

SHJH Continuous Improvement Plan

| | |
|-------------|--------------------------------------|
| School Year | 2024- 2025 |
| School | Sweet Home Junior High School |

School Direction Section

| | |
|---------|--|
| Vision | Provide a school where each child feels valued, inspired, and has a sense of belonging. |
| Mission | Give each child, every chance to achieve their potential. |

Data Collection and Analysis Summary

What data did our team examine?

Our school leadership team looked over multiple pieces of data prior to choosing our three goals. The data sources were local assessments (iReady and ECBM), state assessments (OSAS), behavior data from Synergy, attendance data from Synergy, the ODE School-at-a-Glance Profile, and ORIS Needs Assessment.

What determination from the data did the team decide?

After analyzing all sources of data the team discussed what stood out to them, positive or negative. From the discussion the team listed what our desired outcomes for students are as we prepare them for high school. Through the discussion the team settled on three goals that align with district initiatives and desired student outcomes.

How were stakeholders involved in the process?

Once the school leadership team chose the three goals, a rough draft along with all sources of data were taken to a Site Council meeting. At Site Council, parents were able to view the rough draft of the three goals, data sources, and provide input to whether these goals align with parent desires for student outcomes and school improvement. Much like the teachers, parents had much to say about different data points, both positive and negative. Through the discussion the parents decided that the three goals chosen by the school leadership team are the goals that they would elect to focus on as well.

Long Term School Goals & Metrics

| | |
|---------|---|
| Goal 1 | <p>Students will improve their math ability and knowledge as evidence on the iReady assessment. Each year students will increase an entire level as they work towards grade level content, or advanced coursework.</p> |
| Metrics | <p>2024-2025 School Year: As scored on the iReady Assessment, 10% of students will increase at least 1-level. For each level (Early Grade Level, One Grade Level Below, Two Grade Levels Below, Three or More Grade Levels Below) 10% of students will move to the next level by the Spring assessment date.</p> <p>2025-2026 School Year: As scored on the iReady Assessment, 10% of students will increase at least 1-level for those students that scored in the bottom two levels. For those that scored at One Grade Level Below or better 5% of students will move to the</p> |

| | |
|---------|--|
| | <p>next level by the Spring assessment date.</p> <p>2026-2027 School Year: As scored on the iReady Assessment, 5% of students will increase at least 1-level for those students that scored in the bottom two levels. For those that scored One Grade Level Below or better 5% of students will move to the next level by the Spring assessment date.</p> |
| Goal 2 | <p>Students will improve their reading ability as evidence on the iReady assessment. Each year students will increase an entire level as they work towards grade level content, or advanced coursework.</p> |
| Metrics | <p>2024-2025 School Year: As scored on the iReady Assessment, 10% of students will increase at least 1-level. For each level (Early Grade Level, One Grade Level Below, Two Grade Levels Below, Three or More Grade Levels Below) 10% of students will move to the next level by the Spring assessment date. This will be accomplished by focusing on comprehension of informational text and literature.</p> <p>2025-2026 School Year: As scored on the iReady Assessment, 10% of students will increase at least 1-level for those students that scored in the bottom two levels. For those that scored at One Grade Level Below or better 5% of students will move to the next level by the Spring assessment date. This will be accomplished by focusing on comprehension of informational text and literature.</p> <p>2026-2027 School Year: As scored on the iReady Assessment, 5% of students will increase at least 1-level for those students that scored in the bottom two levels. For those that scored One Grade Level Below or better 5% of students will move to the next level by the Spring assessment date. This will be accomplished by focusing on comprehension of informational text and literature.</p> |
| Goal 3 | <p>The attendance rate for students will increase year over year to a minimum of 90%. The focus will be on regular attender rates. We will increase the regular attender rate 5% per year.</p> |
| Metrics | <p>2024-2025 School Year: As determined by Synergy, the regular attender rate will increase 5% from 60% to 65%. We will focus on students in the 80%-89% attendance rate range and communicate with families via letters, phone calls, and emails to try and increase attendance rates. In addition, we will have an increase in school culture/climate activities to try and make school more desirable for students to attend.</p> <p>2025-2026 School Year: As determined by Synergy, the regular attender rate will increase 5%. We will</p> |

| | |
|--|---|
| | <p>focus on students in the 75%-89% attendance rate range and communicate with families via letters, phone calls, and emails to try and increase attendance rates. In addition, we will have an increase in school culture/climate activities to try and make school more desirable for students to attend.</p> <p>2026-2027 School Year: As determined by Synergy, the regular attender rate will increase 5%. We will focus on students in the 70%-89% attendance rate range and communicate with families via letters, phone calls, and emails to try and increase attendance rates. In addition, we will have an increase in school culture/climate activities to try and make school more desirable for students to attend.</p> |
|--|---|

