models for our students. Each school has an active site council to assist with school governance, and PTO's and PTA's are another avenue for parent involvement.

Ashland Schools continue to exceed state and national averages on local, state, and national assessments. Our students excel in academics, athletics and other extracurricular activities. They are living examples of what an active and caring community can produce.

Summary of the Planning Process

CIP Team Members

Ashland High School:	Ken Kigel, Administrator and Dana Rensi, Teacher
Ashland Middle School:	Steve Retslaff, Administrator and Linda Smith, Teacher
John Muir:	Steve Retzlaff, Administrator
Bellview:	Christine McCollom, Administrator and Joleen Nagareda, Teacher
Helman:	Susan Hollandsworth, Administrator
Walker:	Patty Michiels, Administrator and Cathy Lepley, Parent

District Office: Juanita Fagan and Michelle Zundel, Facilitators
SOESD: Kim Hosford, School Psychologist

The CIP Team represents a variety of stakeholders committed to continuous improvement for Ashland School District. Between February 12 and October 18, 2007 the CIP Team worked approximately 60 hours on a process designed to zero in on specific academic needs of our students. About 30 of those hours were spent at the SOESD with six other districts following a very specific outline to analyze data. Our goal is to lessen the gap between all students and sub groups including: English Language Learners, Special Ed, and Economically Disadvantaged students. Our planning team developed goals supported by action plans and believe we have been thorough and thoughtful in our planning for continuous improvement. Our school site councils will now take the CIP goals and action plans to develop individual School Improvement Plans.

CIP Team Calendar of Events 2007

January	Established CIP team and began self-evaluation
February	Conducted a deeper evaluation of data
March	Identified student learning problems and underlying causes
April	Identified SMART improvement goals and research-based strategies
May	Developed action plans and resource allocations based on goals
June	Wrote the CIP plan and shared with Lead Team and School Board
July	Revised CIP plan and began implementation of action plans
September	Shared CIP with site councils to guide School Improvement Plans
November	Received School Board approval for the plan. Disseminated plan to all staff members, published plan summary in school newsletters and posted CIP on ASD website

Analysis of Past Practice

The Team had several sessions of looking at our current and past data. We looked for trends in the general student population and trends within sub groups. We looked at many of our internal data points including:

- OSAT (Oregon Statewide Assessment Test) scores both aggregate and disaggregate for the past 3 years.
- Transition OSAT between grade levels; 3rd, 5th, 8th, and 10th.
- Graduation Rates/Drop Out Rates and attendance data.
- Healthy Teen Survey and SET (Systems-wide Evaluation Tool) a PBS survey given each year that assesses school climate and systems.
- District progress toward current CIP Goals.
- Analysis of District Performance of Standards for District Success.
- Analysis of Compliance to the Oregon Performance Standards.

Student Learning Problems

The Team generated a list of "Student Learning Problems" by looking at the OSAT data disaggregated by sub groups. We were very specific to the percent of students who did not meet the standard. We also acknowledged the performance gaps between sub groups and all students. This led us to some very specific findings.

Standards for District Success Self-Evaluation
The Team analyzed the District's present performance against the "Standards for District Success". This was a key activity that is the basis for many decisions that were made in developing the CIP. This is a critical process strongly emphasized in ODE's requirements for CIP development. In our analysis we looked at what we did well and what we need to improve.

We then went through a process we learned at SOESD called "Fishbone Cause and Effect Analysis". This activity causes us to really use a microscope and identify our strengths and weaknesses against the "Standards for District Success". We then proceeded with an activity called, "Why, why, why?" As a team we kept asking the question, "Why?" until there were no answers left. Another name for this process is "drilling down." This gave us our focus for improvement.

Then we created a matrix of four quadrants that had "Effort" on the left side going bottom to top for greatest effort and "Impact on Students" at the bottom going left to right for greatest impact. Here we placed our 15 Standards that we need to improve on in relationship to the effort it will take to improve and the impact each standard has on students. Here we were able to prioritize the 15 Standards from "Greatest Amount of Impact/Effort" to "Less Amount of Impact With a Little Effort."

Our next activity was a Relations Diagram to analyze the Root Causes. This gave us a rank order from most important to least important. There are 6 Standards that will be integrated into the CIP: 1. Curriculum; 2. Instruction; 3. District and School Culture and Norms; 4. Family and Community Engagement; 5. Leadership; and 6. Integrated Systems and Structures.

Our most important focus is on "High Academic expectations for all students evident in beliefs, practices and policies".

Data Logic Model
Next the Team took all of the information we had collected, looked at our Student Learning Problems and developed a logical plan on how we were going to address each of the concerns. We looked at the "Cause Being Addressed" and the "Strategy" we would need to use to support growth. Under "Outcomes/Anticipated Results" we focused on "Attitude, Awareness and Knowledge", "Practice, Policy and Application" and "Student Learning". This activity helped us to see the barriers we would need to overcome and the staff development that would need to take place to support student learning.

Ashland School District Smart Goals
Now we were ready to create our Smart Goals that would lead the District toward continuous improvement. Our goals are very specific and focused on Reading, Math, Writing, and Safe Schools. There is a focus on supporting the sub group populations to reach standards and a focus on supporting the transition between Middle School and High School students where we have seen a decline in performance during the last three years. The CIP Team feels very confident that we can attain these high standards through the activities that are in the Action Plans.

Self Evaluation Summary

Prompt 1A: Describe the District's progress since 2005 in attaining each of the goals set in the 2005-07 Continuous Improvement Plan.

Ashland School District has made progress toward each goal set forth in the 2005 Continuous Improvement Plan as demonstrated by the evidence below each goal.

2005-07 Goal 1: All students will make Continuous progress towards meeting and exceeding state standards in language arts and math.
- In 2006-07, Oregon changed the state standards significantly and ODE cautions that the most recent data cannot be compared to previous years.
- All of our teachers are highly qualified under state licensure requirements. Under federal law, we have increased from 85% to 89% of classes taught by Highly Qualified (HQ) teachers. In 2007-08 we have only eleven teachers remaining with any HQ issues.
- Our district has 95% student participation in statewide assessments.
- Ashland School District continues to perform higher than state averages in all content areas.
- Due to only one or two special education students not participating, over the last two years, two schools did not make Adequate Yearly Progress.
- Students with limited English proficiency are not performing as well as their native English-speaking peers.
- The percentage of Elementary and Middle School students who meet and exceed standards increased in language arts
- The percentage of students meeting or exceeding standards in writing increased at all levels.

2005-07 Goal 2: All students will be taught in learning environments that are safe, drug free, and conducive to learning.
Safe
- Four schools using Positive Behavior Supports, reducing discipline referrals
- All schools earn "safe" designations on report cards

Drug Free
- Responses on the Healthy Teen survey exceeded state and federal averages in alcohol and marijuana use. We still have some work to do in this area.

Conducive to Learning
- Ashland students achieved an 89.8% graduation rate.
- Our district maintains a 92% attendance rate.
- Student/teacher/parent access to technology has increased.
- 40% of teachers participated in the Intel Teach To The Future
- A student server was installed at Ashland High School to allow greater use of technology for course work and document storage.

2005-07 Goal 3: All students will participate in a well-rounded articulated visual and performing arts program based on state and national standards.

- An independent community poll indicated that improving arts and music programs is an important priority.
- Middle School and High School art teachers began articulating curriculum.
- Twelve elementary teachers trained in Oregon Teachers Arts Institute over the last three summers.
- Ashland School District established a K-8 art and science magnet school.
- K-12 music teachers began articulating curriculum.

