

Oregon School Continuous Improvement Plan Template

School Year	2019-20
School	Scio High School

School Direction Section

Vision	Empower students to dream BIG (Believe, Inspire, Give) in a safe environment. Tag Line: Dream BIG, No Limits, No Excuses!
Mission	We the staff of Scio High School empower all students to be adaptable, respectful, and option ready through providing a safe and supportive environment.

Comprehensive Needs Assessment Summary

What data did our team examine?

- Smarter Balanced Test Scores: English, Math 2018-19
- Graduation Rates 4-year & 5-year Cohort 2018-19
- Freshman On Track to Graduate 2018-19
- Regular Attendee Rates 2018-19
- Work Sample Data 2018-19
- Scholastic Math Inventory & Reading Inventory 2018-19
- Employability Scores

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

- In examining the above list of data we broke data into Female, Male, Bi-nary, Race, TAG, Special Education, and Economically disadvantaged.

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

- Reflection of individual student goals and updates as necessary (ie - Work sample data & SMI, SRI data)

What needs did our data review elevate?

- Need for more instructional time
- High leverage teaching practices for more engaged classrooms
- Guidance for students for post-secondary outcomes
- Strategies for addressing chronic absenteeism

How were stakeholders involved in the needs assessment process?

- Student Survey gave Spring 2019
- Parent survey gave Fall 2019
- Staff survey gave 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.

- AVID school wide Strategies (ie WICOR) - Provide Professional Development so all teachers will utilize high leverage teaching strategies (AVID Strategies) in every lesson.
- Writing - All students will meet essential skills via SBAC ELA or through work samples (writing work samples at least 2 times a year).
- Math - All students will meet essential skills via SBAC Math or through work samples (math work samples at least 2 times a year).

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: <i>All students will meet their annual growth targets in math.</i> Metrics are outlined for the year(s) to come.			
Goal 1	We will improve instruction by incorporating high leverage teaching strategies (AVID Strategies, specifically Writing, Inquiry, Collaboration, Organization, Reading - WICOR) to every lesson.		
Metrics	2020	2021	2022
	AVID Trained teachers at HS 90%	AVID trained teachers at HS 100%	AVID trained teachers at MS & HS 80%
Goal 2	SHS will raise the mathematics achievement level		
Metrics	2020	2021	2022
	90% of all Juniors will meet SBAC Math or will pass work samples for Essential Skills.	Increase SBAC scores to State average	Increase SBAC Math scores to above the state average.
Goal 3	SHS will raise regular attender rates.		
Metrics	2020	2021	2022
	Will increase regular attender rate 4%	Will increase regular attender rate 4%	Will increase regular attender rate 4%

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
AVID	Train all teachers in high leverage teaching practices & prepare students for post secondary
Regional Attendance Group	Part of a group to discuss successful strategies to reduce chronic absenteeism.

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

District or School Goal this strategy supports	Goal 1: We will improve instruction by incorporating High Leverage teaching strategies (AVID strategies, specifically Writing, Inquiry, Collaboration, Organization, Reading WICOR) to every lesson.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we: Provide rigorous lessons that incorporate WICOR strategies Then: We will deepen student learning and success And: we will decrease chronic absenteeism by 4% and Increase on track to graduate to 98%		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall PD plans and attendance Staff meeting agendas WICOR Trackers in Room Mini observations with WICOR data tracked Data from tried WICOR strategies.	Winter PD plans and attendance Staff meeting agendas WICOR Trackers in Room Formal observations with WICOR data tracked Data from tried WICOR strategies.	Spring WICOR Trackers in Room Data Staff meeting agendas Data from tried WICOR Strategies
	Measures of Evidence for Students ("and" statement)	Fall Student survey data on needs absenteeism data on track data	Winter Absenteeism data On track data	Spring Overall WICOR data from observations/trackers On track to graduate data Absenteeism data
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal & AVID coordinator	1. Staff meeting Trainings - New AVID strategy for the month.		Every 1st Monday of the month
	Principal & AVID Trained facilitators	2. Professional Development during districtwide inservice days with AVID strategies. for all Secondary Teachers		November 8, 2019 & February 14, 2020
	Attendance officer & Secretary	3. Collect absenteeism data to share & F Data		The Friday before Monday staff meetings
	AVID Coordinator	4. Collect WICOR tracker data		Weekly
	Principal	5. Mini Observations & Formal Observations		MIni 10/15/2019 - 12/1/2020 Formal 10/15/19 - 2/1/2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" 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		

District or School Goal this strategy supports	Goal 2: SHS will raise the mathematical achievement level			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If: We provide more opportunities for math work samples and use RTI system. Then: Students will deepen their understanding of math And: We will increase the mathematical achievement level so that 90% of our 11th graders will meet essential skills via SBAC or Work Samples.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Collaboration time to prepare and score work samples. Prepare and give Work Samples	Winter Prepare & Give Work Samples Time to score together	Spring Prepare & Give Work Samples Time to score together
	Measures of Evidence for Students ("and" statement)	Fall Work Samples	Winter Work Samples	Spring Work Samples SBAC Math
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal	1. Give time for math teachers to work together		October 11, 2019
	Math Teachers	2. Give Work Samples during afternoon Inservice days		
	Principal & Math Teachers	3. Time dedicated to score work samples		Nov. 8, 2019 February 14, 2020 April 10, 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" 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		

District or School Goal this strategy supports	Goal 3: SHS will increase regular attender rates by 4%.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we: join regional Community of Practice, curbing chronic absenteeism Then: we will gain strategies to help students and families And: we will decrease chronic absenteeism by 4%		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Attend regional meetings	Winter Attend regional meetings	Spring Attend regional meetings
	Measures of Evidence for Students (“and” statement)	Fall Parent needs assessment Absenteeism data	Winter Absenteeism data	Spring Absenteeism data
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Attendance Officer	1. Attend regional meetings		Oct 3, 2019 Nov 7, 2019 Dec 17, 2019 Feb 13, 2020 March 31, 2020 May 19, 2020
	Attendance Officer & Principal	2. Discussion of strategies & implementation		Oct 4, 2019 Nov. 7, 2019 Dec 18, 2019 Feb 14, 2020 April 1, 2020 May 20, 2020
	Site Council	3. Create and Collect needs assessment		November 7, 2019
	Whole Staff	4. Analyze data		June 2020
		5.		
ORIS Domain Alignment	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 checked="" type="checkbox"/> Inclusive Policy and Practice		