

# Oregon School Continuous Improvement Plan Template

School Year	2019-2020
School	Centennial Elementary School

## School Direction Section

Vision	The Scio School District and community in partnership, will educate, inspire, and develop students to be capable caring adults equipped to create their own future.
Mission	Centennial Elementary School will get results, build community, and explore the world.

### Comprehensive Needs Assessment Summary

What data did our team examine?

- Dibels for 2018-2019
- Work Samples from 2018-2019
- SBAC from 2019
- Attendance for 2018-2019
- Student Engagement Tracker

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

- Examination of core areas within the SBAC for ELA.
- Increase in student behavior problems as determined by SIS.
- Examination of specific learning groups within the SBAC for ELA (ie; economically disadvantaged, students with disabilities)

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

- Reflection of individual student goals and updates as necessary (ie; three times per year through Work Samples)
- Review data for cultural inequities and update practices to reflect cultural responsiveness

What needs did our data review elevate?

- Increase accountability and collaboration in Writing instruction.
- System in place for students who are not able to self-regulate and how teachers can support them.
- Adjusted school calendar to support continuity of instruction (additional student contact days)
- Increase in small group instructional support for students in Tier Two
- Elementary Counselor to support school-wide social and emotional plans, Tier 2 and 3 support

How were stakeholders involved in the needs assessment process?

- Student Survey given Spring 2019
- Parent Survey given Fall 2019
- Staff Survey given Fall 2019

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.

- Writing
- GLAD
- 7 Habits of Happy Kids / Leader in Me (SEL)

### 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	We will improve instruction in Writing for ELA, cross-curricular, and across grade levels by calibrating the Work Samples collected K-5 and how they are scored.		
Metrics	By 2020	By 2021	By 2022
	Increase Work Sample Scores by 10%	Increase SBAC scores to equal or above state average	Increase SBAC scores to above state average
Goal 2	Use the GLAD model of instruction for Science and Social Studies to increase student achievement in ELA.		
Metrics	By 2020	By 2021	By 2022
	Increase the use of GLAD strategies used to improve writing cross-curricular.	All staff are GLAD trained.	Increase SBAC scores to above state average
Goal 3	Implement a new system of teaching students to be self-managers through the use of the 7 Habits of Happy Kids and the Leader in Me program.		
Metrics	By 2020	By 2021	By 2022
	All staff trained to teach the 7 Habits.	Weekly and/or monthly lessons focused on the 7 Habits.	The 7 Habits are an integral part of who we are as a school and students know how to apply them to various situations.

**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
<b>Title I-A</b>	<b>GLAD</b>
<b>KPI Grant</b>	<b>7 Habits</b>

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

<i><b>District or School Goal this strategy supports</b></i>	Goal 1: We will improve instruction by 10% in Writing for ELA, cross-curricular, and across grade levels by calibrating the Work Samples collected K-5 and how they are scored as evidenced by the work samples and SBAC ELA.			
<i><b>What are we going to do?</b></i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we have targeted professional development on calibrating how we score Writing Work Samples Then we can increase the scores by 10% And move toward increasing our SBAC scores.		
<i><b>How we will know the plan is working</b></i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Documentation of Professional Development provided to classroom teachers K-5	Winter Documentation of Professional Development provided to classroom teachers K-5	Spring Documentation of Professional Development provided to classroom teachers K-5
	Measures of Evidence for Students (“and” statement)	Fall Writing Work Samples	Winter Writing Work Samples	Spring Writing Work Samples and SBAC
<i><b>How we will get the work done</b></i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal	1. Teacher collaboration on Work Sample expectations.		November 2019
	Site Council	2. Calibrate how teachers are scoring writing		June 2020
	Data Team	3. Double-scoring writing samples		June 2020
		4.		
	5.			
<i><b>ORIS Domain Alignment</b></i>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

<i><b>District or School Goal this strategy supports</b></i>	Goal 2: Use the GLAD model of instruction for Science and Social Studies to increase student achievement by 10% in ELA for 2021 as measured by work samples and SBAC ELA scores.	
<i><b>What are we going to do?</b></i>	Strategy # 2.1 Written as a Theory of Action and reflects	If we Increase the use of GLAD strategies used to improve writing cross-curricular Then all staff are GLAD trained And students will increase their writing scores on SBAC-ELA

	evidence-based practices			
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall Survey of implemented strategies and units	Winter PLC - strategy development and unit development	Spring Implementation of acquired strategies
	Measures of Evidence for Students ("and" statement)	Fall Work Sample	Winter Work Sample	Spring Work Sample and SBAC
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Site Council	1. Analysis of current GLAD program		November 2019
	Data Team	2. Monthly strategy development through PLC format		June 2020
	PLC	3. Implementation of minimum of 3-5 strategies		April 2020
		4. Increase staffing levels for licensed reading teachers		September 2019
	5. Trimester survey of progress		June 2020	
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="checked" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="checked" type="checkbox"/> Inclusive Policy and Practice		

<b>District or School Goal this strategy supports</b>	Goal 3: Implement a new system of teaching students to be self-managers through the use of the 7 Habits of Happy Kids and the Leader in Me program and decrease student behavior incidents as measured by behavior referral data in SIS (collection of baseline data points).			
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we train all stakeholders in the 7 Habits and Leader in Me programs Then teach students to use the 7 Habits to self-regulate and problem solve And see a decrease in student behavior incidents as measured by behavior referral data in SIS (collection of baseline data points).		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall Implementation of school-wide continuity of 7 Habits language	Winter Staff book study of <i>7 Habits of Highly Effective People</i>	Spring Completed action plans of comprehensive curriculum development

	Measures of Evidence for Students (“and” statement)	Fall School-wide assemblies and development of class culture reflecting common language from Leader in Me core principles.	Winter School-wide assemblies and development of class culture reflecting common language from Leader in Me core principles.	Spring School-wide assemblies and development of class culture reflecting common language from Leader in Me core principles.
<b><i>How we will get the work done</i></b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Site Council	1. Book study		March 2020
	SEL Team	2. School-wide assemblies		monthly
	PLC	3. PLC curriculum design		June 2020
		4. Increase staffing for Counselor / Behavior Specialist (FTE 1.0)		June 2020
	5. Design comprehensive behavior program		June 2020	
<b><i>ORIS Domain Alignment</i></b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		