2005-07 Goal 4: Develop and support each site's efforts in becoming a professional learning community (PLC).

- All administrators received professional development in PLCs.
- All teachers are involved in a PLC.
- PLCs publish minutes to communicate progress.
- Elementary schools implemented early release Wednesday to provide time for staff development.
- Ashland secondary schools continued late start Fridays to provide time for staff development.

Prompt 1B: Describe the District's progress since 2005 in attaining each of the ten Oregon Education Performance Standards

1. **All districts shall maintain standard schools. (Division 22)**

Ashland School District has maintained a standard school district based on the Division 22 standards for each of the last three years. We have responded to the new graduation requirements and will have a digital education plan for all students in grades 7-12 by January 2008.

2. **All students will show continuous individual growth in all core academic subjects. All Districts will provide opportunities to demonstrate career related knowledge and skills and extended applications**

- Using the Career Information Systems (CIS) students in grades 7-12 will have electronic education plans this year, allowing parents, students and teachers to track student progress toward their articulated interests and career pathways. This will be used during conferences and class scheduling at middle and high school.
- Our robust offerings for Professional Technical Education (PTE) support students in developing career-related knowledge with opportunities for hand-on learning at Ashland High School.
- Oregon changed the expectations for students on the Oregon Assessment of Knowledge and Skills (OAKS). In some cases the expectations were raised and at the high school level, the expectation was lowered for meeting state standards. Consequently the 2006-07 scores are difficult to compare to other years.

- Special education students and English Language Learners continue to perform below their non-disabled, English speaking peers.

3. By 2013-2014, all students will reach high standards in reading and mathematics.
Ashland School District continues to make progress toward this goal, stated in No Child Left Behind legislation. It also serves at the basis for determining Adequate Yearly Progress (AYP). In fact districts are to make adequate yearly progress toward 100% of students meeting or exceeding state standards in reading and math. This deeply flawed model of measuring district improvement assumes that students with identified disabilities and students who do not speak English will meet the same standards as their English speaking, non-disabled peers. We believe that this must be replaced with an improved growth model for judging school/district improvement. All schools in Ashland have strong or exceptional ratings on the state report card.
Here is an historical look at the state's Adequate Yearly Progress (AYP) reports for Ashland School District:
- *2003-04 Met AYP*
- *2004-05 Did Not Meet AYP* due to the performance of AHS students with disabilities on math and English language arts assessments.
- *2005-06 Did Not Meet AYP* due to the performance of AMS students with disabilities on English Language Arts assessments
- *2006-07 Did Not Meet AYP* due to the performance of AHS students with disabilities on math assessments and one elementary student with a disability whose parents requested they not participate in the assessment.

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 writing.
Students who speak English as their second language are expected to achieve high academic standards. When they achieve English proficiency and meet or exceed state standards in reading and math, they are no longer included in this subgroup.

The progress of English Language Learners is determined by three criteria called Annual Measurable Achievement Objectives or AMAOs.
There are three AMAO criteria:
Criterion 1: At least 85% of our LEP students moved to a higher English Proficiency level
Criterion 2: At least 20% of students enrolled in our English Language Development Program attained English proficiency by the end of the school year.
Criterion 3: Meet Adequate Yearly Progress targets for Limited English Proficient (LEP) student subgroups.

Ashland School District did not meet Oregon's Annual Measurable Achievement Objectives (AMAO) in the 2004-05 school year. However, we did meet all AMAO criteria for 2005-06. The 2006-07 AMAO's will not be available until December 2007.

Ashland School District has met Adequate Yearly Progress in the Limited English Proficient category every year, in part because 100% of our LEP students participate in state testing and in part

because the number of LEP students at each grade level is so small that the performance scores for English and Math are not reported.

In October 2006 the Oregon Department of Education completed an onsite review for Title III programs (Language Instruction for English Language Learners (ELLs) and Immigrant Students). The review included a study of data and documents, classroom visits and interviews with students, teachers and administrators. The District was **commended** for:
- Valuing diversity as evident by comments of students and parents of English language learners.
- Fostering a respectful and safe school cultures
- Coordination among educators to develop schedules conducive to achieving high school graduation
- Data collection at AHS pertinent to the success of ELLs across the curriculum
- Standard procedures for identification and assessment of limited English proficient students
- Participating in staff development related to the "Focused Approach to English Language Development".
- School capacity at elementary level to design academic instruction to provide opportunities for ELLs to access the curriculum

Title III program review also required that the District make some immediate **improvements** including:
1. Implement instructional practices that address the specific English language proficiency levels of ELLs
2. Providing ODE with copies of the English Language Development (ELD) curriculum at each level.

Ashland School District made other changes in order to improve the education of our English Language Learners. In the spring of 2007, Ashland High School changed student schedules to provide systematic English language instruction for all students with limited English proficiency. In the fall of 2007, ELD staff fully implemented new curriculum: Carousel of Ideas for K-5 and Shining Star for grades 6-12. Finally, we revised our English Language Learner Program Handbook in spring 2007.

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.**

All Ashland School District teachers are highly qualified under Oregon licensure requirements. The definition of highly qualified (HQ) under No Child Left Behind (NCLB) is different and adds additional requirements particularly for special education teachers, middle school teachers and alternative education teachers. All teachers deemed not HQ under NCLB have developed programs to attain these new qualifications either by reassigning teachers or through coursework at SOU or by taking a PRAXIS test. The new requirements significantly affected special education, alternative education and the middle school. All elementary teachers are considered HQ under NCLB.

2004-05 = 85% of faculty HQ

2005-06 = 92% of faculty HQ

2006-07 = 89% of faculty HQ

In 2007-08 we anticipate that 99% of faculty will be considered HQ under NCLB as only 11 of 178 teachers have any HQ issues remaining. That is .06% of our faculty

6. **All students will be taught in learning environments that are safe, drug free and conducive to learning**

Ashland School District continues to have very low rates of discipline referrals, suspensions and expulsions. Our greatest area of concern is that each year the results of the Healthy Teens Survey indicates that Ashland High School students use alcohol and marijuana more than state averages. This is counter- intuitive as Ashland High School students perform higher than state averages on academic measures. We still have work to do as a community to change this trend.

Our response to this information about student behavior has been to develop an asset-based model that combines many opportunities for activities and athletics, meaningful interventions and alternative education.

- The Youth Activities and Athletics Levy, supported by our community for fifteen years, has provided robust extracurricular offerings. Approximately 75% of AHS students participate in one or more athletics and activities.
- The ASPIRE program has connected 11th and 12th graders with mentors who support students to complete high school and apply for post-secondary opportunities.
- The Ashland Students Assistance Program, (ASAP) partners with licensed community counselors who volunteer to provide counseling support for students on campus.
- An On Track counselor works with small groups and individuals for drug and alcohol related issues.
- Fresh Start for ninth grade students has expanded. In addition to providing a summer connection for freshmen with upper classmen and information about high school, it now includes on going student mentors and an outreach to parents.

7. **All students will attend school and graduate from high school with a post- high school plan.**
Oregon's target graduation rate is only 68.1%. Ashland High School had an 89.8% graduation rate in 2006. While we will not be satisfied until every student who begins high school, completes, high school, we have made growth in this area over the last three years. We attribute this strong performance to implementing several interventions:

- Reading Specialists K-9 serve struggling readers at each level.
- Transitions between middle and high school have improved with careful scheduling for students and discussions among teachers.
- Ninth graders with academic difficulties have several levels of support from office hours with their teacher to a required after school study hall with certified teachers assisting them.
- Students who participate in Athletics and Activities now have two teachers reviewing their grades regularly and requiring that they remain eligible.

