Oregon School Continuous Improvement Plan Template

School Year	2022-2023
School	Holley Elementary School

School Direction Section

Vision	**Vision** Holley produces well-rounded lifelong learners that contribute positively to society. We envision a school in which staff: - Monitor student progress regularly. - Work together. - Promote positive behavior and kindness. - Demonstrate a personal commitment to the academic success and general well-being of each student.
Mission	**Mission** At Holley we create a supportive, rigorous learning environment that promotes outstanding achievement and builds confident thriving citizens.

Comprehensive Needs Assessment Summary

What data did our team examine?
-   Attendance, behavioral, academic.

How did the team examine the different needs of all learner groups?
-   Grade level representative so the entire school was represented during the needs assessment.

How were inequities in student outcomes examined and brought forward in planning?
-   Through the RTI process, all inequities were considered.

What needs did our data review elevate?
-   That we need more timely and more meaningful assessments.

How were stakeholders involved in the needs assessment process?
-   The Holley School Guiding Coalition met to do the comprehensive needs assessment. PTC will review CIP. We recently had our parent-teacher conferences and received feedback that informed the CIP.

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.
-   1.2- Using Data to Prioritize and Plan- The Holley team will use data on the global level to make mission and vision level decisions. This means that they will use data to carry out their vision of making sure every child receives an education that is conducive to student success. This includes relevant PLC work.

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	All students will meet their annual growth targets in reading as assessed by iReady.		
Metrics	By 2023	By 2024	By 2025
	80%	90%	100%
Goal 2	All students will meet their annual growth targets in Math as assessed by iReady.		
Metrics	By 2023	By 2024	By 2025
	80%	90%	100%
Goal 3	All students will be regular attenders (attendance over 95%).		
Metrics	By 2023	By 2024	By 2025
	80%	90%	100%

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
PBIS- School-wide Incentive Program	PBIS Systems create norms for students to try their hardest. By being responsible learners students earn incentives that encourage them to keep trying their hardest.
PBIS- Attendance Focus	Through encouraged attendance students are present for both ELA and Math instruction.
PBIS- Character Ambassadors	Character Ambassador program promotes a variety of character traits that promote lifelong learning. Examples include grit, determination, hard work and responsibility.
Phonics Taskforce	Increase reading time throughout the schedule. Supported by Really Great Reading, DEAR time, reading focus buddy reading schedule.

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

District or School Goal this strategy supports	Goal 1: All students will meet their annual growth targets in reading as assessed by iReady.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we build walk-to-read time into our schedule as supported by a school-wide phonics screener then we will meet kids where they are and we will have targeted interventions and supports for each student.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then statements")	Fall If we give all students a phonics screener within the first month of school then we will group students accordingly.	Winter Reassess	Spring Reassess
	Measures of Evidence for Students ("and" statement)	Fall and students will show significant growth in the area of phonics development.	Winter and students will show significant growth in the area of phonics development.	Spring and students will show significant growth in the area of phonics development.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Dargis	1. Commit to Walk to Read.		Aug. 2022
	All Staff	2. Assess with Iready.		Aug. 2022
	All Staff	3. Assess with Phonics Screener.		Aug. 2022
	Guiding Coalition (GC)	4. Regroup frequently (as based on PLC data).		Oct. 2022 (as needed)
	Dargis/GC	5. Monthly growth celebration.		Sept. 2022- Monthly
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__x__ Leadership ____ 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 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal 2: All students will meet their annual growth targets in Math as assessed by iReady.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we set aside time monthly to vertically discuss math skills then we will improve math computation/skill school-wide AND students will show growth as assessed by iReady.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall If we meet regularly then our monthly meetings will drive core math instruction	Winter If we meet regularly then our monthly meetings will drive core math instruction	Spring If we meet regularly then our monthly meetings will drive core math instruction
	Measures of Evidence for Students ("and" statement)	Fall and student math skills will improve.	Winter and student math skills will improve.	Spring and student math skills will improve.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Dargis/GC	1. Monthly Vertical Math Meetings scheduled.		Sept. 2022
	All Staff	2. Prioritize grade-level focus.		Aug. 2022
	All Staff	3. Assess with iReady.		Aug. 2022
	Dargis/ GC	4. Monthly Growth Celebration		Sept. 2022
	GC	5. Participate in math adoptions.		TBD
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X__ Leadership ____ 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 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal 3: All students will be regular attenders (attendance over 95%).			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we create green zone, yellow zone, and red zone support systems then students' attendance will improve and student learning will increase.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall If we create school-wide incentive systems then we will encourage students to come to school.	Winter If we create school-wide incentive systems then we will encourage students to come to school.	Spring If we create school-wide incentive systems then we will encourage students to come to school.
	Measures of Evidence for Students ("and" statement)	Fall and students' attendance will improve.	Winter and students' attendance will improve.	Spring and students' attendance will improve.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Dargis/PBIS	1. Green Zone Bingo Incentive.		Aug. 2022
	Dargis/PBIS	2. Yellow Zone RTI meetings		Aug. 2022
	Dargis/PBIS	3. Red Zone Weekly Attendance Meetings.		Aug. 2022
	PBIS/PTC	4. School Culture/Climate Focus		Aug. 2022
	Dargis	5. Staff Culture/Climate Focus		Aug. 2022
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__x__ Leadership ____ Talent Development __x__ Stakeholder Engagement and Partnership __x__ 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 Routines

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

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?
September of 2022	Re-evaluated during the Guiding Coalition meeting.				
January of 2023	Re-evaluated during the Guiding Coalition meeting.				
March of 2023	Re-evaluated during the Guiding Coalition meeting.				

Routine Example:

The chart below does not need to be completed prior to the installation of school self-monitoring routines. It is placed here as a preview of 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			SAMPLE School Self-Monitoring Routine Template			