4J School Continuous Improvement Plan
Completion Guide

Objective

The objective of the School Continuous Improvement Plan (SCIP) is to raise student achievement at each school with an amplified focus on **focal student groups**. Your SCIP will include three site-based goals that

- align with each the superintendent's three "big rocks";
- are based on analysis of site-based data that include attention to focal student groups;
- if applicable, build on work from the previous year.

A SCIP **is not** an opportunity to showcase high performance. It **is** a chance to reflect on what needs to change and receive support toward that end.

Definitions

In order to engage in the drafting of a school improvement plan, it is useful to have a shared understanding of key terms and ideas.

Continuous Improvement Process and Plan

A continuous improvement **process** is the process by which districts and schools:

- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action **plan** where routine collaboration and decision-making among district leaders is reflected throughout implementation.[1]

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[1] https://www.oregon.gov/ode/schools-and-districts/Pages/CIP.aspx

Focal Student Groups

As defined in Oregon's Student Success Act, focal student groups are "students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools."[2]

Please consult **Focal Student Groups - Definitions** to learn more about each label. The document contains information on subsets of certain groups, but for the purposes of drafting your SCIP, you may choose from a more general drop-down menu of groups listed in the SSA. *For 2023-24, "students navigating poverty" is temporarily removed from the list of focal student groups. See the definitions document for more details.

Data

For the purposes of your SCIP, "data" refers to information that is systematically collected and maintained. You may choose to examine data from several potential sources, including the SCIP data folder, Hoonuit, Synergy reports, and site-based data collection.

Superintendent's Goals
- Timely communication and meaningful community engagement
- A coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved
- Safety and well-being for all students and staff

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[2] https://www.oregon.gov/ode/StudentSuccess/Documents/ODE_Integrated%20Guidance.pdf, p. 23

Process Overview

Part 1: Set the Direction/Vision
- Review your school's vision and mission statements.
  - Do they align with the superintendent's goals?
  - What stakeholders have been involved in this work?
  - Are the vision/mission statements up to date?
  - Are they visible to your school community?
- Turning the superintendent's goals into three questions, consider how you might answer the following for different groups of students at your school:
  - How are you ensuring timely communication and meaningful community engagement?
  - How are you placing a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved?
  - How are you ensuring safety and well-being for all students and staff?

Part 2: Assess Needs
1. **Review** data types available for analysis. These can include data sets available in Synergy, Hoonuit and other district data systems, and other data (such as student/family feedback) collected by your school.
2. **Analyze** prior year and current year patterns to **identify** baseline data that expose an area of growth for a specified focal student group.
   - Remember that no singular data set can represent a complete picture of any situation. A common misstep is to make decisions with insufficient data. Some issues to consider include:
     - Sample size
       - Are there enough students included in the data set? If not, consider combining student groups or multiple years of data of a smaller number of students.
     - Data set reliability and validity
       - How well does the data compilation measure your question? Keep in mind how these data sets may or may not fully represent the experience of focal student groups.
3. From your initial analysis, **choose** the baseline data you will focus on. Remember that your goal is to expose specific areas of growth for focal student groups so that you can strengthen outcomes for these students.
4. **Record** what data sets and student groups you have focused on in your analysis.

5. From this initial analysis, in collaboration with your school stakeholders, **develop** three achievable goals, each of which must be: 1) SMARTE and 2) align with a unique superintendent goal. Each goal should be able to be tracked at multiple points during the year. If you are setting a goal for an annual event (like graduation), steps toward reaching that goal should be trackable at multiple points during the year.

Part 3: Create Strategic Plan

1. For each goal, in collaboration with your school stakeholders, using a "theory of action" model, **write** a statement that presents your problem and provides a rationale behind the strategies you will choose to address the problem.

   > Based on a closer examination of how our _____ focal students are doing in the area of _____, we noticed that _____ (paraphrase problem). We wonder if any/all of the following factors contribute to this problem: (add factors here). Based on our exploration of this problem, we believe that, if we _____ (detail the action steps that will be taken towards meeting the goal), then _____ (intended outcome).

2. Work with your school's leadership teams to **develop** action steps toward achieving each goal.

3. **Identify** individuals/teams to work on various action steps - and be sure that time is calendared so that staff will have dedicated work time throughout the school year.

4. **Describe** the feedback process for how steps will be monitored and adjusted.
   a. What data will be collected? How will data be collected and formatted for analysis? When will it be analyzed? How will you review the data and determine if the plan is working?
   b. Based on data analysis, how will you make adjustments to your plan?

5. **Submit** your draft to your level director for feedback.

Part 4: Implement Strategic Plan

1. Move through your action steps, following your calendar of dedicated work time throughout the school year.

Part 5: Monitor, Work, Adjust, and Feedback Loops

1. Move through your action steps, following your calendar of dedicated work time throughout the school year, monitoring and adjusting as you do so. Your level directors will support you during this process.

School Continuous Improvement Plan

Superintendent's Goals
- Timely communication and meaningful community engagement
- A coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved
- Safety and well-being for all students and staff

School Year: ⏷

School: ⏷

Are you considered a Title school? ⏷

If Yes, please upload your Title plan to the Google folder and paste the link here:

Directions: Please follow the SCIP Completion Guide in order to draft your plan.

Part 1: Set the Direction/Vision

Vision Statement:
Mission Statement:
Describe how your vision/mission statements align with the superintendent's goals and how stakeholders have been involved in the vision/mission statements.
Turning the superintendent's goals into three questions, consider how you might answer the following for different groups of students at your school: • **How are you ensuring timely communication and meaningful community engagement?** • **How are you placing a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved?** • **How are you ensuring safety and well-being for all students and staff?** **Note some initial comments here to cite prior work and/or current successes and challenges:**

Part 2: Assess Needs

Analyze the data in your SCIP data folders, as well as any other data you also have available to you. Remember that you will be drafting goal statements related to each of the superintendent's three goals. Once you have identified a data set that exposes an area of growth for a focal student group - aligned to a superintendent goal - add this to the "data set" and "focal student group" list in the fields below.