As previously stated, we have observed a decline in the number of failing grades earned by students and an increase in our graduation rates.

8. **All students will have access to and develop proficiency in utilizing technology to improve their academic achievement.**

Our student database, PowerSchool, has allowed us greater access to data regarding student achievement and behavior. It also allows students and families to easily review students' grades, assignments and attendance.

We have increased student access to computers with internet connections. Three years ago, our computer to student ratio was 1:6; our goal was to achieve a 1:4 ratio and we have achieved that at three schools. We also plan to increase the number of computer projectors and document viewers available in classrooms to further integrate technology with instruction.

Ashland High School has 227 computers for 1051 students (1:5 ratio)
Ashland Middle School has 150 computers for 616 students (1:4 ratio)
Walker Elementary 126 computers for 343 students (1:3 ratio)
Helman Elementary 75 computers for 316 students (1:4 ratio)
Bellview Elementary 50 computers for 296 students (1:6 ratio)
John Muir School 20 computers for 95 students (1:5 ratio)

Staff Development has occurred through the Intel Teach to the Future project as well as various workshops that related to instructional uses of computer projectors, digital cameras, iPods, blogging and podcasting. We have established a technology mentor for one period at Ashland High School to work 1:1 and with small groups of teachers on integrating technology into the classroom. We also purchased one ACTIVboard to begin research and development in this area.

9. **Career and Technical Education (CTE) students will meet or exceed levels of performance on the Perkins core indicators.**
Students engaged in CTE classes have excellent odds at completing high school and achieving their post secondary goals. Approximately 52% of high school students enroll in CTE classes for each of the last three years. Due to budget reductions, the number of CTE programs at Ashland High School has declined from nine in 2004-05 to five in 2007-08.
Current programs include:
- Technical Theater Arts
- Marketing
- Foods and Business
- Mechanical Technology (Auto)
- Construction and Carpentry

We have some work to do in order to improve the reporting of data on our CTE programs. Each year the number of concentrators reported by ODE in each of our programs is lower than it should be. We will begin collecting local data to correct this information.

70% of CTE students meet academic standards in reading, writing, mathematics and science.
95% of CTE students meeting technical skill attainment standards.
89.1% of CTE students graduate from high school.
94% of CTE graduates continue with post secondary education or enter employment.
Depending on the program, 75 -100% of CTE students complete a program that is nontraditional for their gender. For example, 100% of nontraditional concentrators complete Foods and Business, but only 75% of nontraditional concentrators complete Construction and Carpentry.

10. **All districts will demonstrate progress towards closing the achievement gap between high and low- performing children, 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.**

Ashland school district has closed the gender gap for female students in math and science. There remains a gender gap in writing as male students lag behind female students in meeting or exceeding state standards at 4th, 7th and 10th grade.

In Ashland, students with disabilities, disadvantaged students and students who have limited English proficiency do not perform at the same level as their non-disabled, economically advantaged, English speaking peers. By implementing extended day and extended year programs, targeting students for interventions and providing parent outreach, our district expects to reduce that gap by 50% in the next two years.

Prompt 2: Describe the district's strategies and programs that enabled your district to make progress against the 10 Oregon Education Performance Standards. Please use the appropriate Standards for District Success to guide the discussion here.

Ashland School District does many things well. We have selected several Standards for District Success to highlight and describe our achievements in these areas over the last two years.

<u>**Standard 1: Curriculum**</u>

- *1.7 Multiple and diverse learning opportunities and pathways available to all students.*

Ashland has used several strategies to increase opportunities for students such as: creating a ninth grade alternative program called SAEJ, opening the John Muir K-8 Magnet School, launching the Parent Partners Program at Willow Wind, enhancing partnerships with SOU and RCC to allow early college credit, maintaining a wide range of activities and athletics for students.

- *1.8 Planning and processes to ensure successful student transitions between grade levels, programs, and systems (K-12, postsecondary, and beyond).*

Strategies to support successful transitions have included implementing Professional Learning Communities K-12 where teachers are mapping grade level expectations horizontally within grade levels and vertically between grade levels. ASD developed fifth and sixth grade teacher partnerships to promote transition activities between elementary and middle school. Likewise, middle school and high school teachers meet together to make appropriate class placements for freshmen. Students with a history of failure in middle school get additional tutoring support in their ninth grade year. To encourage successful transitions after high school, AHS initiated the Aspire Program in which adults mentor 11th and 12th grade students through high school completion and the college application process.

- *1.9 Curriculum provides opportunities for career related learning experiences in the community, workplace and/or school.*

The elementary and middle school curriculum integrates career related learning experiences through community service, guest speakers, field trips and field studies. Beginning in grade 7, students use the

Career Information Systems to develop an education plan, explore career options and plan their high school coursework. For the last two years, ASD has worked with the Oregon Department of Education to develop a Comprehensive Guidance and Counseling Program. This has provided us with new action plans in the area of career related learning. At AHS, students have a wide range of Career and Technical Education classes, from woodworking to mechanics to foods and technical theater. Within core academic classes, students hear from guest speakers and discuss occupations that utilize the course skills. Students will maintain a four-year planned course of study and update their education plans with assignments meeting the career related learning standards. During senior projects, students must demonstrate how their high school career has prepared them for their post-secondary plans.

Standard 2: Instruction

Instructional Program

- *2.3 Strategies aligned and monitored to address learning styles.*

Ashland teachers employ a range of strategies for large group instruction, small group instruction, cooperative learning, independent work and integrated units to provide opportunities for students with diverse learning styles to succeed. Sheltered Instruction strategies for ELL students have also been implemented.

- *2.7 Effective guidance, counseling and support for students.*

Through the Youth Activities and Athletics levy we have maintained Child Development Specialists in grades K-8 and added an academic counselor at AMS. Developing a Comprehensive Guidance and Counseling Program has brought counselors together to align goals and strategies. We have instituted additional guidance and counseling interventions at AHS.

Personnel

- *2.9 Teachers are culturally competent.*

During the Title III review, ODE commended Ashland teachers for creating culturally sensitive learning environments in which students from diverse cultures are valued and respected. We are beginning the Education Equity Project with SOESD in the 2007-08 school year to continue improving our cultural responsiveness.

Standard 3: District and School Culture Norms

- *3.2 Commitment to ensuring successful student transitions (within K-12 and beyond).*

Ashland teachers and administrators give considerable time and attention to transitions from preschool outreach to placement from one grade to the next. In elementary schools, students often have the same teacher for at least two years. In addition, when a student transitions from elementary to middle school or middle school to high school, there are parent meetings, student orientations, staffings among counselors for high needs students and transition IEP meetings for special education students. Our student database system, PowerSchool has increased the ability of teachers to look historically at student academic and behavioral progress.

- *3.5 Systems of student advocacy and support.*

With caring and knowledgeable teachers, counselors and administrators at each level, as well as a student advocate at AMS and various mentors at AHS, students' needs are clearly articulated. Parents are often the best student advocates so they are invited to actively participate in classrooms and in conferencing.

Standard 4: Family and Community Engagement

- *4.1 Families and communities are active partners.*

Our school district enjoys a high level of participation in our schools from parents through volunteering in classrooms as well as shared governance on site council and PTAs. Our community continues to support us in many ways, including passing bonds and levies to supplement school funding. The Oregon

Shakespeare Festival actively partners with our Theater Arts department. Ashland Community Hospital and Jackson County partner with us for nursing services. Project A provided our website software and the training to use it. Many businesses participate in "Buy in For Books," through the Ashland Schools Foundation, donating a portion of their profits for purchasing new textbooks.

