

Oregon School Continuous Improvement Plan Template

School Year	2019-2020
School	Scio Middle 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	We believe our students will enter the world equipped with the skills to succeed in society with strong character and the spirit of a life-long learner. We believe this can be accomplished with fair and consistent support through classroom management, rigorous curriculum, and models of positive behavior.

Comprehensive Needs Assessment Summary

What data did our team examine?

- Work Samples from 2018-2019
- SBAC from 2019
- Attendance for 2018-2019
- SRI and SMI from 2018-2019

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 ELA, writing, and math instruction.
- System in place to support students' social emotional growth
- System in place to reduce student chronic absenteeism

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.		
<p>How were stakeholders involved in the needs assessment process?</p> <ul style="list-style-type: none"> • Staff survey given Fall 2019 • Student survey given Fall 2019 • Parent survey given Fall 2019 <p>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.</p> <ul style="list-style-type: none"> • Reading • Writing • Math • Students' social emotional growth 			
Long Term School Goals & Metrics <small>All or some school goals may match district goals</small>			
Goal 1 (Writing)	<p>Improve student writing abilities so that all 90% of students meet grade level or modified level performance standards on work samples and other local writing assessments.</p> <p>Data Indicator – 6th, 7th, and 8th grade students will complete 3 writing work samples. 6th Grade meets/exceeds rate of 50%; 7th Grade meets/exceeds rate of 60%; 8th Grade meets/exceeds rate of 70%.</p>		
Metrics	By (year)	By (year)	By (year)
	1. Have building-wide expectations for written work and provide cross-curricular writing assignment opportunities.	2. Teach and review essay question response writing with questions that mirror SBAC.	3. Train the staff and students on the scoring guide and provide opportunities to complete and score work samples.
Goal 2 (Reading)	<p>Improve students' reading skills focusing on content area reading tasks, student comprehension, and retention as shown by a passing percentage of 80% for our 6th, 7th, and 8th grade students.</p> <p>Data Indicator – 6th Grade SBAC meets/exceeds 70% with SRI of 925; 7th Grade SBAC meets/exceeds 70% with SRI of 970; 8th Grade SBAC meets/exceeds 70% with SRI 1010.</p>		
Metrics	By (year)	By (year)	By (year)
	1. Monitor student progress in Scholastic Reading Inventory (SRI), SBAC, and OAKS.	2. Train teachers in SIOP, ESOL, and develop a school wide vocabulary initiative.	3. Utilize full range of reading programs and levels of books to meet specific needs of all students.

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.		
Goal 3 (Math)	<p>We will work toward mastery of math concepts in each grade level. This will be reflected by a passing rate of 80% of our 8th grade students.</p> <p>Data Indicators –50% or higher 8th graders in Algebra; 6th grade SBAC meets/exceeds 60%; 7th Grade Oaks meets/exceeds 70%; 8th Grade Oaks meets/exceeds 80%.</p>		
Metrics	By (year)	By (year)	By (year)
	1. Monitor student progress in Scholastic Math Inventory (SMI), SBAC, and OAKS.	2. Identify students who need more math support and supervision in study skills and place them in the math lab study skills class.	3. Continue to work toward proficiency with addition, subtraction, multiplication, and division facts.
Goal 4 (Student Engagement, School Climate, and Personal Skill Development)	<p>We will improve the parent teacher conference attendance by parents and increase participation in choice based academics.</p> <p>Data Indicators –Student Participation in Choice based activities; No missing assignments in Study Skills; Parent participation in conferences</p>		
Metrics	By (year)	By (year)	By (year)
	1. Create on-line school calendar list.	2. Email and send home flyers with updates for various events and activities.	3. Use redesigned website to communicate with parents.
Goal 5 (Regular Attenders)	<p>We will improve and increase the percentage of students that are not chronically absent.</p> <p>Data Indicators –Student attendance percentages will increase</p>		
Metrics	By (year)	By (year)	By (year)
	1. Create reward system for classes/school for attending regularly.	2. Send letter home explaining the importance of regular attendance.	3. Incentivize individual attendance.

