

# Oregon School Continuous Improvement Plan Template

School Year	2023-2024
School	Hillside Elementary School

## School Direction Section

Vision	Hillside Elementary provides meaningful instruction with high expectations by incorporating innovative thinking and technology to actively engage all students. The success of our students is supported by effective leadership and highly qualified educators in partnership with families and our school community to provide each child the skills for college, career, and life.
Mission	The Hillside Team ensures the success of every student through intentional instruction every day in class.

### Comprehensive Needs Assessment Summary

What data did our team examine? ORIS, OSAS Historical data, STAR historical data, discipline summary, Panorama Survey data.

How did the team examine the different needs of all learner groups? Demographic data was considered when reviewing historical data. Variance according to grade level and demographics were considered.

How were inequities in student outcomes examined and brought forward in planning? There was a noticeable increase in negative referral data for male students. Some of this variance can be attributed to a few “high flyers”.

What needs did our data review elevate? The data revealed lower than state average performance in academic areas. It also revealed a need to better support self-regulation especially in the area of physical aggression. ORIS revealed a strong need to increase stakeholder engagement as well as provide ongoing professional development in target areas.

How were stakeholders involved in the needs assessment process? Representatives from every grade level along with a classified employee took the needs survey after reviewing the most recent data. The ORIS Needs Assessment domain averages were scored using the ORIS Systems Health Score Summary Sheet for Tracking Trends. The team decided on which indicators to address for our goals.

Which needs will become priority improvement areas?

Improve stakeholder engagement and partnerships;

Improve inclusive practice by removing barriers using intentional instruction of SEL curriculum and aligning behavior support systems and individual discipline practices;

Improve student performance so that all students meet growth targets.

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.

### 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.

Vision	Hillside Elementary provides meaningful instruction with high expectations by incorporating innovative thinking and technology to actively engage all students. The success of our students is supported by effective leadership and highly qualified educators in partnership with families and our school community to provide each child the skills for college, career, and life.		
Goal 1	<p>Improve student achievement by proactively supporting collaboration, implementation, and calibration of <i>ELA and Math core curriculum, instruction, and assessment K-5.</i></p> <p>Students will meet growth targets as evidenced in the iReadyDiagnostic Growth report</p>		
Metrics	By 2022/2023	By 2023/2024	By 2024/2025
	Student Growth Percentages 22/23:STAR Reading 66% STAR Early Lit. 84% STAR Math 76%	23/24:80% of students will meet Annual Typical Growth in in Reading and math according to iReady Diagnostic Growth Measures	24/25: 85% of students will meet Annual Typical Growth in in Reading and math according to iReady Diagnostic Growth Measures
Goal 2	Enlist family and community involvement in fulfilling the vision of HES.		
Metrics	By 2022/2023	By 2023/2024	By 2024/2025
	50% of families attend at least one event.	60% of families attend at least one event.	70% of families attend at least one event.
Goal 3	School level systems, and educators operate in concert to support the healthy development of self-regulation skills for all students.		
Metrics	By 2022/2023	By 2023/2024	By 2024/2025
	Reduce referrals by 25%	<p>85% of students in the green zone meets MTSS expectations</p> <p>80% students who participate in Tier 2 interventions exhibit positive outcomes do not progress to the Red Zone</p>	<p>90% of students in the green zone meets MTSS expectations</p> <p>90 % Students who participate in Tier 2 interventions exhibit positive outcomes do not progress to the Red Zone</p>

### 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>AVID</b>	EPSD9 teachers will intentionally plan and implement WICOR strategies into every lesson, every day as measured by lesson plans and walkthrough data.	
<b>Professional Learning Communities</b>	It will align standards, instructional strategies and assessment to improve student engagement and achievement.	
<b>Standards</b>	Students acquire the knowledge and skills required	

Initiative/Program	How this initiative/program supports the school to meet goals	
<b>Based Teaching, Learning, Grading and Assessment</b>	to meet grade level standards. Plan ensures equity, college and career ready, employability skills/student success standards.	
<b>Professional Development Days</b>	<b>iReady Curriculum and assessment training and team calibration in February 2024.</b>	

