

Oregon Continuous Improvement Planning District Indicators Addressing Equity

District and School Structure and Culture

Effective district and school systems support the learning and achievement of all students.

DDSC1.1	The district has a process for setting clear goals for student achievement for all students, including appropriate district, school and student sub-group achievement targets that are reviewed annually.
DDSC1.4	The school board and superintendent actively engage families and the community in building a shared vision and supportive culture across the district, establishing mutual expectations for what the district and schools will look like when outcomes have been met.
DDSC1.5	The district has developed a unified, comprehensive, systemic and equitable approach for addressing barriers to learning and teaching designed to re-engage disconnected students that includes : Supporting transitions, Increasing home involvement and engagement, Creating a caring and safe learning environment, Increasing community involvement, and Facilitating student and family access to effective services and special assistance.
DDSC1.6	The district’s mission and goals reflect high expectations for equity by developing awareness of the cultural diversity among students, staff, and community that is reflected in the shared vision at both the district and school levels.

Family and Community Involvement

Effective family involvement efforts bring families and educators together to collaboratively work to support student achievement.

DFC2.1	The district school board and leadership employ advisory structures and collaborative processes that are representative of the district demographics to implement an effective communication and decision-making system that involves families, students, teachers, school employees and community in data-driven decision making for determining goals, creating policy, reviewing budgets, evaluating school reform initiatives, and in creating safe learning environments.
DFC2.4	The district promotes and supports school environments that demonstrate cultural proficiency and integrate cultural values that represent the students and community.

Technical and Adaptive Leadership

Effective leaders create a professional learning community.

DTAL3.4	District and school leaders actively promote a shared vision for equity and high expectations for the success of all students.
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Educator Effectiveness

Effective educators promote the success of every student.

DEE4.5	Professional learning for all staff throughout the district (as appropriate to job description) is ongoing and embedded, research-based instructional practice that is aligned to adopted state standards across all curricula (including but not limited to Common Core, Science, English Language Proficiency, Oregon Social Studies, Technology, and CTE Skill Sets).
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Teaching and Learning

Effective teaching and learning relationships are supported by the district.

DTL5.2	All educators in the district differentiate instruction, adapt content and utilize digital tools and resources to create personalized learning opportunities to meet the diverse needs of all students.
DTL5.4	Teaching and learning outcomes at each level of the system are driven by standards providing students with the academic, career and technical skills necessary for successful post-secondary transitions to college or career. Those standards may include but are not limited to: Common Core, Science, English Language Proficiency, Oregon Social Studies, Technology, CTE Skill Sets.
DTL5.5	The district provides all students and staff in each school with equitable access to a comprehensive library program which provides instruction in information literacy and research proficiencies, promotes integration of digital learning resources, advances reading engagement, and creates collaborative learning opportunities with teachers.
DTL5.6	The district ensures that all students and staff in each school have equitable access to a professionally-developed and well-managed school library collection of current and diverse print and electronic resources that supports teaching and learning, college and career readiness, and reading engagement.
DTL5.8	The district ensures planning for teaching and learning focuses on a variety of appropriate and targeted instructional strategies to address diverse ways of learning incorporating new technologies. Research-based instructional resources, strategies and programs are coordinated and monitored for progress in closing the achievement and opportunity gaps.
DTL5.9	The district works with schools to provide early and intensive intervention for students not making progress.
DTL5.10	The district provides all English learners in the district with learning opportunities to ensure that they will become proficient in reading and writing English in order to meet the requirements of obtaining an Oregon Diploma.