Oregon School Continuous Improvement Plan Template

School Year	2022-23
School	Elmira High School

School Direction Section

Vision	
Mission	

Comprehensive Needs Assessment Summary

What data did our team examine?
Statewide Report Cards
ORIS Needs Assessment
Staff Surveys
SBAC Data
Attendance Data from eSchool

How did the team examine the different needs of all learner groups? We looked primarily at 9th grade on-track rates, graduation rates, and attendance data and disaggregated that data based on various sub groups including ethnicity, SES, and SPED.

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

What needs did our data review elevate?
1. We need to continue to place a greater emphasis on support for 9th grade students to maintain high 9th grade on-track rates.
2. Improve our regular attender rate, especially for low SES students.
3. Maintain high graduation rates.

How were stakeholders involved in the needs assessment process? Our school leadership team was given access to the data and were part of the review process. The leadership team completed the ORIS Needs Assessment. Our leadership team includes teachers, administrators and support staff.

Which needs will become priority improvement areas? Increasing 9th grade on track rate, improving our regular attender rate, maintain high graduation rates..

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	Increase the number of 9th grade students on track to 90% by 2025		
Metrics State Report Card Data	By 2022-23	By 2023-24	By 2024-25
	82% of 9th grade students on track to graduate	86% of 9th grade students on track to graduate	90% of 9th grade students on track to graduate
Goal 2	Decrease our rate of chronic absenteeism from 46% to 34% by 2025.		
Metrics	By 2022-23	By 2023-24	By 2024-25
	Decrease chronic absenteeism to 42 %	Decrease chronic absenteeism to 38 %	Decrease chronic absenteeism to 34 %

Vision	
Goal 3	Maintain graduation rates at or above 90% for the next three years

Metrics	By 2022-23	By 2023-24	By 2024-25
	Maintain graduation rates at or above 90% for the next three years	Maintain graduation rates at or above 90% for the next three years	Maintain graduation rates at or above 90% for the next three years

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
Sources of Strength	**Relationship Building**
Future Success Classes	**Skill building related to success in high school**
ORSN PLC Training	**Staff training on PLC work to impact positive student achievement**

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

District or School Goal this strategy supports	Goal 1: Increase the number of 9th grade students on track to 90% by 2025			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we reinvest in our future success classes and 9th grade committee work Then we will provide students with skills and strategies to help them be better prepared for the transition and challenges of high school. And we will have more students passing at the end of their 9th grade year.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Future Success classes begin using curriculum mirroring AVID practices and strategies. A particular focus at the beginning of the class was to provide additional support to students identified as struggling in Middle School.	Winter Student progress is monitored with a particular focus on F grades for all classes. Teachers begin to indentify students who need additional support and also those that may be ready to transition out of the class second semester.	Spring Future success classes continue for the students identified as needing support for the entire school year
	Measures of Evidence for Students ("and" statement)	Fall All 9th grade students are placed in Future Success class regardless of success or failure in Middle School	Winter 1st quarter progress reports are used to create an F list with an eye towards reducing the total number of F's from	Spring At-risk students continue to take Future Success to continue to help them with confidence and skill development. Students not passing 1 or 2 classes at the semester will be

District or School Goal this strategy supports	Goal 1: Increase the number of 9th grade students on track to 90% by 2025			
			Quarter 1 to Quarter 2 by 25%.	able to pass all second semester classes and be on-track at the end of the school year.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Building Principal	1. Ensure that Future Success Continues to be offered in the master schedule		Fall of 2022
	9th grade committee	2. Work with Future Success teachers to ensure common expectations across all 9th grade classes to ensure consistency of expectations		Ongoing/continual
	Future Success Teachers	3. Identify specific students in need of support to quickly intervene if they get behind in their classes		Fall of 2022
	Future Success Teachers	4. Identify students who are prepared to transition out of Future Success at the semester		Winter of 2023
	Future Success Teachers	5. Provide support for specific students continuing Future Success for the 2nd semester, identify specific needs to help them reach on-track to graduate by the spring.		Winter/Spring of 2023
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ 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 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal 2: Decrease our rate of chronic absenteeism from 46% to 34% by 2025.
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we increase our efforts to communicate absences to students and parents Then more students should be regular attenders And or absentee rates should decrease

District or School Goal this strategy supports	Goal 2: Decrease our rate of chronic absenteeism from 46% to 34% by 2025.			
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall Reimplement regular daily check-in with all students who were absent the previous day with no note or phone call from a parent	Winter Nudge letter home and 1 on 1 conferences with our most chronically absent students	Spring 2nd nudge letter home, continued daily check in and phone calls home to most chronically absent students
	Measures of Evidence for Students ("and" statement)	Fall Increased awareness around absences should positively impact absentee rates.	Winter Increased awareness around absences should positively impact absentee rates.	Spring Increased awareness around absences should positively impact absentee rates.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Asst Principal/IA	1. Daily check-in with absent students from the day before with no note or parent phone call		Continuing
	Principal/Counselor	2. Conference with most chronically absent students		Winter 2023
	Asst Principal	3. Nudge Letters Home		Winter/Spring 2023
	Asst Principal/Principal	4. Phone calls home		Spring 2023
		5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_____ 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 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal 3: Maintain graduation rates at or above 90% for the next three years.		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we implement strategies early for struggling students in grades 10-12 Then we will identify students in jeopardy of not graduating on time And help more students achieve on time graduation	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Counselors meet with all 12th grade students not on track to devise a graduation plan. Letters go home to all students in grades 10-12 who are not currently on track to graduate	Winter Follow up meetings with 12th grade students and their parents to review graduation plan. Graduation team at the high school reviews 1st semester progress for grade 10 and 11 students to assess what additional steps need to be taken to get them back on track.	Spring 12th grade progress is reviewed. Additional interventions are recommended. 10th and 11th grade students have preliminary graduation plans created for review in the fall
	Measures of Evidence for Students ("and" statement)	Fall 12th grade students identify specific plan for graduation and begin final implementation of that plan.	Winter 10th and 11th grade students work to regain on track status. 12th grade students make adjustments to their plan where necessary	Spring 12th grade students successfully graduate on time. 10th and 11th grade students still not on-track begin to plan for additional interventions
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Counselors	1. Meet with 12th grade and their parents	Fall of 2022
	Graduation Team	2. Meet monthly to review students and devise graduation plans	Ongoing
	Principal	3. Meet with at risk seniors	Winter 2022
	Counselors	4. Final meeting with seniors and parents to determine odds of graduation	Early Spring 2022
		5.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ 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):

9th grade, attendance and graduation committees meet on a monthly basis to look at data and monitor progress of specific students. In addition we will use the begin of each meeting to review our progress on each goal that pertains to each specific committee. If the data is indicating that we are not making progress we will discuss revised strategies to help us get closer to our goals.

Routine Example:

The chart below does not need to be completed prior to installation of school self-monitoring routines. It is placed here as a preview for 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?

	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?
Performance Updates			**SAMPLE School Self-Monitoring Routine Template**			