

## Oregon School Continuous Improvement Plan Template

School Year	2022-23
School	Hawthorne Elementary School

### School Direction Section

Vision	We provide a safe and caring learning community where individuals have the opportunity to discover the knowledge and skills necessary to reach their full potential in a changing world.
Mission	The Hawthorne Family strives to create an environment where there is success for every student every day. MOTTO: "The Hawthorne Family - All means ALL"

#### Comprehensive Needs Assessment Summary

What data did our team examine?

1. ORIS Framework: School Level Systems Health Needs Assessment
2. Observational data of team members
3. Dibels data
4. Staff Survey (Problem of Practice May, 2022)

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

We looked at Dibels data for reading and math by grade level.

How were inequities in student outcomes examined and brought forward in planning?

Our highest student needs are monitored and strategically targeted for interventions.

What needs did our data review elevate?

1. There are gaps in academic and social/emotional skills after Covid-19 pandemic disruptions. (Many of our students did not actively participate in distance learning.) This will be a multi-year recovery process.
2. We have had a high turnover of staff, especially classified assistant positions. This is making it difficult to implement interventions as effectively as we had pre-pandemic.
3. Our family involvement activities have also been interrupted by the pandemic.

How were stakeholders involved in the needs assessment process?

The committee included representation from all stakeholder groups: administration, licensed and classified staff, and parents.

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

The priority areas from the needs assessment were areas 2.1 and 2.2. We believe that if we focus on staff training and retention that our students' academic and social emotional skills will improve. In the past, we have had success with our RTI program, PLC's, PBIS, and various targeted interventions. However, high staff turnover, especially in the classified positions, has left new employees who do not know how to implement the programs. By improving staff development, training, and retention, our intervention programs should be more successful again.

Goal 1	Provide foundational knowledge of school and district processes, school specific expectations, and programs in order to better support new staff. Measured by staff retention percentages.		
Metrics	By (year)	By (year)	By (year)
	80% by 2022-23	85% by 2023-24	90% by 2024-25

Vision	We provide a safe and caring learning community where individuals have the opportunity to discover the knowledge and skills necessary to reach their full potential in a changing world.		
Goal 2	Provide initial and ongoing training to both classified and licensed staff: measured by percentage of targeted staff who attend training. (ie. staff who work in the areas or with the programs that are the subject of the training.)		
Metrics	By (year)	By (year)	By (year)
	80% by 2022-23	85% by 2023-24	90% by 2024-25
Goal 3	Retain qualified licensed and classified staff.		
Metrics	By (year)	By (year)	By (year)
	80% by 2022-23	85% by 2023-24	90% by 2024-25

### Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
"HW Hornet Staff Growth Program"	<b>By providing staff with the knowledge and training needed to be successful, the school's overall goals of every student being successful will more fully be accomplished.</b>

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

<b>District or School Goal this strategy supports</b>	Goal 1: Provide foundational knowledge of school and district processes, school specific expectations, and programs in order to better support new staff.			
<b>What are we going to do?</b>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>provide staff with access to current information needed to do their jobs</u> Then <u>they will be more effective</u> And <u>have confidence as they transition to our building.</u>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall n/a	Winter informal check ins with new employees	Spring Review Spring Survey Review retention numbers
	Measures of Evidence for Students ("and" statement)	Fall n/a	Winter n/a	Spring n/a
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Jerika & Kaity T.	1. Create a binder of important, school specific information for new staff (to be completed over the summer by Jerika Spencer & Kaity Tesdal).		last week of August

<b>District or School Goal this strategy supports</b>	Goal 1: Provide foundational knowledge of school and district processes, school specific expectations, and programs in order to better support new staff.		
	district office	2. Provide 1st and 2nd year teachers with a mentor and encourage active participation by both continuing and new staff in the district wide program.	August
	Debbie to coordinate with district office	3. Teachers participate in the ESD Mentor activity.	August
	Guiding Coalition	4. Survey new staff at the end of the year about the binder in order to edit & make improvements for the following year.	June
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

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

<b>District or School Goal this strategy supports</b>	Goal 2: Provide initial and ongoing training to both classified and licensed staff.			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>provide our staff with training in school and district policies and initiatives as well as specific programs that they will be using</u> Then <u>they will be more confident and effective with these programs</u> And <u>students will have more success.</u>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements)	Fall n/a	Winter review percentage of staff attending trainings; review feedback surveys	Spring review percentage of staff attending trainings; review feedback surveys
	Measures of Evidence for Students ("and" statement)	Fall n/a	Winter Review Dibels/iReady data for student growth	Spring Review Dibels/iReady data for student growth
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date

<b>District or School Goal this strategy supports</b>	Goal 2: Provide initial and ongoing training to both classified and licensed staff.		
	Thad & Mitch	1. CPI training for applicable staff	August & as needed
	Debbie with licensed T-1 & SpEd staff	2. PD calendar created for classified staff	August
	Mitch & Julie	3. PALS and behavior trainings (i.e. QPR, trauma informed care, Mental Health 1st Aid, Collaborative Problem Solving, etc.)	August
	Guiding Coalition	4. Survey staff for training needs	August and May
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

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

<b>District or School Goal this strategy supports</b>	Goal 3: Retain qualified licensed and classified staff.			
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>create a culture of support, value, and appreciation</u> Then <u>staff will feel valued and supported</u> And <u>they will stay at Hawthorne.</u>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall n/a	Winter informal check ins with new employees	Spring Review Spring Survey Review retention numbers
	Measures of Evidence for Students ("and" statement)	Fall n/a	Winter n/a	Spring n/a
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Debbie, Julie, behavior assistants	1. Provide behavior support systems, including behavior assistants.		on going
		2. Include classified staff in PLC 2 times per month (will need to be paid extra to stay).		monthly
	Jessica & Debbie	3. Staff highlight of the week on social media, Hawthorne Buzz newsletter, Morning Buzz announcements, Phillips Focus staff newsletter - include photo.		monthly
	Debbie	4. Introduce new staff at inservice or in a meeting or email if they start mid-year - include photo.		August, as needed
	Sunshine Committee	5. Sunshine committee organizes monthly treats or potlucks.		monthly
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> 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 Routines

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

**The Guiding Coalition will review the plan and our action steps on a regular basis. They will review feedback (survey) data and participation from training at each meeting. They will also monitor completion of action items and other survey data. This will be a standing agenda item.**

### Routine Example:

The chart below does not need to be completed prior to installation of school 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?

	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			<b>SAMPLE School Self-Monitoring Routine Template</b>			