Oregon School Continuous Improvement Plan Template

School Year	2018-2019
School	Howard Elementary School

School Direction Section

Vision	We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff: • Believe in the core values of perseverance, honesty, kindness and compassion. • Believe all children have the capacity to learn and achieve at the highest level • Believe in caring for kids (both academically & social/emotionally) is a TEAM effort. We are ALL on the team! • Cultivate a love of learning • Create for students a sense of purpose in learning and knowledge that they matter in this world.
Mission	Staff, students, and families encouraging the joy of learning, the value of cooperative accomplishment, and the optimism of future success. Our goal: every student achieving high academic standards while becoming lifelong learners able to contribute to our local and global communities.

Comprehensive Needs Assessment Summary

What data did our team examine?

> *Attendance, easyCBM data, OSAS/OAKS data, Student Discipline (SWIS/Synergy), SPED LRE, Oregon State Report Cards, and School Climate Surveys.*

How did the team examine the different needs of all learner groups?

> *Licensed staff Site Council Reps met for three meetings with a mix of ODE and School District 4J Representatives to review our data and to complete our program self assessment using the ORIS tool. State and district reps included Mary Imran, District Data Team Facilitator, Jeff Johnson, 4J Federal Programs Coordinator, Eric-Michael MacCionnaith, Data and Research Analyst, and Debbi Renard, ODE School Support Coach.*

Were inequities in student outcomes examined?

> *The team examined attendance, easyCBM data, OSAS/OAKS data, Student Discipline (SWIS/Synergy), SPED LRE, Oregon State Report Cards, and School Climate Surveys, particularly examining the data by subgroup, based on race, ethnicity, gender, economic level, mobility, language, ELL, SPED, Migrant Education, and TAG.*

What needs did our data review elevate?

> *Areas of Strength: Leadership and Stakeholder Engagement*
> *Areas for improvement: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Study Learning, Classroom Environment & Culture*

Which needs will become priority improvement areas?

> *Reading & Math (Formative Assessment, Data Teams, Instructional Framework), Study Skills (AVID), and School Climate (PBIS/IPBS, SEL, Equity/ELL, Attendance) are the areas of focus.*

How were stakeholders involved in the needs assessment process?

> *Licensed Site Council Reps, a mix of primary and intermediate classroom teachers as well as licensed interventionists, and administration were on the team that reviewed data with ODE and district reps. Updates were provided to teachers at staff meetings, meeting minutes, and weekly staff announcements. Families were given updates at PTO Meetings and PTO Minutes that are posted online. Site Council, which includes licensed, classified, and parent representatives worked over two meetings to develop the CIP, with licensed reps working at a separate meeting between the two extended Site Council meetings.*

Long Term School Goals & Metrics
All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students
Example: *All students will meet their annual growth targets in math.*
Metrics are outlined for the year(s) to come.

Goal 1	Each student will meet their growth targets in English language arts and math.		
Metrics	By (year)	By (year)	By (year)
	June 2020 - 60% of students who meet or exceed their growth targets in ELA and math as measured by the state assessment and/or are not at risk as measured by easyCBM.	June 2021 - 70% of students who meet or exceed their growth targets in ELA and math as measured by the state assessment and/or are not at risk as measured by easyCBM.	June 2022 - 80% of students who meet or exceed their growth targets in ELA and math as measured by the state assessment and/or are not at risk as measured by easyCBM.
Goal 2	Begin to investigate and teach students Writing to Learn, Inquiry, Collaboration, Organization, Reading to Learn (WICOR) as well as Learning to Write, Learning to Inquire, Learning to Collaborate, Learning to Organize and Learning to Read (L-WICOR)		
Metrics	By (year)	By (year)	By (year)
	June 2020 - Staff will learn about AVID and in conjunction with district staff will develop a rollout plan.	June 2021 - Evidence of use of AVID Elementary implementation resources, activities (i.e. samples of students organizational tools, note-taking, and student work with levels of thinking clearly indicated) at targeted grade levels. Develop building climate survey.	June 2022 - Evidence of use of AVID Elementary implementation resources, activities (i.e. samples of students organizational tools, note-taking, and student work with levels of thinking clearly indicated) at additional grade levels.
Goal 3	Each student will develop the social, emotional, and behavioral skills needed to be successful learners.		
Metrics	By (year)	By (year)	By (year)
	June 2020 - Continue to work with Second Step and Caring School Community, PBIS and refine. ELL/Equity. Tiered Behavior Response & Project PASS (rest & return room). Percent of behavior referrals.	June 2021 - Continue plus attendance (percent of chronic poor attendance). Percent of behavior referrals.	June 2022 - Continue. Increase attendance goal. Percent of behavior referrals.

