

# Oregon District Continuous Improvement Plan Template

|             |                             |
|-------------|-----------------------------|
| School Year | 2019-2020                   |
| District    | Salem-Keizer Public Schools |

**Mission Statement:** In partnership with the community, we ensure that each student will have essential knowledge, skills, and attitudes to be a lifelong learner, a contributing citizen and a productive worker in a changing and increasingly diverse world.

**Vision Statement:** All students graduate and are prepared for a successful life.

## Comprehensive Needs Assessment Summary

**What data did our team examine?** Directors of Academic Achievement identified 7 areas for Key Performance Indicators. These are the data points that are leading indicators for HS graduation, beginning in kindergarten and following students through their K-12 educational journey. KPI data points were summarized in a one-page document which was reviewed with the School Board, school administrators, district staff, and community members. KPI data points include: kindergarten attendance; early literacy in English and Spanish; SBAC benchmarks in reading / writing for grades 3 & 5; SBAC benchmarks in math for grade 8; language proficiency for students leaving 7th grade; ninth grade on-track status; and graduation and completion rates.

**How did the team examine the different needs of all learner groups?** The KPI data points listed above were each reviewed in both aggregate and disaggregated forms. This includes review for students by race & ethnicity, economically disadvantaged, students receiving ELL services, students with disabilities, migrant students, and students experiencing homelessness.

**How were inequities in student outcomes examined and brought forward in planning? What needs did our data review elevate?** Data review confirmed continued trends in disparate graduation rates for our African-American, Pacific Islander, and Native American students. We can track these disparate rates in achievement back through the leading indicators targeted in the KPI document. The staff in the Office of Student Equity, Access and Advancement targeted individual students who were identified as at-risk and prioritized strategies to fill in their learning gaps and/or ensure they recover missing credits.

**How were stakeholders involved in the needs assessment process?** Throughout the design process of the KPI, the data was reviewed with community members through partnership with Salem-Keizer Education Association and their Community Advocacy & Partner Engagement forum. Additionally, the data was reviewed with members of the Salem-Keizer Coalition for Equality, a local advocacy group representing the Latino community in the region.

**Which needs will become priority improvement areas?** Increasing literacy skills, specifically reading by 3<sup>rd</sup> grade. Increasing 9th grade on-track status and increasing graduation rates, particularly for subgroups.

## LONG-TERM STUDENT OUTCOME GOALS

| By 2020  | By 2021  | By 2022  |
|--|--|--|
| <p>District performance indicators will <u>meet or exceed</u> the composite average of like-sized districts across Oregon using the following measures:</p> <ul style="list-style-type: none"> <li>• Early Literacy - EasyCBM</li> <li>• 3<sup>rd</sup> Grade Reading - SBAC</li> <li>• 5<sup>th</sup> Grade Reading – SBAC</li> <li>• 7<sup>th</sup> Grade EL exit rates</li> </ul> | <p>District performance indicators will <u>meet or exceed</u> the composite average of like-sized districts across Oregon using the following measures:</p> <ul style="list-style-type: none"> <li>• Early Literacy - EasyCBM</li> <li>• 3<sup>rd</sup> Grade Reading - SBAC</li> <li>• 5<sup>th</sup> Grade Reading – SBAC</li> <li>• 7<sup>th</sup> Grade EL exit rates</li> </ul> | <p>District performance indicators will <u>meet or exceed</u> the composite average of like-sized districts across Oregon using the following measures:</p> <ul style="list-style-type: none"> <li>• Early Literacy - EasyCBM</li> <li>• 3<sup>rd</sup> Grade Reading - SBAC</li> <li>• 5<sup>th</sup> Grade Reading – SBAC</li> <li>• 7<sup>th</sup> Grade EL exit rates</li> </ul> |

