

Oregon School Continuous Improvement Plan Template

School Year	2019-2020
School	Howard Elementary School

School Direction Section

Vision	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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.</p>

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 - Evidence (meeting agendas and minutes) of staff learned about AVID, and in conjunction with district staff developed a rollout plan if there is sufficient staff support.	June 2021 - Evidence of use of AVID Elementary implementation resources and activities (i.e. samples of students organizational tools, note-taking, and student work with levels of thinking clearly indicated) at targeted grade levels. Additionally, evidence of a building created climate survey for families and students.	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. Evidence of use of a building created climate survey for families and students.
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 - Evidence (meeting agendas, minutes, behavior data, and climate surveys) PD/review took place for Second Step and Caring School Community, PD on topics of Equity & supporting ELLs, and staff continue to refine and improve PBIS systems and Tiered Behavior Response (i.e. IPBS, Project PASS, Rest & Return Room).	June 2021 - Evidence (meeting agendas, minutes, behavior data, and climate surveys) of continued work of prior years focus with a 10% reduction of major behavior referrals. Additionally, evidence (attendance reports) that attendance systems were examined, refined and improved.	June 2022 - Evidence (meeting agendas, minutes, behavior data, climate surveys, and attendance reports) of continued work of prior years focus with a 20% reduction of major behavior referrals from two years prior and a 10% reduction of students with chronic absences from the prior year.

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	An area of focus for the school district will be to align assessment, intervention systems, and replacing the currently adopted progress monitoring system (easyCBM), as well as training staff on assessment literacy.
Data Teams	An area of focus for the school district will be to improve and align Data Teams across the school district, training staff on using data to improve instruction and improve student achievement.
Instructional Framework	An area of focus for the school district is to rollout the the 4J Instructional Framework, largely based on the multiyear research efforts at the University of Washington's 5 Dimensions of Teaching and Learning™.
Content Teacher Leaders	An area of focus for the school district is for every school to have a Content Teacher Leader in the areas of Literacy, Math, Science, Technology, and Behavior who will bring PD back to buildings.
PLCs (K-12)	An area of focus for the school district is continuing a focus on teacher Professional Learning Communities (PLCs) K-12, with bi-weekly team PLC meetings focusing on a schoolwide content area.
AVID	An area of focus for the school district is continuing to expand AVID at the elementary level, with the focus at the elementary level on college and career readiness and the idea that all students can get career and technical training beyond high school or go to college, by utilizing framework for AVID Elementary, which includes Organization, Student Success Skills, Partnerships, and more.
SEL/PBIS/Tier Level of Supports	An area of focus for the school district is to continue to support and improve student behavior by focusing social emotional learning, schoolwide PBIS, and school based tiered levels of support.

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 easyCBM Data Data Team minutes PLC Team Meeting Notes Instructional Framework Use CTL PD agenda/minutes	Winter Monitor progress in areas measured in fall	Spring Compare fall/spring data Compare spring data to prior years, including OSAS Data
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date

	Admin	1. Assessment Literacy	On-going, starting fall 2019
	ESC/Title 1 Coordinator	2. Data Teams	On-going, starting 9/2019
	Admin/ESC	3. Instructional Framework	On-going, starting 9/2019
	CTLs/Admin	4. Content Teacher Leader PD	On-going, starting 9/2019
	Teachers/ Admin/SDS	5. Professional Learning Communities	On-going, starting 9/2019
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> 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
	Admin/4J AVID Coordinator	1. AVID (Advancement Via Individual Determination) information/overview with staff, assess level of support, and begin planning if sufficient support from building and district staff.		Spring 2020
	Admin / Teachers	2. Instructional Framework introduction, overviews, and use in conjunction with Educator Effectiveness Professional Growth and Evaluation Systems.		On-going, starting 9/2019
		3.		
		4.		
		5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> 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 Meeting agendas and minutes reflecting that PD/review took place for Second Step and Caring School Community, PD on topics of Equity & supporting ELLs, and staff continuing to refine and improve PBIS systems and Tiered Behavior Response (i.e. IPBS, Project PASS, Rest & Return Room). behavior data, and climate surveys)	Winter Meeting agendas and minutes reflecting that PD/review took place for Second Step and Caring School Community, PD on topics of Equity & supporting ELLs, and staff continuing to refine and improve PBIS systems and Tiered Behavior Response (i.e. IPBS, Project PASS, Rest & Return Room). Review behavior data and attendance data comparing fall to winter and 18/19 to 19/20.	Spring Meeting agendas and minutes reflecting that PD/review took place for Second Step and Caring School Community, PD on topics of Equity & supporting ELLs, and staff continuing to refine and improve PBIS systems and Tiered Behavior Response (i.e. IPBS, Project PASS, Rest & Return Room). Review behavior and attendance data comparing fall to spring, and compare 18/19 and 19/20 Climate Survey data.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Admin	1. Refine student attendance systems		Spring 2020
	Admin / Equity Leader	2. Equity/ELL Professional Development		Spring 2020
	Admin / Teachers	3. PBIS/Second Step/CSC Instruction and PD		On-going, starting 9/2019
	Admin / IPBS Team	4. Systematize tiered behavior response		On-going, starting 9/2019
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		