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

<i>District or School Goal this strategy supports</i>	Improve student achievement by proactively supporting collaboration, implementation, and calibration of <i>ELA and Math core curriculum, instruction, and assessment K-5.</i>			
	Students will meet growth targets as evidenced in the iReadyDiagnostic Growth report			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	<b>If</b> we participate in ongoing professional development focused on implementation of core curriculum and district assessment measures, <b>Then</b> educator collective agency will improve <b>And</b> students will meet their <u>growth targets</u> .		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall % staff attendance at monthly iReady training.  100% & 20% data team meeting minutes.	Winter %staff attendance at District PD training.  Annual Typical Growth 65% of students at 50% Typical Growth	Spring %staff attendance at District PD training.  Annual Typical Growth 80% at 100% Typical Growth
	Measures of Evidence for Students (“and” statement)	Fall STAR 360 Benchmark	Winter iReady Benchmark	Spring iReadyBenchmark
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	District	1. District professional developments		6 x per year
	Instructional staff	2. PLC work		Weekly
	Instructional Coach	100% and 20% meetings		3X per year

<b>District or School Goal this strategy supports</b>	Improve student achievement by proactively supporting collaboration, implementation, and calibration of <i>ELA and Math core curriculum, instruction, and assessment K-5.</i>	
	Students will meet growth targets as evidenced in the iReadyDiagnostic Growth report	
<b>ORIS Domain Alignment</b>	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

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<b>District or School Goal this strategy supports</b>	Goal 2: <b>Enlist family and community involvement in fulfilling the vision of HES.</b>			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	<p><b>If</b> we commit to family outreach and provide multiple community activities that are inclusive of foundational support for academic readiness necessary for college and careers,</p> <p><b>Then</b> we will have greater community participation in events</p> <p><b>And</b> student and family engagement and involvement in the promotion of student college and career readiness will increase.</p>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements)	Fall Staff participation in Math Night	Winter Staff participation in Reading Night	Spring Staff participation in Spring Family event
	Measures of Evidence for Students (“and” statement)	Fall Student/family sign-in (attendance).	Winter Student/family sign-in (attendance).	Spring Student/family sign-in (attendance).
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	HES Staff	1. Back to School Night		Sept. 2023
	HES Staff	2. Math Night		October 2023
	HES Staff	3. Reading Night		Spring 2024
	PTO/HES	4. HES Carnival		May 2023
		5. Kinder Ready!		May 2024

<i>District or School Goal this strategy supports</i>	Goal 2: <b>Enlist family and community involvement in fulfilling the vision of HES.</b>	
<i>ORIS Domain Alignment</i>	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

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

<i>District or School Goal this strategy supports</i>	Goal 3: <b>School level systems, and educators operate in concert to support the healthy development of self-regulation skills for all students.</b>			
<i>What are we going to do?</i>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	22/23 <b>If</b> we provide ongoing calibration of school-wide behavior expectations, and <b>Then</b> all staff will have a shared understanding of school norms to teach and reinforce <b>And</b> students will have the self-regulation skills needed to succeed in their career and academic pursuits.  23/34 <b>If</b> we provide a robust Tier 2 and Tier 3 Behavior support system, <b>Then</b> all staff will have a shared understanding of school norms to teach and systematically reinforce <b>And</b> students will have the self-regulation skills needed to succeed in their career and academic pursuits.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall % staff attendance at monthly calibration meetings.  Monitor % referral override/approval to gather baseline	Winter Tier 2 & 3 Supports developed in writing, Monthly MTSS reports  SMT members trained in Tier 2 supports	Spring Tier 2 & 3 Supports Formalized in writing, and plan shared with all staff.  Monthly MTSS reports  SMT members implement Tier 2 supports with fidelity and track implementation data.
	Measures of Evidence for Students (“and” statement)	Fall Reduce referrals by 10%	Collect Baseline Identify the % of students in all zones that meet MTSS expectations: Est. 80-90%.	85% of students in all zones meet MTSS expectations  7% Students who participate in Tier 2 interventions exhibit

<b>District or School Goal this strategy supports</b>	<b>Goal 3: School level systems, and educators operate in concert to support the healthy development of self-regulation skills for all students.</b>		
			Identify the % Students who participate in Tier 2 interventions exhibit positive outcomes do not progress to the Red Zone: Est 3-5%
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Disciplinarian/ PBIS Team, Principal	1. Formalize Tier 2/ 3 supports and ensure SMT is fully trained in the Supports	Monthly
	All Teachers	2. Teachers will teach weekly Purposeful People Lessons (SEL Curriculum)	Weekly
	All Teachers	3. Teachers will utilize the BAT process to enlist Tier 2/ 3 intervention support	Every 6 weeks
	PBIS Team	4. PBIS team will monitor and/or analyze referral rates monthly and report to staff monthly	Monthly
	Office/Support Staff	5. Quarterly attendance rewards for students who have 95% or more attendance rates	Quarterly
	Jen Durham	6. BOY and EOY family Survey	Two times a year
	PBIS Team	7. Husky Store	Weekly
<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="" 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 3.1, 3.2, 3.3 etc.)