

SIA 2022-2023 Progress Marker State report

Progress Marker	Progress in 2022-23	Explanation of progress marker ratings (optional)
Expect to See		
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.	Medium	We have increased engagement opportunities - and have seen a slight increase in participation at the parent/ family level. In the future we need to increase engagement at the secondary level - by supporting parents opportunities for engagement through multiple accesses.
An equity lens is in place, adopted, and woven through all policies, procedures and practices.	Medium	Team used an equity lens that focused on primary focal groups most at risk including our special needs students, students in poverty and marginalized students.
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	Medium	Strong data review at the Elementary School working on development of data-based systems at Secondary - including use of new district assessment program.
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	Medium	
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.	Medium	Multiple opportunities each month for parents to engage including conferences, parent view, and staff reach out to parent
Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.	Low	Development of this target in process - focus required us to develop behavioral and social skills needed to engage in the process needed to happen first. We increased awareness and are working on more developed communication to families moving forward
Like to See		
Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.	Medium	Glendale has adopted the Character Strong Social emotional Learning program and Implemented it in core classroom at the Elementary and Secondary programs. IRRE data indicated we have made progress in safety of students in all areas - our continued target will be in social problem solving and at risk behaviors that include VAPEING and Alcohol use. We have implemented training in Trauma informed practices and developing our culturally sustaining practices.
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	Medium	Glendale has implemented a training program to foster student voice and engagements that focuses on lesson delivery and instructional practices. Our continued goal is to develop a consistent team of educators with experience in all areas of student learning. Currently the average level of experience in our district is 5 years- by providing long term training opportunities we hope to increase our academic achievement. We have developed partnerships with our ESD, Community colleges and local business to focus on student needs and development
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	Firmly in place	Glendale supports one full day of training per month.
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	Medium	Glendale has provided literacy training using the science of reading and writing as well as focus on the core instructional programs with supplemental interventions targeted at supporting all student growth and development. Families are engaged through conferences, activities and individual supports provided by the district or community partnerships
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	High	9th grade process is reviewed quarterly. Students meet with our Graduation Coach and councilor regularly
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	Medium	Re-connection of community partnerships has grown in this past year after the full impact of COVID. Focus going forward is to develop stronger relationships and communicate better with community, tribal and public health to meet the needs of all of our students
Love to See		
Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon's English Language Arts and Literacy Standards.	Firmly in place	We utilize a district based assessment system in both reading and math - fully implemented in 2023 at K-12 levels. working on comprehensive quarterly summative and formative assessments that drive instruction
School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.	Low	Glendale supports all students with in the resources and supports we have available., Working on process for identification - that is fully communicated to staff and community for student at risk of not meeting educational goals.

Progress Marker	Progress in 2022-23	Explanation of progress marker ratings (optional)
<p>Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.</p>	<p>Medium</p>	<p>The IRRE survey indicated that students feel strong about connecting with staff (above 80% positive in relationship and feeling supported. In Glendale we have been working hard to provide out of school work, social and educational opportunities for students. Our partnership with both UCC and RCC has led to an increase of students completing Dual Credit and certification programs this year. Partnership with Project Youth Plus have increase our work release credit program</p>