- *4.3 Families are welcome in the school and their support and assistance are sought.*
  4.4 Community resources strengthen schools, families and student learning.

This is true throughout K-12 education, but there is more in-class and field trip support in elementary schools, tapering off as students get older. Community members volunteer a great deal as mentors and counselors at Ashland High School. A group of retired teachers has recently partnered with our English Department to provide feedback on student writing.

- *4.5 Authentic relationships with communities, businesses and higher education.*

We offer dual credit and early college credit with both Rogue Community College and Southern Oregon University. We anticipate aligning high school classes with the Oregon Transfer Module in the 2007-08 school year and enhancing the number of classes available for dual credit.

Standard 5: Leadership

- *5.3 Leaders ensure safe and effective learning environments.*
- *5.4 Leaders are culturally competent.*
- *5.8 Leaders provide professional development resources and support.*

Our administrators respond effectively to discipline referrals, demonstrate cultural sensitivity in their interactions and provide support to teachers in a variety of ways.

Standard 6: Integrated Systems and Structures

- *6.7 Articulated evaluation process*

Ashland School District implemented a new teacher evaluation process based on Charlotte Danielson's work. Our frameworks articulate what we value as good teaching.

Prompt 3A: Discuss the root causes that contributed to the district not attaining one or more of the 2005-07 CIP goals described in Prompt 1.

Ashland School District made progress on all goal areas from the 2005-07 Continuous Improvement Plan (CIP). It was difficult to quantify whether or not we attained goals three and four (below) as they were not written with measurable targets. We addressed this issue by writing measurable goals in the new CIP.

2005-07 Goal 3: All students will participate in a well-rounded articulated visual and performing arts program based on state and national standards.

2005-07 Goal 4: Develop and support each site's efforts in becoming a professional learning community (PLC).

Prompt 3B: Identify new priority concerns. Use the Standards of District Success to guide the discussion to root causes.

The priority concerns listed below are ranked in order of importance based on a Root Cause Analysis. These priorities indicate activities that will make the greatest impact on student achievement. Our CIP action plans articulate activities to address these areas of concern.

1. District and School Culture and Norms
3.1 High academic expectations for all students evident in beliefs, practices and policies.
a. Have a culture of evidence-based collaborative practice.
b. Have a culture of collective professional accountability.

2. Integrated Systems and Structures
6.2 Improvement planning is data-driven and research-based
a. Have a high-quality data system that guides planning and instruction.
b. Have clear goals and aligned action steps.
c. Have funds allocated based on CIP goals and equitably distributed within and across schools.

3. Leadership
5.1 Leaders develop and implement a shared vision
5.5 Leadership decisions are data-driven

4. Instruction
2.6 Multiple reliable assessments provide feedback on learning and identify achievement gaps
2.2 Varied instructional strategies that are evidence-based.
a. Have teachers become more capable in using data
b. Have an intentional professional development strategy
c. Have professional development that is ongoing, data driven and job embedded.

5. Curriculum
1.6 Vertical and horizontal alignment of curriculum with focus on key transitions
1.3 Effective process for monitoring, evaluating and reviewing curriculum

6. Family and Community Engagement
4.6 Parenting and family skills are promoted and supported.
4.2 Effective communication strategies

Prompt 4: Describe any areas where the district needs to collect additional data and perform further analyses to make informed decisions.

Ashland School District is committed to gathering and analyzing local data regarding student academic achievement. In the area of reading, all students K-6 will take assessments multiple times during the year. We will research and pilot local math assessments.

Our professional learning communities are entering their second year and teachers have begun using common assessments. This data will become an important source of information for our district.

In the area of English Language Development we are developing a stronger data system to analyze individual student growth as students become proficient in English. This data system will include Woodcock-Munoz as well as ELPA and OAKS scores.

With implementation of the Career Information Systems and the education plan in grades 7-12, we will gather more information on students progress in career-related learning standards.

Ashland School District SMART* Goals 2007-09

Reading
By June 2009 each assessed grade level will see an improvement in Reading OSAT scores as outlined below:

10th Grade	An increase of 10% at the end of 2 years.
8th Grade	An increase of 3% per year for a gain of 6%.
3rd & 5th Grade	Maintain above 95% or better and increase the "exceeds" category by 2%.

Additionally:
- We will narrow the gap between ELL/Special Ed and all students by 50%.
- We will narrow the gap between Economically Disadvantaged and all students by 50%.

Math
By June 2009 each assessed grade level will see an improvement in Math OSAT scores as outlined below:

10th Grade	An increase of 10% at the end of 2 years.
8th Grade	An increase of 2% per year for a gain of 4%.
3rd & 5th Grade	Maintain about 95% or better and increase the "exceeds" category by 2%.

Additionally:
- We will narrow the gap between ELL/Special Ed and all students by 50%.
- We will narrow the gap between Economically Disadvantaged and all students by 50%.

Writing
By June 2009 each assessed grade level will see an improvement in Writing OSAT scores as outlined below:

10th Grade	An increase of 3% per year for a gain of 6%.
7th Grade	An increase of 10 % at the end of 2 years.
4th Grade	An increase of 10% at the end of 2 years.

Additionally:
- We will narrow the gap between ELL/Special Ed and all students by 50%.
- We will narrow the gap between Economically Disadvantaged and all students by 50%.

Safe Schools
By June 2009 SET results will improve by 25% in ASD as evidenced by a district-wide average of total SET %.

    * **SMART = S**trategic and **S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, **T**ime-bound

Ashland School District Reading Action Plan - 1

Instructions: Based on your Self-Evaluation outline an Action Plan for each district Improvement Goal. Your Action Plan should be evidenced-based. Complete a separate table for each Improvement Goal identified by the district.

IMPROVEMENT GOAL

By June 2009 each assessed grade level will see an improvement in Reading OSAT scores as outlined; 10th Grade an increase of 10% at the end of 2 years, 8th Grade an increase of 3% per year for a gain of 6%, and 3rd and 5th Grade maintain above 95% or better and increase the "exceeds" category by 2%. Additionally, we will narrow the gap between ELL/Special Ed/Economically Disadvantaged and all students by 50%.

STATE PERFORMANCE STANDARD(S)

1-yes	2-yes	3-yes	4-yes	5-no	6-no	7-yes	8-no	9-no	10-yes

STANDARDS FOR DISTRICT SUCCESS

Standard 1: Curriculum; 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8. Standard 2: Instruction; 2.2, 2.12, 2.13. Standard 3: District and School Culture and Norms; 3.1, 3.2, 3.6, 3.7, 3.8, 3.9. Standard 5: Leadership; 5.1, 5.7, 5.8. Standard 6: Integrated Systems and Structures; 6.1, 6.3, 6.4, 6.10.

SUPPORTING EVIDENCE FOR RESEARCH-BASED EDUCATION STRATEGY

*Professional Learning Communities. American School Board Journal, Mar2007 Supplement, Vol. 194, p12-13, 2p; (AN 24468102)

*Report of the National Reading Panel. Commissioned by the National Research Council (2000)

*Reading Next: A Vision for Action & Research in Middle & High School Literacy: A Report to the Carnegie Corporation of New York. Future Survey; May2005, Vol.27 Issue 5, p12-12, 1/3p.

*Implementing Standards-Based Education., By: Marzano, Robert, Teacher Librarian, 14811782, Dec2000, Vol.28, Issue 2.