Initiative Alignment to Support School Goals
Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
Assessment Literacy	ADD-DETAILS
Data Teams	ADD-DETAILS
Instructional Framework	ADD-DETAILS

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Content Teacher Leaders	ADD-DETAILS
PLCs (K-12)	ADD-DETAILS
AVID	ADD-DETAILS
SEL/PBIS/Tier Level of Supports	ADD-DETAILS

Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

District or School Goal this strategy supports	Goal: Each student will meet their growth targets in English language arts and math.		
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	**If we** collaborate to improve our instructional support systems (assessments, data teams, utilize the Instructional Framework, Content Teacher Leaders [CTLs], and Professional Learning Communities [PLCs]) **Then** instructional practices will improve **And** student achievement will increase.	
How we will know the plan is working	Measures of Evidence	Fall OSAS/easyCBM Data data team minutes PLC worksheet Instructional Framework CTL report minutes	Winter Monitor progress in measured areas	Spring Compare fall/spring compare to prior years

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Admin	1. Assessment Literacy	
	ESC/Title 1 Coordinator	2. Data Teams	
	Admin/ESC	3. Instructional Framework	
	CTLs/Admin	4. Content Teacher Leader PD	
	Teachers/Admin/SDS	5. Professional Learning Communities	On-going, starting 9/2019

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership __x__ Talent Development ____ Stakeholder Engagement and Partnership __x__ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal: Begin to investigate and teach students Writing to Learn, Inquiry, Collaboration, Organization, Reading to Learn (WICOR) as well as Learning to Write, Learning to Inquire, Learning to Collaborate, Learning to Organize and Learning to Read (L-WICOR)		
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	**If we** begin implementing AVID strategies **Then** students will comprehend concepts and articulate ideas at increasingly complex levels **And** student achievement will increase.	
How we will know the plan is working	Measures of Evidence	Fall Meeting minutes of AVID information shared with staff.	Winter Meeting minutes of planning for AVID rollout in 2020-2021.

			Spring Meeting minutes of staff agreements on 2020-2021 AVID rollout plan.

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	4J AVID Coordinator	1. AVID (Advancement Via Individual Determination)	
		2. Instructional Framework	
		3.	
		4.	
		5.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership __x__ Talent Development ____ Stakeholder Engagement and Partnership __x__ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal: Each student will develop the social, emotional, and behavioral skills needed to be successful learners.		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	**If we** can help students develop social, emotional, and behavioral skills needed to be successful learners **Then** indicators including attendance, behavior, and, attitudes toward school will improve **And** student achievement will increase.	
How we will know the plan is working	Measures of Evidence	Fall Second Step and Caring School Community, PBIS and refine. ELL/Equity. Tiered Behavior Response & Project PASS (rest & return room). Percent of behavior referrals, attendance DONE	Winter attendance, behavior data, compared to 2018-2019	Spring Climate Survey data compared to 2018-2019.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Admin	1. Improve student attendance systems	
	Admin / Equity Leader	2. Equity/ELL Professional Development	
		3. SEL/PBIS/CSC Student Instruction and PD	
		4. Systematize tiered behavior response	
		5.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__x__ Leadership __x__ Talent Development __x__ Stakeholder Engagement and Partnership ____ Well-Rounded, Coordinated Learning __x__ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

School Plan
Self-Monitoring Routine Preview
This chart does not need to be completed prior to installation of school self-monitoring routines.

This chart 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?

	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
Performance Updates						