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|--|---|---|
| <b>Mission Statement:</b> In partnership with the community, we ensure that each student will have essential knowledge, skills, and attitudes to be a lifelong learner, a contributing citizen and a productive worker in a changing and increasingly diverse world. |   |   |
| <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade Math - SBAC</li> <li>• 9<sup>th</sup> grade on-track – 6 or more credits earned</li> <li>• High School Completion – 4-year graduation &amp; 5-year completer cohorts</li> </ul>                        | <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade Math - SBAC</li> <li>• 9<sup>th</sup> grade on-track – 6 or more credits earned</li> <li>• High School Completion – 4-year graduation &amp; 5-year completer cohorts</li> </ul> | <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade Math - SBAC</li> <li>• 9<sup>th</sup> grade on-track – 6 or more credits earned</li> <li>• High School Completion – 4-year graduation &amp; 5-year completer cohorts</li> </ul> |

| LONG-TERM IMPLEMENTATION MEASURES   |   |  |
|---|---|--|
| Instruction   |   |  |
| By 2020   | By 2021   | By 2022  |
| <ul style="list-style-type: none"> <li>• 80% of K-12 teachers &amp; administrators can name and describe the core set of high-leverage, evidence-based instructional practices</li> <li>• 80% of K-12 teachers will implement at least two of the core set of high-leverage, evidence-based instructional practices</li> </ul>  | <ul style="list-style-type: none"> <li>• 50% of K-12 classroom teachers will consistently implement high-leverage, evidence-based instructional practices that address the academic, social-emotional and behavioral needs of all students as measured by uniform walk-through tool</li> <li>• 100% of administrators will demonstrate proficiency in providing high-quality feedback to teachers</li> </ul>  | <ul style="list-style-type: none"> <li>• 80 % of K-12 classroom teachers will successfully implement high-leverage, evidence-based instructional practices that address the academic, social-emotional and behavioral needs of all students as measured by uniform walk-through tool</li> <li>• 100% of teachers and administrators receive professional development on the principles of Universal Design for Learning, including engagement, representation, and action expression</li> </ul>  |
| Data-Driven Systems   |   |  |
| By 2020   | By 2021   | By 2022  |
| <ul style="list-style-type: none"> <li>• 100% of K-5 students complete a universal, research-based screener in reading and math a minimum of 3 times per year</li> <li>• 100% of middle school students complete a universal, research-based screener in reading and math a minimum of 2 times per year</li> <li>• Pilot research-based diagnostic assessment tool within interventions in reading and math in high school</li> <li>• 100% of Elementary Schools will implement core review team meetings three times per year</li> </ul> | <ul style="list-style-type: none"> <li>• 90% of K-8 students receiving an academic intervention are regularly assessed using a research-based progress monitoring tool</li> <li>• 100% of 9th grade students placed in an intervention for reading or math will complete a diagnostic assessment two times per year</li> <li>• 100% of Elementary Schools will conduct 20% team meetings on a six week review cycle</li> <li>• 100% of elementary teachers will complete the entire data team cycle three times a year</li> </ul> | <ul style="list-style-type: none"> <li>• 100% of K-8 students receiving an academic intervention are regularly assessed using a research-based progress monitoring tool</li> <li>• 100% of HS students needing interventions in reading and math will be appropriately identified and placed</li> <li>• All K-12 teachers identify the baseline in utilizing common formative assessments to make decisions about teaching and learning</li> <li>• 100% of Elementary Schools will conduct Individual Problem Solving (IPS) team meetings</li> </ul> |

| <ul style="list-style-type: none"> <li>• 100% of elementary teachers will participate in grade level teams using common formative assessments</li> <li>• 100% of Secondary Schools will implement 20% teams on a four-to-six-week cycle. 100% of secondary teachers participate in data teams including a data protocol to inform instruction before the end of a unit</li> <li>• 100% of k12 teachers will intentionally plan use of the core set of instructional practices within a data team structure</li> </ul> | <ul style="list-style-type: none"> <li>• 100% of Secondary Schools will implement 100% team meetings at least twice per year</li> </ul>  | <ul style="list-style-type: none"> <li>• 100% of secondary school teams collaborate to establish district-wide common formative assessments in reading, math, science, and social studies</li> <li>• 100% of k12 teachers are all participating effectively in collaborative data teams either by grade-level or course-alike teams</li> </ul> |
|---|--|--|
| <b>Collaborative Leadership</b>   |  |  |
| <b>By 2020</b>  | <b>By 2021</b>   | <b>By 2022</b>   |
| <ul style="list-style-type: none"> <li>• 100% of principals receiving leadership coaching will complete pre-assessment / self-reflection to identify professional needs</li> <li>• Principal coaches and school principals will implement individual coaching plans and show evidence of progress</li> </ul>  | <ul style="list-style-type: none"> <li>• 100% of principals who received leadership coaching will report increased capacity in instruction and distributed leadership</li> </ul> | <ul style="list-style-type: none"> <li>• Identify a sustainable structure for funding and supporting principal coaches</li> </ul>  |

### Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, Improvement Partnership

| <b>Initiative/Program</b> | <b>How this initiative/program supports the district to meet goals</b>           |
|---------------------------|--|
| Chronic Absenteeism       | SEL software to measure student competencies; parent engagement tools            |
| High School Success Teams | CTE programming for grades 8-12; drop-out prevention; data dashboard             |
| Early Learning            | Preschool offerings for 3 & 4 year olds; approximately 1,000 students enrolled   |
| OR RtI                    | Supports implementation of MTSS with district coaches & professional development |
| STEM Hubs                 | Extension & enrichment opportunities providing increased engagement of students  |
| Mentor Grants             | Supports induction of new teachers and mentoring for teachers in year 1 & 2      |
| My Future-My Choice       | Curriculum promoting emotionally healthy choices for teens                       |

## Annual Evidence Based Strategies, Measures and Actions

| <i>District Goal this strategy supports</i> | <b>Goal 1: Instruction (2019-20)</b>  |   |  |  |
|---|---|---|--|--|
|   | <b>Equitable educational outcomes: 4.5</b><br><b>Inclusive Culture and Community: 2.2, 4.1, 5.1</b> |   |  |  |
| <i>What are we going to do?</i>             | Strategy #<br>1.1<br><br>Written as a Theory of Action  | <b>If</b> we identify, and provides support for, a core set of high-leverage, evidence-based instructional practices,<br><b>Then</b> teachers will regularly use these practices with fidelity and principals will monitor implementation,<br><b>And</b> measurable student outcomes in reading and math will increase.   |  |  |
| <i>How we will know the plan is working</i> | Measures of Evidence for Adult Actions (“then” statements”)   | <b>Fall</b>   | <b>Winter</b>  | <b>Spring</b>  |
|   |   | Core set of instructional practices identified and presented to K-12 Leadership and Instructional Mentors to provide training to teachers   | Continued training and support provided to teachers throughout the year as they implement instructional practices in their classrooms  | Teachers complete self-reflection on knowledge of core set of instructional principles and attempts at implementation. District administrators will complete monitoring process  |
|   | Measures of Evidence for Students (“and” statement)   | <b>Fall</b>   | <b>Winter</b>  | <b>Spring</b>  |
|   |   | <ul style="list-style-type: none"> <li>● Review SBAC scores (aggregate &amp; disaggregated, achievement &amp; growth) from 18-19 against comparative districts (&gt;10,000 students).</li> <li>● K-8 EasyCBM scores disaggregated by school and subgroup to district cabinet leadership.</li> <li>● MS / HS six- &amp; twelve-week progress reports (disaggregated by subgroup) reviewed for on-track status by district cabinet leadership.</li> </ul> | <ul style="list-style-type: none"> <li>● K-8 EasyCBM scores disaggregated by school and subgroup to district cabinet leadership.</li> <li>● MS semester 1 grades reviewed for on-track status.</li> <li>● 9<sup>th</sup> and 12<sup>th</sup> grade semester 1 credits earned (on-track) reviewed by district cabinet leadership. Credit retrieval options identified.</li> </ul> | <ul style="list-style-type: none"> <li>● K-8 EasyCBM scores disaggregated by school and subgroup to district cabinet leadership.</li> <li>● MS progress reports reviewed for on-track status.</li> <li>● Cohort of 12<sup>th</sup> graders at-risk of not graduating reviewed by district cabinet leadership.</li> </ul> |