Initiative Alignment to Support School Goals

| Initiative/Program | How this initiative/program supports the school to meet goals |
|--------------------|---|
| iReady | Supports ELA and Math by providing immediate feedback to teachers on student ability and knowledge level in multiple areas of the content. |
| Tutorial | Tutorial allows students extra time to get help or complete work in their core classes. Math uses this to break students up to focus on specific standards as well as a chance for students to redo or makeup tests and quizzes. ELA teachers also use this time to bring in students to focus on specific content areas such as writing and identifying parts of a reading. |
| PBIS | There are multiple supporting programs that are part of PBIS to motivate students to attend and perform. Tiger Scholars allows students that are following behavior expectations and passing all classes to have a Tiger Scholar Badge which affords them extra opportunities such as field trips, unlimited hall passes, early release to lunch on Friday, and more. Tiger Prides are a form of currency that students receive for doing positive things. All staff members can give these out and students can spend them on 3D prints, food at the Trading Post, raffle prizes, and more. Raffle drawings are done at the end of every week to reward those with the best attendance for the week. All of these and more are designed to try and make school a more fun environment for students. A place where they feel comfortable, safe, and valued. This will support our attendance goal by increasing the desire among students to want to be at school. |

| | |
|--|--|
| <p>Comprehensive School Counseling Program</p> | <p>Our comprehensive school counseling program addresses students' needs so that barriers to attendance and performance are eliminated. Every year we have students complete a climate survey which we analyze to see what we can improve on. The guidance counselor is available to meet with students through student appointments. The counselor also sets a schedule every week to touch base with students that have shown to be struggling academically, behaviorally, or with attendance. In addition, we have a full-time mental health counselor that meets with students weekly. This counselor deals with depression, anxiety, PTSD, and more so that students can work through their own particular issues that can be a barrier to school, while at school. The school also partners with Linn County Juvenile Department to provide small group counseling sessions for boys and girls. These groups are designed to take at-risk youths and provide them the skills and resources needed to prevent them from entering the legal system.</p> |
| <p>Systems and Expectations</p> | <p>The systems at our school are all student centered. RTIi meets every Tuesday and has a team with an administrator, counselors, teachers, secretary, ESD Community Outreach personnel, and SPED teachers. This group takes a look at a grade level per week focusing on academics, attendance, and behaviors. Then referring the student to the necessary staff or other resource to try and improve student performance. The behavior handbook is progressive and starts with minimal discipline in an attempt to 1) create relationships between administrator and student and 2) change the inappropriate behavior. We establish clear expectations at the beginning of the year and revisit those after Winter Break. The expectations are not created to minimize disruptions and distractions so that learning is the focus in the classrooms and building. Other systems support classrooms and student needs such as Homeroom, where our SEL lessons are taught twice a week and tutorial.</p> |

Annual Evidence Based Strategies, Measures and Actions

| | |
|--|---|
| <p>What are we going to do?</p> | <p>Goal 1 and Goal 2: Math and ELA will use iReady in addition to their curriculum to increase the students ability and performance. Both content areas will incorporate mini-lessons through openers to focus on students' biggest weakness areas as shown by iReady. Tutorial will be targeted to increase comprehension in reading and math standards.</p> <p>Goal 3: We will improve our school culture through leadership activities, assemblies, and PBIS activities. In addition, we will specifically target students that are close to being a regular attender and attempt to work with the family and student to improve their attendance rate.</p> |
| <p>How will we know the plan is working?</p> | <p>Goal 1 and Goal 2: When the iReady assessment is given in the Winter we should see some movement among students. If there is no movement then we need to analyze what we are doing more closely. If there is movement of students up levels, then we need to analyze the percentage and see how we can maximize the amount of students moving up a level before Spring.</p> <p>Goal 3: Every month the district sends out attendance reports per school. If our goal is working then our attendance rate should be increasing each week and near or above 90%.</p> |
| <p>How will the work get done?</p> | <p>Goal 1 and Goal 2: Teachers will focus on content standards incorporating the new curriculum that was adopted. Also, focus on areas that need the greatest growth (comprehension of literature and informational text AND geometric and algebraic expressions). Teachers will be dutiful in assigning students to tutorials to maximize gains and student outcomes.</p> <p>Goal 3: During RTIi the team will determine who will send letters to parents of students within the targeted range. Also, they will determine who will call home and meet with the student to encourage increased attendance. There is a large group so this can be broken up to 3-4 students each.</p> |

ORIS Alignment to School Goals

ORIS Domain Alignment

Goal 1:

Well-Rounded, Coordinated Learning Principles

4.1 Student Centered & Relational Principles for Learning

Through the iReady lesson program students are able to access lessons that are specific to them and the gaps they need support in. This personalized learning helps meet the unique needs of all students. Through PBIS and Homerooms staff are able to be relational with students and ensure students know they are supported. With the comprehensive school counseling program designed SEL lessons and further supported through new curriculum from Panorama students receive instruction in SEL at minimum twice a week and know how to access supports. Relational learning should help break barriers for students and lead to improved student outcomes.

Goal 2:

Well-Rounded, Coordinated Learning Principles

4.1 Student Centered & Relational Principles for Learning

Through the iReady lesson program students are able to access lessons that are specific to them and the gaps they need support in. This personalized learning helps meet the unique needs of all students. Through PBIS and Homerooms staff are able to be relational with students and ensure students know they are supported. With the comprehensive school counseling program designed SEL lessons and further supported through new curriculum from Panorama students receive instruction in SEL at minimum twice a week and know how to access supports. Relational learning should help break barriers for students and lead to improved student outcomes.

Goal 3:

Inclusive Policy & Practice

Equity & Access

Incorporated systems and supports are designed and ensure that they are equitable and accessible for all students. The Oregon Equity Lens is a reference for decision making when implementing new initiatives such as a study hall or new behavior policy. Climate surveys are done regularly and culture of the school is discussed monthly. The staff are committed to ensuring the school is a safe and welcoming environment for all learners.