

# Oregon School Continuous Improvement Plan

School Year	2024 - 2025
School	Foster Elementary

## School Direction Section

Vision	<p>We believe that to achieve the mission of Foster Elementary we work collaboratively and cooperatively to become a staff who:</p> <ul style="list-style-type: none"> <li>·</li> <li>Creates a safe, positive, and nurturing environment to provide a foundation for learning</li> <li>·</li> <li>Has high expectations for teaching and learning</li> <li>·</li> <li>Embraces Growth Mindset</li> <li>·</li> <li>Provides meaningful and engaging instruction to support the needs of diverse learners</li> <li>·</li> <li>Helps students develop into caring and productive citizens</li> </ul>
Mission	<p>Our Foster School family strives to develop caring citizens who positively affect their community by learning to persevere and overcome challenges to reach their full potential.</p>

### Comprehensive Needs Assessment Summary

What data did our team examine?

ORIS needs assessment was done during SITE Council with parent input  
 climate survey completed by staff some of which are parents  
 previously created mission statement with input from stakeholders  
 informal observation of the lack of parent/community events in previous years and inconsistent attendance

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

SITE Council and Guiding Coalition have reviewed data sources, including climate surveys and minutes from various committees. SITE Council includes parents.  
 A student representative from each third through sixth grade classroom is a part of Student Government and has met with Luke about reasonable school improvements

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

Inequities and needs were discussed and identified during staff meetings, guiding coalition, and SITE Council meetings that included parents

What needs did our data review elevate?

more consistent classroom communication (newsletters, planners, Remind, phone calls, parent meetings, etc.) -  
 everyone can come up with their own format but every classroom has regular communication  
 improved in-house communication (i.e., Title to classroom teacher, recess monitors to classroom teachers, classroom teachers to SpEd)  
 revamping school Social Media page(s) to increase online presence for families and community  
 sending out a parent communication survey

How were stakeholders involved in the needs assessment process?

committee meetings (SITE Council, guiding coalition, joint committee meetings, PTO)  
 staff meetings  
 climate survey (all staff was invited to participate)  
 parents are not involved as much -> identified as a need

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.)

parent support/education  
 improved communication  
 increased parent input

**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.

<b>Goal 1</b>	Every classroom teacher establishes an effective family communication format.		
<b>Metrics</b>	<b>By Fall of 2023</b>	<b>By Fall of 2024</b>	<b>By Fall of 2025</b>
	Every teacher will turn in a family communication plan.	Every teacher will communicate with families a minimum of one time each month.	Every teacher will develop a system for communicating with families a minimum of one time each month.
<b>Goal 2</b>	Improve the efficacy of 20% RTI meetings. (SITE meetings)		
<b>Metrics</b>	<b>By Fall of 2023</b>	<b>By Fall of 2024</b>	<b>By Fall of 2025</b>
	Every teacher will turn in a family communication plan.	Every teacher will communicate with families a minimum of one time each month.	Review/Develop an MO for planning and conducting meetings
<b>Goal 3</b>	Increase stakeholder participation in public meetings and activities.		
<b>Metrics</b>	<b>By Fall of 2023</b>	<b>By Fall of 2024</b>	<b>By Fall of 2025</b>
	Every teacher will turn in a family communication plan.	Every teacher will communicate with families a minimum of one time each month.	Use teacher communications to advertise upcoming public meetings and activities.

### 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
New School Social Media Presence	Increasing points of access for family communication.
Initiative/Program	How this initiative/program supports the school to meet goals
PD/Mentoring on Classroom Communication Formats	Encourage staff members to identify and establish a family communication format that works for them.
Accessible Committees for Staff Members	Improve committee opportunities for new staff members so that they are involved.
20% RTI Meeting Communication Plan	Improve communication between stakeholders to better meet the needs of students.

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

<b>District or School Coal this strategy supports</b>	Goal 1: Every classroom teacher establishes an effective family communication format. In the 23-24 school year, 3 out of 14 teachers had a family communication plan. This goal was developed utilizing the SITE Council and Guiding Coalition.			
<b>What are we going to do?</b>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If teachers communicate with families consistently then parents will stay informed and involved in their students' educational experience and, as a result, student/family investment in education will increase.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements)	Fall - Each teacher continues to use their preferred format of communication	Winter - Consistently communicate with parents via their preferred format. Develop a system that ensures consistent communication.	Spring - Use system to consistently communicate with parents via their preferred format
	Measures of Evidence for Students ("and" statement)	Fall - Trained to consistently share communication format with their family	Winter - Trained to consistently share communication format with their family	Spring - Trained to consistently share communication format with their family
<b>How will the work get done</b>	Person or Team Responsible	Action Steps to be completed this year		Due Date
	Principal	Plan to review our family communication formats		Before inservice
	Teachers	Review/develop their classroom's communication format.		End of September
	Teachers	Reevaluate communication format, make adjustments as needed		ongoing
<b>ORID Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" 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.)

<b>District or School Coal this strategy supports</b>	Goal 2: Improve the efficacy of 20% RTI meetings by including more data and stakeholders. During the 22-23 school year 20% RTI meetings met 2 times. For the 23-24 school year, Each classroom teacher will meet with RTI team once every 6 weeks utilizing most current progress monitoring scores as measured by iReady.			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If more data and stakeholders are included in 20% RTI meetings. educators will have the tools to create a more comprehensive educational plan and will be better able to meet the needs of individual learners.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements)	Fall - Review form to communication between stakeholders and specialists	Winter - Implement forms	Spring - finalize form and continue implementation
	Measures of Evidence for Students ("and" statement)	Fall- increase student achievement	Winter - increase student achievement	Spring - increase student achievement
<b>How will the work get done</b>	Person or Team Responsible	Action Steps to be completed this year		Due Date
	Guiding Coalition	Review form		Fall 2024
	Guiding Coalition	Form presented to staff.		Fall 2024
	Teachers	Implement form usage		Fall 2024 - Spring 2025
<b>ORID Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" 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 Coal this strategy supports</b>	Goal 3: Increase stakeholder participation in public meetings and activities. For the 22-23 school year, parent meetings such as SITE Council and community events had very limited participation. Zero community events were held, and 7 out of 9 SITE Council meetings had only 4 participants. For the 23-24 school year, we would like to utilize social media as well as newsletters to increase stakeholder participation in community events and SITE Council meetings. For the 24-25 school year, put on three community events to reach at least 150 students and families. For the 25-26 school year, increase stakeholder participation in SITE Council meetings to include at least one representative from all stakeholder groups at each meeting.			
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we increase stakeholder participation Then student engagement and achievement will increase And community investment in the educational process will increase.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements)	Fall - - Establish a calendar of public/school meetings and activities	Winter - Increase stakeholder attendance in public meetings and activities by 50%	Spring - - reevaluate and adjust(survey) for 2025-2026
	Measures of Evidence for Students ("and" statement)	Fall- increase student achievement, involvement in school, and community	Winter - increase student achievement, involvement in school, and community	Spring - increase student achievement, involvement in school, and community
<b>How will the work get done</b>	Person or Team Responsible	Action Steps to be completed this year		Due Date
	Guiding Coalition	Establish calendar		Fall 2024
	Guiding Coalition	Assign committees (sub committees)		Fall 2024
<b>ORID Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" 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):

**Review SIP and stakeholder input at Guiding Coalition quarterly.**

### 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?