|                                      | Person or Team Responsible                 | Goal 1: Instruction<br>Action Steps 2019-20   | Due Date  |
|--------------------------------------|--|---|---|
| <i>How we will get the work done</i> | Assistant Sup.                             | 1. Cabinet leadership writes personal notes to school leadership at sites where SBAC scores demonstrated significant growth or achievement. Implement district-wide communication plan for this data.   | 10/1/2019   |
|                                      | Elementary & Middle School Level Directors | 2. Analysis of K-8 EasyCBM data in Math and Reading with presentation to cabinet, following universal screener benchmark windows  | 10/15/19<br>2/1/19  |
|                                      | Level Directors                            | 3. Analysis of MS /HS on-track data after six week progress reports and at the end of the semester  | 11/1/19<br>2/15/20  |
|                                      | Equity Director                            | 4. Identify African-American and Pacific Islander students who fail a course in first semester in grades 6-12.  | 2/15/20   |
|                                      | Directors of C.I.                          | 5. Identify core set of high leverage, evidence-based instructional practices with a team of representative teachers, school administrators, principal coaches, and district leadership   | 10/15/19  |
|                                      | Level Directors                            | 6. Conduct PD on high leverage, evidence-based instructional practices with school administrators, instructional mentors, and behavior specialists with the expectation that they will train teachers in their buildings  | 1/15/20   |
|                                      | Level Directors & Principal Coaches        | 7. Provide support to building administrators to provide PD and monitor implementation of core set of instructional practices; include assessment of teacher knowledge of instructional practices and attempts at implementation.   | 5/15/20   |
|                                      |  | Level Directors & Directors of C.I  | 8. Design monitoring system for implementation of instructional practices |
| <i>ORIS Domain Alignment</i>         | ORIS Domain(s) this strategy supports      | <input checked="" type="checkbox"/> Leadership<br><input checked="" type="checkbox"/> Talent Development<br><input type="checkbox"/> Stakeholder Engagement and Partnership<br><input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning<br><input type="checkbox"/> Inclusive Policy and Practice |   |

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| <p><i>District Goal this strategy supports</i></p> | <p align="center"><b>Goal 2: Data-Driven Systems (2019-20)</b></p> <p>Equitable Educational Outcomes: 4.5<br/>Inclusive Culture and Community: 2.2, 4.1, 5.1</p> |  |   |   |
| <p><i>What are we going to do?</i></p>             | <p>Strategy #<br/>2.1</p> <p>Written as a Theory of Action</p>   | <p><b>If</b> we implement a balanced assessment system and MTSS teaming structures,<br/><b>Then</b> staff will administer research-based universal screeners and increase their overall data literacy,<br/><b>And</b> students will receive on-time interventions to accelerate growth in the targeted areas.</p>  |   |   |
| <p><i>How we will know the plan is working</i></p> | <p>Measures of Evidence for Adult Actions (“then” statements)</p>  | <p align="center"><b>Fall</b></p> <ul style="list-style-type: none"> <li>• EasyCBM screener/ i-Ready diagnostic administered to all elementary and middle school students</li> <li>• i-Ready diagnostic screener in math administered to targeted 9th grade students at select high schools</li> <li>• 100% of Elementary Schools will implement core review meeting following use of CBM screener</li> <li>• 100% of elementary teachers will participate in weekly grade level data teams using common formative assessments</li> <li>• All secondary schools will prepare to implement 20% teams to review student data</li> <li>• All secondary teachers participate in data teams including a data protocol to inform instruction before the end of a unit</li> </ul> | <p align="center"><b>Winter</b></p> <ul style="list-style-type: none"> <li>• EasyCBM screener / i-Ready diagnostic administered to all elementary and middle school students</li> <li>• i-Ready diagnostic screener in math administered to targeted 9th grade students at select high schools</li> <li>• 100% of Elementary teachers will participate in Winter core review meetings and weekly grade-level data teams</li> <li>• All secondary schools will implement 20% teams to review student data at least every four-to-six weeks</li> <li>• All secondary teachers participate in data teams including a data protocol to inform instruction before the end of a unit</li> </ul> | <p align="center"><b>Spring</b></p> <ul style="list-style-type: none"> <li>• EasyCBM screener/ i-Ready diagnostic administered to elementary and middle school students</li> <li>• i-Ready diagnostic screener in math administered to targeted 9th grade students at select high schools</li> <li>• 100% of K12 teachers will intentionally plan the use of specific instructional practices within a data team structure</li> <li>• All Elementary teachers participate in Spring core review meetings in preparation for transition to the next grade level</li> <li>• All secondary schools will implement 20% teams to review student data at least every four-to-six weeks</li> <li>• All secondary teachers participate in data teams including a data protocol to inform instruction before the end of a unit.</li> </ul> |