Data Set	**Focal Student Group**
For each goal, you may choose more than one set of data. Just copy/paste the dropdown menus.	For each goal, you may choose more than one focal student group. Just copy/paste the dropdown menus.

How were stakeholders (e.g., students, staff, families) involved in the data review process?
What inequities has the data review revealed for focal student groups? Please be as explicit and thorough as possible. What data points (including survey comments) stand out?
From this baseline data, develop 3 SMARTE goals, each of which align with a unique superintendent goal. Each goal should be able to be tracked at multiple points during the year. If, for example, you are setting an annual goal, steps toward reaching that goal should be tracked at multiple points during the year.
Goal 1: (Aligned to "timely communication and meaningful community engagement")
Goal 2: (Aligned to "a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved")
Goal 3: (Aligned to "safety and well-being for all students and staff")

High Schools: For Goal 2, aligned with "a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved," please ensure that strategies and activities focus on one of two areas:

1. 9th-grade on-track to graduate; or
2. 12th-grade on-time graduation.

Parts 3: Create Strategic Plan, 4: Implement Strategic Plan, and 5: Monitor, Work, Adjust, and Feedback Loops will be specific to each of your three goals. Please enter this information on the following goal-specific section.

School Goals and Metrics

> **Goal 1:** (aligned with "timely communication and meaningful community engagement")

Focal Student Group: ⏷ ⏷ It is possible to choose up to two focal groups. This provides a framework to address intersectionality of multiple identities of groups of students.

> **What is your plan to meet the goal? Write a "theory of action" statement that follows the model in the SCIP guidelines.**

Strategic Plan Action Steps for Goal 1		
This section should be updated throughout the year to reflect your monitoring, feedback, and adjustment process.		
Person/Team Responsible	**Action Steps**	**Due Date/Frequency**
	1.	
	2.	
	3.	
	4.	
	5.	

> **Data Review: Baseline**

> **Data Review: 1st review date**
> Based on this data review, do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

> **Data Review: 2nd review date**
> Based on this data review, do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

> **Data Review: 3rd review date**
> Based on this data review, do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

School Goals and Metrics

> **Goal 2:** (aligned with "a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved")

Focal Student Group: [▾] [▾] It is possible to choose up to two focal groups. This provides a framework to address intersectionality of multiple identities of groups of students.

> **What is your plan to meet the goal? Write a "theory of action" statement that follows the model in the SCIP guidelines.**

Strategic Plan Action Steps for Goal 2		
Person/Team Responsible	**Action Steps**	**Due Date/Frequency**
	1.	
	2.	
	3.	
	4.	
	5.	

Data Review: Baseline
Data Review: 1st review date Based on this data review, do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.
Data Review: 2nd review date Based on this data review, do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.
Data Review: 3rd review date Based on this data review, do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

School Goals and Metrics

Goal 3: (aligned with "safety and well-being for all students and staff)

Focal Student Group: ⏷ ⏷ It is possible to choose up to two focal groups. This provides a framework to address intersectionality of multiple identities of groups of students.

What is your plan to meet the goal? Write a "theory of action" statement that follows the model in the SCIP guidelines.

Strategic Plan Action Steps for Goal 3		
Person/Team Responsible	**Action Steps**	**Due Date/Frequency**
	1.	
	2.	
	3.	
	4.	
	5.	

Data Review: Baseline
Data Review: 1st review date Based on this data review, do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.
Data Review: 2nd review date Based on this data review, do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.
Data Review: 3rd review date Based on this data review, do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

AVID Schoolwide Domains: Instruction, Systems, Leadership, and Culture

AVID Schoolwide Instruction

What are some of the particular strengths of AVID Schoolwide Instruction at your school?

What aspects of AVID Schoolwide Instruction have room for growth at your school?

How might you address these in your Site Plan?

Based on the strengths and weaknesses of your building's AVID schoolwide Instruction, what is your goal that aligns with the Superintendent's "3 big rocks?"

AVID Schoolwide Systems

What are some of the particular strengths of AVID Schoolwide Systems at your school?

What aspects of AVID Schoolwide Systems have room for growth at your school?

How might you address these in your Site Plan?

Based on the strengths and weaknesses of your building's AVID Schoolwide Systems, what is your goal that aligns with the superintendent's "3 big rocks?"

AVID Schoolwide Leadership

What are some of the particular strengths of AVID Schoolwide Leadership at your school?

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What aspects of AVID Schoolwide Leadership have room for growth at your school?

How might you address these in your Site Plan?

Based on the strengths and weaknesses of your building's AVID Schoolwide Leadership, what is your goal that aligns with the superintendent's "3 big rocks?"

How might you address these in your Site Plan?

AVID Schoolwide Culture

What are some of the particular strengths of AVID Schoolwide Culture at your school?

What aspects of AVID Schoolwide Culture have room for growth at your school?

How might you address these in your Site Plan?

Based on the strengths and weaknesses of your building's AVID Schoolwide Culture, what is your goal that aligns with the superintendent's "3 big rocks?"

AVID Coaching and Certification Instrument Report - 2023_24 ▾ School Year

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
Instruction	☐	☐	☐	☐
Systems	☐	☐	☐	☐
Leadership	☐	☐	☐	☐
Culture	☐	☐	☐	☐
Total:				