

## Student Achievement Program

Schools should be safe, respectful and welcoming settings for all students, families and staff. Research results indicate that both academic and social gains for students improve when schools establish a positive, predictable social and rigorous academic culture.

Rigorous academic instruction includes:

1. Lesson design and instruction aligned to state standards;
2. Research and evidence-based curriculum and educational strategies;
3. High quality instruction;
4. Collaborative system for on-going feedback for learning and growth;
5. Use of data for decision-making for improving instruction;
6. Evidence-based continuum of support for all students;
7. Targeted supports for “at-risk” students;
8. Intensive, individualized supports for students with significant needs;
9. Progress monitoring;
10. Fidelity monitoring of instruction in a standards-based system; and
11. Professional Learning Communities focused on using data to analyze continuous improvement for student achievement.

Achieving a positive social culture as well as a rigorous learning environment requires active and consistent investment. Teachers find that the time spent implementing behavior systems and effective instructional practices are amply repaid with increased student achievement and a more pleasant learning environment.

The following features are minimal characteristics of schools that promote and sustain a positive social and academic culture:

1. Positively stated behavioral expectations are defined by Positive Behavior Intervention Support (PBIS) model;

2. The behavioral expectations are taught to all students each year;
3. Staff actively acknowledges students for engaging in the behavioral expectations;
4. A system is defined for monitoring and correcting behavioral errors, and is used consistently by all staff in the school;
5. Information is collected on office discipline referrals, suspensions and expulsions. This information is available to, and used by, the administrators, related services personnel, behavior support team and staff on a regular basis;
6. The school improvement team has a process for:
  - a. Assessing the extent to which best practice procedures for behavior support are being used in the school;
  - b. Monitoring the behavior of students in the school; and
  - c. Using information for on-going action planning.
7. Discrimination, harassment, bullying and intimidation are not tolerated. Policies and procedures are in place and routinely used for accepting reports, developing safety plans for targeted students who report incidents, changing the behaviors of involved students and documentation of reports, incidents and actions taken.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's program for the continuous improvement of student achievement. The improvement efforts should include a goal addressing the student climate and the academic achievement of the school as well as a process for evaluating the core features of behavior and rigorous instruction.

The district's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

1. Self-evaluation of current and prior disaggregated student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards and stakeholder satisfaction. The evaluation should include measurement of the seven features of positive social culture and measures of academic instruction including universal supports, universal screening, evidence-based continuum of support, progress monitoring and fidelity monitoring;
2. Data-driven goal setting utilizing Oregon Department of Education recommended and/or local methods culminating in a Continuous Improvement Plan and process. The process includes:
  - a. Build readiness;
  - b. Collect and analyze data;
  - c. Set goals based on data;
  - d. Investigate evidence-based practices;
  - e. Develop action plan;

- f. Implement and monitor plan; and
  - g. Evaluate effectiveness and sustained effort.
3. Action planning including provisions for accountability, professional staff development, steps to ensure a safe, educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the state and district, resource allocation and realignment strategies needed to support improvement efforts.

The Board will, in striving for continuous improvement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.095](#)

[OAR 581-022-2000](#)

[OAR 581-022-2010](#)

[OAR 581-022-2250](#)