*Deciding on "Essential Knowledge". By: Marzano, Robert J.; Kendall, John S., Gaddy, Barbara B. Education Week, 04/21/99, Vol.18 Issue 32, p68, 1p, 1bw; (AN 1811745).

*Using Data: Two Wrongs and a Right. By: Marzano, Robert. Educational Leadership, Feb2003, Vol.60 Issue 5, p56, 5p, 1c; (AN 9029506)

*The Use of Reading and Behavior Screening Measures to Predict Non-Response to School-Wide Positive Behavior Support: A Longitudinal Analysis. By: McIntosh, Kent; Horner, Robert H.; Chard, David J.; Boland, Joseph B.; Good III, Roland H.. School Psychology Review, 2006, Vol. 35 Issue 2, p275-291, 17p; (AN 21485623)

Strategy/Activity *What evidence-based strategy/activity will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is being done (monitoring)?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred (evaluation)?*	Person Responsible *Who will provide oversight for implementation, monitoring and evaluation of the strategy?*	Start Date *What is the projected start date?*	End Date *What is the projected end date?*	Estimated Costs *What are the anticipated costs?*	Fund Source *What sources of funding will be used for the activity (more than one source may be listed)?*
K-12 articulation for Reading instruction	ASD articulated and implemented K-12 Reading curriculum	*Formative Assessment *Increase of student achievement as measured by assessment	Leadership Team, Reading Specialist, PLC, SST	August 2007	June 2009	$5,000	Title IIA

• Develop a formal framework for K-12 Reading instruction that includes Curriculum Mapping	Curriculum Mapping document	PLC Action Plan related to analysis of Formative Assessment	Curriculum Director with a district wide committee, Reading Specialist, and PLC	August 2007	February 2008	$1,000	Title IIA
• Professional Development of the 5 pillars of literacy	Scheduled Inservice and Inservice evaluations	*Systematic ongoing evaluation of impact on PD activities on teaching strategies *Classroom observations	Curriculum Director, Professional Dev Committee and Leadership Team	August 2007	June 2009	$10,000	Title IIA
• Tie Professional Dev activities to CIP	PD Calendar	Focused PD on CIP Goals	Curriculum Director and Professional Dev Committee	August 2007	Sept. 2007	$500	Title IIA
• Teachers learn effective strategies by examining student work collaboratively in their PLC	Principals will schedule 1 hour per week for PLC work	Teachers collaborate on strategies to improve Reading Instruction	Building Principals	August 2007	June 2009	0	General Fund

Ashland School District Reading Action Plan - 2

Instructions: Based on your Self-Evaluation outline an Action Plan for each district Improvement Goal. Your Action Plan should be evidenced-based. Complete a separate table for each Improvement Goal identified by the district.

IMPROVEMENT GOAL
By June 2009 each assessed grade level will see an improvement in Reading OSAT scores as outlined; 10th Grade an increase of 10% at the end of 2 years, 8th Grade an increase of 3% per year for a gain of 6%, and 3rd and 5th Grade maintain above 95% or better and increase the "exceeds" category by 2%. Additionally, we will narrow the gap between ELL/Special Ed/Economically Disadvantaged and all students by 50%.

STATE PERFORMANCE STANDARD(S)									
1-yes	**2-yes**	**3-yes**	**4-yes**	**5-no**	**6-no**	**7-no**	**8-no**	**9-no**	**10-yes**

STANDARDS FOR DISTRICT SUCCESS
Standard 1: Curriculum; 1.3, 1.4, 1.7. Standard 2: Instruction; 2.2, 2.3, 2.6, 2.11, 2.12, 2.13. Standard 3: District and School Culture and Norms; 3.1, 3.6, 3.7, 3.8. Standard 4: Family and Community Engagement; 4.1, 4.6. Standard 5: Leadership; 5.5, 5.6, 5.7, 5.8. Standard 6: Integrated Systems and Structures; 6.1, 6.2, 6.5, 6.10.

SUPPORTING EVIDENCE FOR RESEARCH-BASED EDUCATION STRATEGY
*Professional Learning Communities. American School Board Journal, Mar2007 Supplement, Vol. 194, p12-13, 2p; (AN 24468102) *Report of the National Reading Panel. Commissioned by the National Research Council (2000) *Reading Next: A Vision for Action & Research in Middle & High School Literacy: A Report to the Carnegie Corporation of New York. Future Survey; May2005, Vol.27 Issue 5, p12-12, 1/3p. *Implementing Standards-Based Education., By: Marzano, Robert, Teacher Librarian, 14811782, Dec2000, Vol.28, Issue 2. *Deciding on "Essential Knowledge". By: Marzano, Robert J.; Kendall, John S., Gaddy, Barbara B. Education Week, 04/21/99, Vol.18 Issue 32, p68, 1p, 1bw; (AN 1811745). *Using Data: Two Wrongs and a Right. By: Marzano, Robert. Educational Leadership, Feb2003, Vol.60 Issue 5, p56, 5p, 1c; (AN 9029506) *The Use of Reading and Behavior Screening Measures to Predict Non-Response to School-Wide Positive Behavior Support: A Longitudinal Analysis. By: McIntosh, Kent; Horner, Robert H.; Chard, David J.; Boland, Joseph B.; Good III, Roland H.. School Psychology Review, 2006, Vol. 35 Issue 2, p275-291, 17p; (AN 21485623) *Lessons From Research That Changed Education, By: Cawelti, Gordon. Educational Leadership; Feb2003, Vol. 60 Issue 5, p18, 4p, 1c, 1bw.

Strategy/Activity *What evidence-based strategy/activity will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is being done (monitoring)?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred (evaluation)?*	Person Responsible *Who will provide oversight for implementation, monitoring and evaluation of the strategy?*	Start Date *What is the projected start date?*	End Date *What is the projected end date?*	Estimated Costs *What are the anticipated costs?*	Fund Source *What sources of funding will be used for the activity (more than one source may be listed)?*
Develop an understanding of unique learning needs of sub-groups	Teachers gain knowledge of diverse learning groups.	Students are taught using strategies that address their individual needs.	Curriculum Director and Leadership Team	August 2007	June 2009	$20,000	Title IIA, Title III, Title 1

• Identify the need and numbers of sub groups	Focus on specific sub-group population	Students taught by teachers who have an understanding of their challenges.	Building Principals, Special Ed Director, and Curriculum Director	October 2007	June 2009	0	General Fund
• Professional Dev in cultural awareness, strategies and interventions of sub-groups	Teachers learn strategies and interventions to support sub-groups	Student performance improves in sub-group	Curriculum Director, Leadership Team, and Specialists	August 2007	June 2009	$5,000	Title IIA, Title III, Title !
• Curriculum to support diverse learners	Teachers are provided and trained in the use of appropriate research based curriculum.	Students have access to appropriate researched-based curriculum.	Curriculum Director	January 2008	June 2009	$5,000	Textbook adoption funds
• Parent Education and Involvement	Parents are instructed in strategies to support their students	Student performance improves	Curriculum Director and Specialists	Nov. 2007	June 2009	$2,500	Title IA, Title III
• Transitioning students effectively to the next level of instruction	Teachers gain a commitment to a K-12 process	Student performance improves between transitions.	Building Principals, Curriculum director, Teachers	April 2007	April 2009	0	NA

Ashland School District Reading Action Plan - 3

Instructions: Based on your Self-Evaluation outline an Action Plan for each district Improvement Goal. Your Action Plan should be evidenced-based. Complete a separate table for each Improvement Goal identified by the district.

