

**Executive Numbered Memo 005-2018-19**  
**Required District Continuous Improvement Plans**

**TO:** Superintendents  
**FROM:** Colt Gill, Director of the Oregon Department of Education  
**DATE:** May 21, 2019  
**RE:** Passage of the Student Success Act (HB 3427) Shifts Continuous Improvement Plan (CIP) Deadline

In Oregon, we are collectively committed to deepening our practice in ways that foster equitable learning outcomes for the students we all serve. As we study the best levers for system change and impact, the continuous improvement process provides a powerful mechanism for promoting shifts in educator behaviors that will lead to improved learning for students. In addition, it is a process that allows us to engage in collaboration, data analysis, professional learning and reflection—all attributes of high functioning learning organizations.

Continuous improvement is a model for schools and districts to use to ensure their processes, planning and practices are as effective and efficient as possible by:

- Emphasizing an ongoing process centered on planning and practices;
- Shifting from a compliance mindset to a continuous improvement mindset;
- Fostering focus and attention on educator behaviors that will lead to equitable learning outcomes; and
- Employing the use of leading indicators and data to adjust strategies and implementation plans.

**Continuous Improvement Plan (CIP) Deadline**

As part of a larger focus on the continuous improvement process, [ORS 329.095](#) requires all districts to create a CIP. [Executive Numbered Memo 007-2018-18](#) outlined that all school districts in Oregon will submit a CIP “no later than June 28, 2019.” **This memo serves to revise the date of the completion to November 1, 2019 as well as to further articulate specific planning and process requirements.**

This deadline shift is in response to the passage of the [Student Success Act \(HB 3427\)](#). The Student Success Act marks an historic investment in education in Oregon. A key part of the Student Success Act is the Student Investment Account (SIA). School districts and other applicants will apply for SIA funds in the spring of 2020 for use during the 2020-21 school year.

Application for SIA funds requires completion of a strategic plan<sup>1</sup> and an updated CIP needs assessment.<sup>2</sup> The local process used to create a CIP can fulfill these new SIA requirements and prepare a school district with their SIA application process in the spring of 2020.

ODE has cross-walked the new needs assessment requirements<sup>3</sup> with the CIP needs assessment tools available on [the Continuous Improvement Process and Planning webpage](#). The ODE tools available on this site, when used with fidelity, meet the new needs assessment requirements.<sup>4</sup> Districts are welcome to use other needs assessment processes, but must ensure they include all the new needs assessment requirements.<sup>5</sup>

The new requirements specifically call on districts to conduct the needs assessment in a manner that is inclusive of school employees and students and parents from historically underserved groups.

**This memo revises the date of the completion to November 1, 2019 to ensure districts have time to implement the new needs assessment requirements<sup>6</sup> and are prepared to apply for SIA funds in the spring of 2020.**

### **Continuous Improvement Plan (CIP) Process**

As described in [ORS 329.095](#) all districts must *develop* a continuous improvement plan. In accordance with statutory requirements, all school districts will:

1. Engage in a needs assessment process that (1) reviews evidence-based practices in an examination of systems, (2) incorporates a broad set of perspectives in the review, (3) analyzes critical state and local data, and (4) provides opportunity for a broad set of perspectives to vet the results of the needs assessment.
2. Produce a summary of the review and analysis of data that captures strengths and areas of opportunity including, but not limited to, outcomes for students who have been historically marginalized and underserved.
3. Provide a summary of the analysis with staff, families, community and other partners; seek feedback, observations and recommendations from said perspectives; specifically and intentionally engage individuals and groups representing those student groups who have been historically marginalized and underserved for review and feedback of analysis.

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<sup>1</sup> HB 3427 (2019) Section 10, subsections (5)-(7)

<sup>2</sup> HB 3427 (2019) Section 21, subsection (4)(d)

<sup>3</sup> HB 3427 (2019) Section 21, subsection (4)(d)

<sup>4</sup> HB 3427 (2019) Section 21, subsection (4)(d)

<sup>5</sup> HB 3427 (2019) Section 21, subsection (4)(d)

<sup>6</sup> HB 3427 (2019) Section 21, subsection (4)(d)

4. Develop a plan that includes the following sections and elements:
  - a. District vision
  - b. District mission
  - c. Strategic goals and priorities (suggest 3-5)
  - d. District implementation plan, including an alignment of resource allocation and coordination of efforts to achieve local efficiencies
  - e. Systems for reviewing and monitoring implementation and progress in achieving the stated goals of the plan
  
5. Respond to a series of supplemental questions that describe how the district will address specific components of [ORS 329.095](#) and [OAR 581-022-2250](#) as well as requirements under section 1112 of the Every Student Succeeds Act that are not included in the strategic goals/priorities of the continuous improvement plan. The responses provided to the items listed below will better inform how ODE can improve technical assistance and workshop opportunities as well as inform how the agency pursues strategic investments, tailoring these activities to align to regional and local needs. Listed below are the articulated elements, and expanded information to guide responses can be found on the [Continuous Improvement page](#). Each of these topics may be addressed through your District's response to supplemental questions on the [district submission web form](#).
  - a. A rigorous curriculum aligned to state standards
  - b. High-quality instructional programs
  - c. Short-term and Long-term professional development plans
  - d. Programs and policies that achieve a safe educational environment
  - e. A plan for family, community and stakeholder engagement
  - f. Staff leadership development
  - g. High quality data systems
  - h. Improvement planning that is data driven
  - i. Education service plans for students who have not yet met or exceeded all of the academic content standards
  - j. A strong school library program
  
6. Complete the CIP, including the aforementioned needs assessment and other requirements, and make it publicly available by November 1, 2019 on your district website, [as well as file the plan](#) and supporting documents with the Oregon Department of Education.

**Continuous Improvement Plan (CIP) Partnership and Support**

Districts may use local processes to complete their CIP as long as they include the components outlined in [ORS 329.095](#) and those enumerated above.

To support all Oregon districts in a continuous improvement process, ODE has published an evidenced-based needs assessment of school and district systems, guidance to support the use

of the needs assessment tools, and a continuous improvement plan template aligned to the items described in bullet “4” above.

Please visit ODE’s [continuous improvement webpage](#) where resources are posted. ODE will also offer the following technical assistance to support districts in the following ways:

- Webinar (to be published by June 15, 2019)
- We are currently working with ESD partners to provide a series of Regional CIP Planning Workshops. You can sign up to the [Continuous Improvement Listserv](#) to be informed on the dates/locations for these workshops as well as other CIP news and information.

If you have any questions, please contact [Tim Boyd](#), Director of District and School Effectiveness, at 503-947-5621.