Oregon School Continuous Improvement Plan

School Year	2024-2025
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. The Holley School Guiding Coalition consist of a variety of stakeholders; teachers, support staff and parents. The group meets monthly; this group also helped create the continuous improvement plan.

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.
- 4-4- Data-Informed Decision Making- Educators routinely review sources of data to determine effectiveness, improve outcomes and make data based decisions. Holley school will hold weekly 20% meetings. These meetings will happen every 7 weeks on a class by class rotation.
- 4-5- Schoolwide systems are in place to promote academic, behavioral, and social-emotional success for ALL students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, by matching increasing levels of support to student need, goals, and interests. Holley school will continue to use the Walk to Read model; additional time will be spent on writing during Walk to Read time.

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. IReady creates a targeted growth goal for each student based on each students ability level.

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Metrics	By 2025	By 2026	By 2027
	80%	90%	100%
Goal 2	All students will meet their annual growth targets in Math as assessed by iReady. IReady creates a targeted growth goal for each student based on each students ability level.		
Metrics	By 2025	By 2026	By 2027
	80%	90%	100%
Goal 3	All students will be regular attenders (attendance over 95%).		
Metrics	By 2025	By 2026	By 2027
	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 and background data.	All students will meet their annual growth targets in reading as assessed by iReady. IReady creates a targeted growth goal for each student based on each students ability level. For the 2023-2024 school year Holley only 46% (as of 6/12) of students who took the ELA SBAC assessment passed, the state average was 43%. Our iReady scores for the 2023-2024 school year also supported focusing on this goal, as only 63% students were deemed proficient school wide in reading.		
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we plan Tier 2 time into our schedule as supported by a iReady and Dibels assessments 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 screener within the first month of school then we will group students accordingly.	Winter Reassess	Spring Reassess

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	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. Implement Tier II supports school wide.		Aug. 2024
	All Staff	2. Assess with Iready.		Aug. 2024
	All Staff	3. Assess with Dibels.		Aug. 2024
	Guiding Coalition (GC)	4. Regroup frequently (as based on PLC data).		Oct. 2024 (as needed)
	All Staff	5. Additional Focus on Writing during WHASH time.		Sept. 2024- 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 and background data.	Goal 2: All students will meet their annual growth targets in Math as assessed by iReady. IReady creates a targeted growth goal for each student based on each students ability level. For the 2023-2024 school year Holley only 30% of students who took the Math SBAC assessment passed, the state average was 35%. Our iReady scores for the 2023-2024 school year also supported focusing on this goal, as only 47% students were deemed proficient school wide in math.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we plan Tier 2 time into our schedule as supported by a iReady and Dibels assessments 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 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.

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How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Dargis/GC	1. Implement Tier II supports school-wide.	Aug. 2024
	All Staff	2. Prioritize grade-level focus.	Aug. 2024
	All Staff	3. Assess with iReady.	Aug. 2024
	Dargis/ GC	4. Monthly Growth Celebration	Sept. 2024
	All Staff	5. Monthly PLC Vertical Alignment Discussions	Sept. 2024
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.)

All students will meet their annual growth targets in reading as assessed by iReady. IReady creates a targeted growth goal for each student based on each students ability level.

District or School Goal this strategy supports and background data.	Goal 3: All students will be regular attenders (attendance over 90%). In the 2023-24 school year, only 70% of students were regular attendars. During the 2023-2024 School year Holley School had a 82.38 % attendance rate.			
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. 2024
	Dargis/PBIS	2. Yellow Zone RTI meetings		Aug. 2024
	Dargis/PBIS	3. Perfect Attendance Recess		Aug. 2024
	PBIS/PTC	4. School Culture/Climate Focus		Aug. 2024
	Dargis	5. Staff Culture/Climate Focus		Aug. 2024
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 2023	Re-evaluated during the Guiding Coalition meeting.				
January of 2024	Re-evaluated during the Guiding Coalition meeting.				
March of 2024	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?

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Performance Updates	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?
			SAMPLE School Self-Monitoring Routine Template			