IMPROVEMENT GOAL
By June 2009 each assessed grade level will see an improvement in Reading OSAT scores as outlined; 10th Grade an increase of 10% at the end of 2 years, 8th Grade an increase of 3% per year for a gain of 6%, and 3rd and 5th Grade maintain above 95% or better and increase the "exceeds" category by 2%. Additionally, we will narrow the gap between ELL/Special Ed/Economically Disadvantaged and all students by 50%.

STATE PERFORMANCE STANDARD(S)

1-yes	2-yes	3-yes	4-yes	5-no	6-no	7-no	8-no	9-no	10-yes

STANDARDS FOR DISTRICT SUCCESS

Standard 1: Curriculum; 1.3, 1.4. Standard 2: Instruction; 2.6, 2.11, 2.12, 2.13. Standard 3: District and School Culture and Norms; 3.6, 3.7, 3.8, 3.9. Standard 4: Family and Community Engagement; 4.2. Standard 5: Leadership; 5.5, 5.6, 5.7, 5.8. Standard 6: Integrated Systems and Structures; 6.1, 6.2, 6.5, 6.6, 6.10.

SUPPORTING EVIDENCE FOR RESEARCH-BASED EDUCATION STRATEGY

*Professional Learning Communities. American School Board Journal, Mar2007 Supplement, Vol. 194, p12-13, 2p; (AN 24468102)

*Report of the National Reading Panel. Commissioned by the National Research Council (2000)

*Reading Next: A Vision for Action & Research in Middle & High School Literacy: A Report to the Carnegie Corporation of New York. Future Survey; May2005, Vol.27 Issue 5, p12-12, 1/3p.

*Implementing Standards-Based Education., By: Marzano, Robert, Teacher Librarian, 14811782, Dec2000, Vol.28, Issue 2.

*Deciding on "Essential Knowledge". By: Marzano, Robert J.; Kendall, John S., Gaddy, Barbara B. Education Week, 04/21/99, Vol.18 Issue 32, p68, 1p, 1bw; (AN 1811745).

*Using Data: Two Wrongs and a Right. By: Marzano, Robert. Educational Leadership, Feb2003, Vol.60 Issue 5, p56, 5p, 1c; (AN 9029506)

*The Use of Reading and Behavior Screening Measures to Predict Non-Response to School-Wide Positive Behavior Support: A Longitudinal Analysis. By: McIntosh, Kent; Horner, Robert H.; Chard, David J.; Boland, Joseph B.; Good III, Roland H.. School Psychology Review, 2006, Vol. 35 Issue 2, p275-291, 17p; (AN 21485623)

*Lessons From Research That Changed Education, By: Cawelti, Gordon. Educational Leadership; Feb2003, Vol. 60 Issue 5, p18, 4p, 1c, 1bw.

Strategy/Activity *What evidence-based strategy/activity will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is being done (monitoring)?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred (evaluation)?*	Person Responsible *Who will provide oversight for implementation, monitoring and evaluation of the strategy?*	Start Date *What is the projected start date?*	End Date *What is the projected end date?*	Estimated Costs *What are the anticipated costs?*	Fund Source *What sources of funding will be used for the activity (more than one source may be listed)?*
Develop a system for monitoring student progress.	Monitoring system in place	Teachers using monitoring system to adjust instruction	Special Ed Director, Leadership Team	August 2007	June 2008	$3,000	Title IIA and Title IA

• Analyze and review data	Professional Dev for Leadership and apply knowledge by analysis of the data	Teachers will monitor individual and whole class progress	Leadership Team and PLC's	January 2007	Ongoing	0	NA
• Base instructional decisions on analyzed data	Data will be reviewed by teachers	Teachers will adjust their instruction in accordance with data results	PLC's	January 2008	Ongoing	0	NA
• Continue to develop a data system through Power School	District data will be available for instructional decisions and for communication to parents and students	Leadership Team will be able to review data and monitor programs	Leadership Team	January 2008	Ongoing	0	NA

Ashland School District Writing Action Plan

Instructions: Based on your Self-Evaluation outline an Action Plan for each district Improvement Goal. Your Action Plan should be evidenced-based. Complete a separate table for each Improvement Goal identified by the district.

IMPROVEMENT GOAL
By June 2009 each assed grade level will see an improvement in Writing OSAT scores as outlined; An increase of 3% per year for a gain of 6% at the 10th Grade, an increase of 10% at the end of 2 years for 7th Grade, and an increase of 10% at the end of 2 years for 4th Grade. Additionally we will narrow the gap between our ELL/Special Ed and Economically Disadvantaged students and all students by 50%.

STATE PERFORMANCE STANDARD(S)

1-yes	2-yes	3-no	4-yes	5-no	6-no	7-no	8-no	9-no	10-yes

STANDARDS FOR DISTRICT SUCCESS

Standard 1: Curriculum; 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8. Standard 2: Instruction; 2.1, 2.2, 2.5, 2.6, 2.8, 2.10, 2.11, 2.12, 2.13. Standard 3: District and School Culture and Norms; 3.1, 3.2, 3.6, 3.7, 3.8, 3.9. Standard 4: Family and Community Engagement; 4.2. Standard 5: Leadership; 5.1, 5.5, 5.6, 5.7, 5.8. Standard 6: Integrated Systems and Structures; 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10.

SUPPORTING EVIDENCE FOR RESEARCH-BASED EDUCATION STRATEGY

*Professional Learning Communities. American School Board Journal, Mar2007 Supplement, Vol. 194, p12-13, 2p; (AN 24468102)
*Implementing Standards-Based Education., By: Marzano, Robert, Teacher Librarian, 14811782, Dec2000, Vol. 28, Issue 2
*Deciding on "essential Knowledge", By: Marzano, Robert J.; Kendal, John S.; Gaddy, Barbara B.. Education Week, 04/21/99, Vol.18 Issue 32, p68, 1p 1bw; (AN 1811745)
*SLD Eligibility: A Users' Guide to the New Regulations, Perry A. Zirkel, National Research Center on Learning Disability.
*Using Data: Two Wrongs and a Right. By: Marzano, Robert J.. Educational Leadership, Feb2003, Vol.60 Issue 5 p56, 5p, 1c; (AN 9029509)

Strategy/Activity *What evidence-based strategy/activity will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is being done (monitoring)?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred (evaluation)?*	Person Responsible *Who will provide oversight for implementation, monitoring and evaluation of the strategy?*	Start Date *What is the projected start date?*	End Date *What is the projected end date?*	Estimated Costs *What are the anticipated costs?*	Fund Source *What sources of funding will be used for the activity (more than one source may be listed)?*
Curriculum alignment	ASD Common Curriculum document for K-12 Writing	*Parents have more clarity of K-12 Curriculum. *Teachers will use Common Curriculum	Curriculum Director and PLC's	Aug. 2007	Aug. 2008	$4,000	Title IIA

		document *Common language in PLC's.					
Formative Assessment	Documentation of result	Student writing will improve	Lead Team and PLC's	Aug. 2007	Aug. 2008	0	NA
Ongoing Professional Development in writing instruction.	*Teachers using Lucy Calkins and other writing resource materials. *Documentation of PLC work (minutes). *Professional Development calendar.	*Student work samples. *Classroom observations. *Teacher reflection.	Curriculum Director, Lead Team, and PD Committee	Aug. 2007	June 2009	$2,000	Title IA and Title IIA
Early Release/Late Start and Professional Development days.	Professional Development Calendar, PLC Minutes	Teachers are collaborating more effectively and student achievement.	Building Administrators and PLC's	August 2007	June 2009	0	NA
Examine Priority driven budgeting.	Lead Team minutes	Published clear budgeting procedures.	Lead Team, Business Manager, and Superintendent	Oct. 2007	Feb. 2008	0	NA

Ashland School District Math Action Plan

Instructions: Based on your Self-Evaluation outline an Action Plan for each district Improvement Goal. Your Action Plan should be evidenced-based. Complete a separate table for each Improvement Goal identified by the district.

