

Huntington SD 16J - Progress Markers (Optional)

Progress Marker	Progress in 2021-22
1 Expect to See	
2 Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.	High
3 An equity lens is in place, adopted, and woven through all policies, procedures and practices.	Firmly in place
4 Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	High
5 Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	Firmly in place
6 Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.	High
7 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.	Firmly in place
8 Like to See	
9 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.	High
10 Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	Firmly in place
11 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
12 Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	High
13 An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	Firmly in place
14 Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	Firmly in place
15 Love to See	
16 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.	Medium
17 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.	Firmly in place
18 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.	Firmly in place

Explanation of progress marker ratings (optional)