|                                      |   |  |  |  |
|--------------------------------------|---|--|--|--|
|                                      | Measures of Evidence for Students (“and” statement) | <p style="text-align: center;"><b>Fall</b></p> <ul style="list-style-type: none"> <li>• K-8 EasyCBM / i-Ready disaggregated scores to district cabinet leadership</li> <li>• i-Ready 9<sup>th</sup> grade disaggregated scores to district cabinet leadership</li> <li>• Secondary students will receive additional support or intervention based upon 20% meeting data</li> </ul> | <p style="text-align: center;"><b>Winter</b></p> <ul style="list-style-type: none"> <li>• K-8 EasyCBM / i-Ready disaggregated scores to district cabinet leadership</li> <li>• i-Ready 9<sup>th</sup> grade disaggregated scores to district cabinet leadership</li> <li>• Secondary students will receive additional support or intervention based upon 20% meeting data</li> </ul> | <p style="text-align: center;"><b>Spring</b></p> <ul style="list-style-type: none"> <li>• K-8 EasyCBM / i-Ready disaggregated scores to district cabinet leadership</li> <li>• i-Ready 9<sup>th</sup> grade disaggregated scores to district cabinet leadership</li> <li>• Secondary students will receive additional support or intervention based upon 20% meeting data</li> </ul> |
| <i>How we will get the work done</i> | <b>Person or Team Responsible</b>                   | <b>Data-Driven Systems Action Steps 2019-20</b>  |  | <b>Due Date</b>  |
|                                      | School Administrators or designee                   | 1. Administer the EasyCBM / i-Ready assessments to all elementary and middle school students   |  | 9/27/19<br>1/24/20<br>6/12/20  |
|                                      | School Principals                                   | 2. Administer the i-Ready assessment to targeted 9 <sup>th</sup> graders in pilot schools  |  | 10/9/19<br>2/14/20<br>6/5/20   |
|                                      | Level Directors & Directors of C.I                  | 3. Conduct PD with school administrators, instructional mentors, and behavior specialists on data literacy and effective MTSS / data team processes  |  | Ongoing  |
|                                      | Level Directors & Directors of C.I.                 | 4. Elementary teams will receive PD on research-based practices to use during data team planning. Data teams will link instructional practices to targeted standards. Those practices will be monitored, and teams will receive feedback from principals on implementation   |  | 5/1/20   |
|                                      | Level Directors                                     | 5. Elementary administrators will receive PD and support to implement modifications to data team protocols   |  | 12/1/19  |
|                                      | Level Directors & Directors of C.I.                 | 6. Secondary teams will receive PD on research-based practices for MTSS 20% meetings. Those practices will be monitored, and teams will receive feedback from principals on implementation   |  | 5/1/20   |
|                                      | Asst Supts<br>TIS Dept                              | 7. District will identify a unified data dashboard for monitoring student progress and tracking effectiveness of interventions   |  | 6/15/20  |
| <i>ORIS Domain Alignment</i>         | ORIS Domain(s) this strategy supports               | <input checked="" type="checkbox"/> Leadership<br><input type="checkbox"/> Talent Development<br><input type="checkbox"/> Stakeholder Engagement and Partnership<br><input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning<br><input checked="" type="checkbox"/> Inclusive Policy and Practice  |  |  |