IMPROVEMENT GOAL

By June 2009 each assessed grade level will see an improvement in Math OSAT scores as outlined below;

10th Grade	An increase of 10% at the end of 2 years.
8th Grade	An increase of 2% per year for a gain of 4%.
3rd & 5th Grade	Maintain about 95% or better and increase the "exceeds" category by 2%.

Additionally;
- We will narrow the gap between ELL/Special Ed and all students by 50%.
- We will narrow the gap between Economically Disadvantaged and all students by 50%.

STATE PERFORMANCE STANDARD(S)									
1-yes	2-yes	3-yes	4-yes	5-no	6-no	7-yes	8-no	9-no	10-yes

STANDARDS FOR DISTRICT SUCCESS

Standard 1: Curriculum; 1.1, 1.2, 1.8. Standard 3: District and School Culture and Norms; 3.2, 3.8. Standard 5: Leadership; 5.1, 5.5, 5.7, 5.8. Standard 6: Integrated Systems and Structures; 6.1, 6.3.

SUPPORTING EVIDENCE FOR RESEARCH-BASED EDUCATION STRATEGY

*Implementing Standards-Based Education., By: Marzano, Robert, Teacher Librarian, 14811782, Dec2000, Vol. 28, Issue 2.
*Deciding on "Essential Knowledge". By; Marzano, Robert J.; Kendall, John S.; Gaddy, Barbara B.. Education Week, 04/21/99, Vol. 18 Issue 32, p68, 1p, 1bw; (AN 1811745)
*Using Data: Two Wrongs and a Right. By: Marzano, Robert J.. Educational Leadership, Feb2003, Vol.60 Issue 5, p56, 5p, 1c; (AN9029506)

Strategy/Activity *What evidence-based strategy/activity will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is being done (monitoring)?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred (evaluation)?*	Person Responsible *Who will provide oversight for implementation, monitoring and evaluation of the strategy?*	Start Date *What is the projected start date?*	End Date *What is the projected end date?*	Estimated Costs *What are the anticipated costs?*	Fund Source *What sources of funding will be used for the activity (more than one source may be listed)?*
Examine current K-12 curriculum and assess changes necessary to implement new graduation	*Revised planned course statements.	Restructuring of K-12 Math classes	Lead Team, Curriculum Director, Math	Sept 2007	June 2008	$5,000	Title IIA

			Committee				
Implement a balanced Math program that meets the needs of the new graduation requirements. *Common vocabulary K-12 *Master fact accuracy and fluency, conceptual understanding and problem solving	Adopt texts for new classes and develop common and consistent Math terminology	*Increase in student achievement. *Increase in the % of students enrolled in higher level Math. *PLC discussions.	Curriculum Director, Math Committee, Teachers of Math	Sept. 2008	Ongoing	$100,000	General fund textbook adoption fund

The first row shown is a continuation; the cell in the first column reads "requirements."

Ashland School District Safe Schools Action Plan

Instructions: Based on your Self-Evaluation outline an Action Plan for each district Improvement Goal. Your Action Plan should be evidenced-based. Complete a separate table for each Improvement Goal identified by the district.

IMPROVEMENT GOAL
By June 2009 Schoolwide Evaluation Tool(SET) results will improve by 25% in ASD as evidenced by a district-wide average of total SET %. Additionally, discipline referrals will decrease districtwide.

STATE PERFORMANCE STANDARD(S)

1-yes	2-no	3-no	4-no	5-no	6-yes	7-no	8-no	9-no	10-no

STANDARDS FOR DISTRICT SUCCESS

Standard 1:Curriculum; 1.3, 1.4, 1.8, 1.9, 1.10. Standard 2: Instruction; 2.5, 2.11, 2.12, 2.13. Standard 3: District and School Culture and Norms; 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10. Standard 4: Family and Community Engagement; 4.1, 4.2, 4.3, 4.5, 4.6. Standard 5: Leadership; 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8. Standard 6: Integrated Systems and Structures; 6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10.

SUPPORTING EVIDENCE FOR RESEARCH-BASED EDUCATION STRATEGY

*A Promising Approach for Expanding and Sustaining School-Wide Positive Behavior Support. By Sugai, George; Home, Robert R. School Psychology Review, 2006, Vol. 35 Issue 2, p 245-259, 15p; (AN 21485620)

*The Use of Reading and Behavior Screening Measures to Predict Non-response to School-Wide Positive Behavior Support; A Longitudinal Analysis. By: McIntosh, Kent; Horner, Robert H.; Chard, David J.; Boland, Joseph B.; Good III, Roland H. School Psychology Review, 2006, Vol. 35 Issue 2, P275-291, 17p; (AN 21485623)

*Functional Assessment, Collaboration, and Evidence-based Treatment: Analysis Of A Team Approach For Addressing Challenging Behaviors In Young Children. By: Gettinger, Maribeth; Stoiber, Karen Callan. Journal of School Psychology, Jun2006, Vol.44 Issue 3, p231-252, 22p; DOI: 10.1016/j.jsp.2006.03.001; (AN 20966441)

Strategy/Activity *What evidence-based strategy/activity will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is being done (monitoring)?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred (evaluation)?*	Person Responsible *Who will provide oversight for implementation, monitoring and evaluation of the strategy?*	Start Date *What is the projected start date?*	End Date *What is the projected end date?*	Estimated Costs *What are the anticipated costs?*	Fund Source *What sources of funding will be used for the activity (more than one source may be listed)?*
Continue district coordination of PBS.	Monthly District PBS Facilitators Meeting	Consistency across the district as determined by	District PBS Facilitators	Sept. 2007	Ongoing	$2,000	Title IV

		annual SET.					
Ongoing data analysis.	Administrating SET on annual basis, Healthy Teen Survey, Report Card data, and Power School.	Making changes depending on data.	Lead Team, SST, District PBS Facilitators, and Dean of Students	Sept. 2007	Ongoing	$2,000	Title IV
Ongoing Professional Development at each site. Cory Dunn Dale Myers	*Professional Development calendar. *Attendance at PBS State Conference.	Happy, healthy students.	PD Committee, Curriculum Director, Lead Team and Site Councils	Sept. 2007	Ongoing	4,000	Title IV
Ongoing parent education	*Classes scheduled *Newsletter articles *PTA/PTO *CDS/Counselor	*Parents as partners *More consistency between home and school	CD, Building Principals, CDS/Counselors	Sept. 2007	May 2008	$4,000	Title IV
Align district practices with Comprehensive Guidance & Counseling Framework	Attendance at trainings	*Curriculum to support classroom teachers *Shift in counseling services from therapeutic to academic *Reduced use of alcohol and drugs at AHS	CDS/Counselors, Classroom Teachers, Leadership Team	Sept. 2007	June 2008	$4,000	ODE Grant
Update School Safety Plans and Crisis Management Plan	Train staff on new plans	Enhanced confidence of staff to respond in a crisis	Leadership Team	January 2008	June 2008	0	NA

Compliance

1. **Comprehensive Professional Development Plan**

After the District CIP Team analyzed local data and determined priority concerns regarding student learning, we conducted a needs assessment. Teachers, administrators and support staff participated in this survey using Zoomerang, an online survey tool.