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	Systems to improve attendance and student performance
AVID	Systems to improve student performance

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

District or School Goal this strategy supports	Goal 1: Improve student writing abilities so that all 90% of students meet grade level or modified level performance standards on work samples and other local writing assessments.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we have building-wide expectations for written work and provide cross-curricular writing assignment opportunities Then we can increase the number of students that meet writing work sample requirements And move toward improving our SBAC scores.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Documentation of professional development provided to classroom teachers	Winter Documentation of professional development provided to classroom teachers	Spring Documentation of professional development provided to classroom teachers
	Measures of Evidence for Students (“and” statement)	Fall Writing work samples	Winter Writing work samples	Spring Writing work samples and SBAC
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers	1. Have building-wide expectations for written work and provide cross-curricular writing assignment opportunities.		November 2019
	Teachers	2. Teach and review essay question response writing with questions that mirror SBAC.		June 2020
	Teachers/Principal	3. Train the staff and students on the scoring guide and provide opportunities to complete and score work samples.		November 2019
ORIS Domain Alignment	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		

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	Goal 2: Improve students' reading skills focusing on content area reading tasks, student comprehension, and retention as shown by a passing percentage of 80% for our 6 th , 7 th , and 8 th grade students.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we monitor student progress in Scholastic Reading Inventory (SRI), SBAC, and OAKS Then we can improve the students' reading skills And move toward improving our SBAC scores.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Documentation of professional development provided to classroom teachers	Winter Documentation of professional development provided to classroom teachers	Spring Documentation of professional development provided to classroom teachers
	Measures of Evidence for Students ("and" statement)	Fall Reading instruction and SRI	Winter Reading instruction and SRI	Spring Reading instruction, SRI, and SBAC
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers/Principal	1. Monitor student progress in Scholastic Reading Inventory (SRI), SBAC, and OAKS.		November 2019
	Principal	2. Train teachers in SIOP, ESOL, and develop a school wide vocabulary initiative.		June 2020
	Teachers	3. Utilize full range of reading programs and levels of books to meet specific needs of all students.		June 2020
ORIS Domain Alignment	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		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal 3: We will work toward mastery of math concepts in each grade level. This will be reflected by a passing rate of 80% of our 8 th grade students.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we monitor student progress in Scholastic Math Inventory (SMI), SBAC, and OAKS Then we can improve the students' math skills And move toward improving our SBAC scores.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Documentation of professional development provided to classroom teachers	Winter Documentation of professional development provided to classroom teachers	Spring Documentation of professional development provided to classroom teachers
	Measures of Evidence for Students ("and" statement)	Fall Math instruction and SMI	Winter Math instruction and SMI	Spring Math instruction, SMI, and SBAC
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers/Principal	1. Monitor student progress in Scholastic Math Inventory (SMI), SBAC, and OAKS.		Quarterly
	Teachers/Principal	2. Send letter home explaining the importance of regular attendance.		Yearly in the Fall
	Teachers	3. Continue to work toward proficiency with addition, subtraction, multiplication, and division facts.		June 2020
ORIS Domain Alignment	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		

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

District or School Goal this strategy supports	Goal 4: We will improve the parent teacher conference attendance by parents and increase participation in choice based academics.			
What are we going to do?	Strategy # 4.1 Written as a Theory of Action and reflects evidence-based practices	If we use redesigned website to communicate with parents and email and send home flyers with updates for various events and activities. Then our student participation will increase And our parent participation will increase.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Track parent attendance at Fall conferences	Winter	Spring Track parent attendance in Spring conferences
	Measures of Evidence for Students ("and" statement)	Fall Track student participation in activities	Winter Track student participation in activities	Spring track student participation in activities
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal	1. Create on-line school calendar list.		Weekly
	Main Office	2. Email and send home flyers with updates for various events and activities.		June 2020
	Teachers	3. Use redesigned website to communicate with parents.		Weekly
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 type="checkbox"/> Inclusive Policy and Practice			

District or School Goal this strategy supports	Goal 5: We will improve and increase the percentage of students that are not chronically absent.			
What are we going to do?	Strategy # 5.1 Written as a Theory of Action and reflects evidence-based practices	If we create reward system for classes/school for attending regularly Then our students will attend school more often And our attendance rate will improve.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Implementation of school-wide reward system	Winter Implementation of school-wide reward system	Spring Implementation of school-wide reward system
	Measures of Evidence for Students ("and" statement)	Fall Monitor student attendance percentages	Winter Monitor student attendance percentages	Spring Monitor student attendance percentages
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal	1. Create reward system for classes/school for attending regularly.		Monthly
	Main Office	2. Send letter home explaining the importance of regular attendance.		Bi-annually
	Principal	3. Incentivize individual attendance.		Monthly
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 type="checkbox"/> Inclusive Policy and Practice		