| District Goal this strategy supports | <p align="center"><b>Goal 3: Collaborative Leadership (2019-20)</b></p> <p><b>Equitable Educational Outcomes: 4.5</b></p> <p><b>Leadership: 1.4</b></p> <p><b>Inclusive Culture and Community: 2.2, 4.1, 5.1</b></p> |  |   |   |
|--------------------------------------|--|--|---|---|
| What are we going to do?             | Strategy # 3.1<br><br>Written as a Theory of Action and reflects evidence-based practices  | <p><b>If</b> we identify and provide support for a core set of high-leverage, evidence-based <u>leadership</u> practices,</p> <p><b>Then</b> administrators will regularly use these practices with fidelity, and level directors will monitor implementation and deploy supports,</p> <p><b>And</b> administrators will demonstrate increased leadership capacity and student outcomes will improve.</p>    |   |   |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”)  | <p align="center"><b>Fall</b></p> <ul style="list-style-type: none"> <li>• Core set of high-leverage, evidence-based leadership practices identified, and training is provided to K-12 administrators</li> <li>• All administrators will complete pre-assessment / self-reflection</li> <li>• Principals receiving coaching will collaboratively design coaching plan with their leadership coach</li> </ul> | <p align="center"><b>Winter</b></p> <ul style="list-style-type: none"> <li>• Continued training and support provided to administrators throughout the year as they implement leadership</li> <li>• Principals receiving coaching will implement individual coaching plan and show evidence of progress</li> </ul> | <p align="center"><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Administrators complete self-reflection on knowledge of leadership principles. Level Directors will monitor implementation</li> <li>• All administrators receiving coaching will complete coaching reflection</li> <li>• TELL survey data will be used to measure collective efficacy</li> </ul> |
| How we will get the work done        | <p align="center"><b>Person or Team Responsible</b></p>  | <p align="center"><b>Action Steps 2019-20</b></p>  |   | <p align="center"><b>Due Date</b></p>   |
|                                      | PELP Team  | 1. Identify high-leverage leadership practices   |   | 8/1/19  |
|                                      | PELP Team  | 2. Design leadership pre-assessment for principals to identify areas of strength and support   |   | 10/1/19   |
|                                      | Directors of C.I. and Level Directors  | 3. Develop a professional development sequence (HR clinics, principal leadership, k12) that embeds collaborative leadership practices.   |   | 10/1/19   |
|                                      | Level Directors & Directors of C.I.  | 4. With guidance, principals will identify opportunities to distribute leadership across multiple staff members in addition to MTSS team meetings  |   | Ongoing   |
|                                      | Cabinet  | 4. Seek feedback from administrators on the following: <ul style="list-style-type: none"> <li>• principal coaches</li> <li>• professional development on collaborative leadership</li> <li>• implementation of collaborative leadership at the school level</li> </ul>   |   | Ongoing   |



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|---|---|--|
| <i>District Goal this strategy supports</i> | <b>Goal 3: Collaborative Leadership (2019-20)</b> |  |
|   | Equitable Educational Outcomes: 4.5               |  |
|   | Leadership: 1.4                                   |  |
|   | Inclusive Culture and Community: 2.2, 4.1, 5.1    |  |
| <i>ORIS Domain Alignment</i>                | ORIS  | <input checked="" type="checkbox"/> Leadership                         |
|   | Domain(s)   | <input checked="" type="checkbox"/> Talent Development                 |
|   | this strategy                                     | <input type="checkbox"/> Stakeholder Engagement and Partnership        |
|   | supports  | <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning |
|   |   | <input checked="" type="checkbox"/> Inclusive Policy and Practice      |

## District Plan Self-Monitoring Routines

Please describe the district plan to install quarterly plan-review/monitoring routines (see example below):

District leaders on the superintendent’s cabinet meet every Monday morning. Data review and monitoring routines will be calendared throughout the year during these meetings. We will use a data review protocol that monitors the implementation of adult actions and uses student-based formative assessments. The specific dates for monitoring will be driven by the assessment windows for student data collection and the professional learning schedule for administrators and instructional mentors. A detailed calendar can be provided to ODE in August, 2019.

### Routine Example:

The chart below does not need to be completed prior to installation of district self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

| <i>Performance Updates</i> | Update Date | Strategy | What does your evidence show? | What is working?<br>What is not? | What will you do? What adjustments are needed? | What supports are being provided? Are they helpful? What more is needed? |
|----------------------------|-------------|----------|-------------------------------|----------------------------------|--|--|
|                            |             |          |                               |                                  |  |  |
|                            |             |          |                               |                                  |  |  |
|                            |             |          |                               |                                  |  |  |
|                            |             |          |                               |                                  |  |  |

SAMPLE District Self-Monitoring Routine Template