The needs assessment focused on District Improvement Goals in reading, writing, math and safe schools. Within each of these content areas, we queried educators about their needs related to methods and materials, differentiation for subgroups and assessment strategies. Additionally, there were questions regarding professional development needs for Professional Learning Communities and Technology Integration.

In the area of Literacy, subsequent professional development activities include attending ODE K-3 Literacy workshops and building our local capacity for staff development in each of the five pillars of reading instruction. Phyllis Ferguson provides staff development for elementary Literacy Liaisons who provide turn around training and coaching in classrooms. This process is resulting in a more complete literacy program in our elementary schools and enhanced peer collaboration among specialists and classroom teachers. At the secondary level, the reading specialists and SOESD are partnering to provide small group instruction on teaching reading in the content areas. K-12 we will conduct activities to improve our curriculum articulation in English Language Arts.

In the area of Writing, professional learning communities are conducting common assessments and shared scoring of student work samples using state scoring guides. This process aligns expectations within grade levels. Our next step will bring together vertical grade level groups to align expectations from one grade to the next also. Mary Palmer-Nowland from SOESD has provided extensive writing staff development by modeling lessons in our elementary classrooms.

In the area of Mathematics, subsequent professional development activities include thorough study of the new Focal Points and new state standards as well as implementation of the new graduation requirements. The Ashland Math Committee will bring together teacher leaders to analyze current curriculum, align it to the new standards, determine gaps and recommend new materials for piloting and adoption. One key area of need is developing tools for local math assessments and progress monitoring of special education students.

In the area of Safe Schools, Cory Dunn works with our district to improve our student staffing practices and increase teachers' repertoires for intervening with challenging behaviors. Our Positive Behavior Supports (PBS) Coach, Juanita Fagan, will support each school's PBS team and the district PBS Team to continue implementation K-8. Dale Myers provides staff development for PBS teams and staffs as well as parent education to link PBS at home and school.

As a result of the needs assessment we will offer technology integration classes to all staff, using teacher leaders who will work with large groups, small groups or model lessons in classes. Topics will include the use of computer projectors, document projectors, video and podcasting, Inspiration software, iPods and digital cameras all to promote student achievement. Further, we will provide classes for support staff on the use of various Office programs to improve productivity and communication.

The professional development activities will improve student achievement because they provide ongoing, job-embedded professional development in response to specific needs.

2. Parent, Family and Community Involvement

We believe that parents, families and the community of Ashland are rich resources to support student learning. We actively engage parents in school site councils where they provide input and leadership on the parent involvement policy, Title I plans and school improvement plans. Parents of English Language Learners participate in an annual meeting to provide input and guidance regarding our English Language Development program. At this meeting, parents discuss how they want to be involved and collaborate with teachers and administrators to determine what support is needed from the school. Parents of students who are failing to meet Oregon Standards are invited to participate in staffings at their child's school to develop meaningful interventions. 100% of our elementary and middle school families attend parent/student/teacher conferences.

Ashland School District conducted several community meetings and a Strategic Planning Summit to develop our Strategic Plan. Staff provided input to the school board members at staff meetings at each school. With the support of consultant, Kate Dickson, we developed a document that will guide the school district as we respond to declining enrollment and update course offerings and instructional strategies that develop students' 21st century skills.

3. Coordination of Planning and Services

As a small district, efficiently coordinating state and federal programs has not been difficult. Our district leadership team collaborates to set priorities for federal programs, based on data and district goals. In the case of Title One, our three elementary schools collaborate to develop Title One programs that serve students in Kindergarten through Grade 3. With only 10-17 migrant students in the district each year, our allocation from SOESD Consortium is not overly large. We develop a priority for services to provide extended day academic supports to migrant students.

We are fortunate to have partnerships with Ashland Community Hospital and Jackson County Health Department to provide nursing services at school sites. This effectively removes barriers to student achievement. School counselors refer students and families to social service agencies as needed. One of our counselors is also the Homeless Liaison for the district. He conducts outreach to find eligible families and support homeless students' achievement.

4. School and District Culture

Ashland School District has very low incidences of violent behavior. The work of classroom teachers and support staff to teach conflict resolution and positive behavior supports at elementary and middle schools have definitely paid dividends at all levels.

Ashland School District continues to have very low rates of discipline referrals, suspensions and expulsions. Our greatest area of concern is that each year the results of the Healthy Teens Survey indicate that Ashland High School students use alcohol and marijuana more than state averages. This is counter- intuitive as Ashland High School students perform higher than state averages on academic measures. We still have work to do as a community to change this trend.

Our response to this information about student behavior has been to develop an asset-based model that combines many opportunities for activities and athletics, meaningful interventions and alternative education.

- The Youth Activities and Athletics Levy, supported by our community for fifteen years, has provided robust extracurricular offerings. Approximately 75% of AHS students participate in one or more athletics and activities.
- The ASPIRE program has connected 11th and 12th graders with mentors who support students to complete high school and apply for post-secondary opportunities.
- The Ashland Students Assistance Program, (ASAP) partners with licensed community counselors who volunteer to provide counseling support for students on campus.
- An On Track counselor works with small groups and individuals for drug and alcohol related issues.
- Fresh Start for ninth grade students has expanded. In addition to providing a summer connection for freshmen with upper classmen and information about high school, it now includes on going student mentors and an outreach to parents.

We plan to utilize our insurance carriers to assist us in updating our school safety plans and crisis management plan.

5. Transitions

Ashland School District has employed several strategies to support successful transitions for students and families from preschool outreach to post-secondary counseling. In Professional Learning Communities, K-12, teachers are mapping grade level expectations horizontally within grade levels and vertically between grade levels. This will increase the coherence of a student's K-12 education. ASD developed fifth and sixth grade teacher partnerships to promote transition activities between elementary and middle school. Likewise, middle school and high school teachers meet together to make appropriate class placements for freshmen. Students with a history of failure in middle school get additional tutoring support in their ninth grade year. To encourage successful transitions after high school, AHS has three school counselors and one part-time college counselor. AHS recently initiated the Aspire Program in which adults mentor 11th and 12th grade students through high school completion and the college application process.

Ashland School District does not have any facilities that qualify for Title ID funds for neglected or delinquent students. So, transitioning of those students is not an issue.s

6. Private Schools

Each spring or early fall, the Director of Educational Services conducts outreach to local private schools, meeting with the directors of local private schools at their school sites. This documented consultation process thoroughly explains the services available to private schools. While private school teachers occasionally attend professional development activities or refer a student for special education services, they have declined to conduct a needs assessment of eligible private school students.

In addition, the Director of Student Services facilitates an annual meeting of private school directors, regarding opportunities to support students with disabilities at private schools.

7. **Program Design**
8.

Ashland School District identifies students who do not meet state standards on the statewide assessment tests. Student Study Teams determine intervention plans for students that may include extended day and extended year options or even a fifth year in high school. At Ashland High School freshmen with a history of school failure add a class to their schedules. They have a structured study hall with a math and English teacher after other students go home. Once they achieve passing grades in their classes, they no longer have the class. Ashland Middle School implemented a tutoring center for students identified with learning difficulties. Failure is no longer an option as students, parents, teachers and tutors coordinate efforts for students to succeed.

Teachers assess student reading in grades K-9 three times a year using DIBELS, DRA BRI or SRI. The results of these screening measures determine if students require additional reading interventions. The instruction may occur in class, with a reading specialist, ELD specialist or special education teacher. We are developing a similar assessment process for mathematics.

School based Title One committees annually review student achievement data and determine revisions needed in their Title One programs.