

Oregon School Continuous Improvement Plan

School Year	2024-25
School	Hawthorne Elementary School

School Direction Section

Vision	We provide a safe and caring learning community where individuals have the opportunity to discover the knowledge and skills necessary to reach their full potential in a changing world.
Mission	The Hawthorne Family strives to create an environment where there is success for every student everyday. MOTTO: "The Hawthorne Family - All means ALL"

Comprehensive Needs Assessment Summary

What data did our team examine?

1. ORIS Framework: School Level Systems Health Needs Assessment
2. Observational data of team members
3. Dibels Benchmark data
4. Staff Survey (Problem of Practice May, 2022)

How did the team examine the different needs of all learner groups? We looked at Dibels data for reading and math by grade level. The team also examined attendance data.

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

All students are monitored and strategically targeted for interventions using the RTI and SST process, all inequities were considered.

What needs did our data review elevate?

1. There are gaps in academic and social/emotional skills after Covid-19 pandemic disruptions. A significant portion of our student population did not actively participate in distance learning. This will be a multi-year recovery process.
2. We have had a high turnover of staff, especially classified assistant positions. This is making it difficult to implement interventions as effectively as we had pre-pandemic.
3. Hawthorne was unable to host family involvement activities due to COVID restrictions and this impacted school/teacher-parent relationships. These relationships are key in supporting students and families.

How were stakeholders involved in the needs assessment process?

The Hawthorne Guiding Coalition was involved in the assessment process. The Hawthorne Guiding Coalition includes representation from all stakeholder groups: administration, licensed and classified staff, and parents.

Which needs will become priority improvement areas?

The priority areas from the needs assessment were areas 2.1 and 2.2. We believe that if we focus on staff training and retention that our students' academic and social emotional skills will improve. In the past, we have had success with our RTI program, PLC's, PBIS, and various targeted interventions. However, high staff turnover, especially in the classified positions, has left new employees who do not know how to implement the programs. By improving staff development, training, and retention, our intervention programs should be more successful again.

Goal 1	All students will meet their annual growth targets in reading as assessed by iReady. iReady creates a targeted growth goal for each student based on each student's ability level as demonstrated on an assessment in the fall of each school year.		
Metrics	By 2025	By 2026	By 2027
	80% by 2022-23	85% by 2023-24	90% by 2024-25
Goal 2	Provide initial and ongoing training to both classified and licensed staff: measured by percentage of targeted staff who attend training opportunities. (ie. staff who work in the areas or with the programs that are the subject of the training.)		
Metrics	By 2025	By 2026	By 2027
	80% of staff attend at least 5 training opportunities during the 2024-25 school year	85% of staff attend at least 5 training opportunities during the 2025-26 school year	90% of staff attend at least 5 training opportunities during the 2026-27 school year
Goal 3	All students will attend school regularly (attendance over 90%).		
Metrics	By 2025	By 2026	By 2027
	80% by 2024-25	85% by 2025-26	90% by 2026-27

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 - School-wide Incentive Program	The PBIS System creates norms for student behavior. Students who demonstrate responsible behavior earn incentives and this reinforces students striving to meet expected behavior.
PBIS - Attendance Focus	Classes at Hawthorne can earn incentives if they reach their classroom attendance goals for 12 days. The goal is to have 90% of the class present when attendance is taken in the morning. This encourages students to arrive at school on time so that they do not miss essential ELA and Math instruction.
Title 1 - School-wide in cooperation with RTI and SST	Hawthorne has a school wide Title 1 program. Using RTI and SST, grade level teams meet with the school counselor, administrator, Title 1 teacher and special education teacher to review data and determine what support and intervention groups are needed for individual students.
Hawthorne Attendance Team	Hawthorne has formed an attendance team. This team strives to meet weekly to review attendance data to determine which families may need supports or interventions.
Collaboration with Student Success Family Support Liaison from LBL ESD	Hawthorne is working with a Family Support Liaison who reaches out to offer a variety of support to families whose students are not attending school regularly. The Hawthorne Attendance Team meets with the Family Support Liaison to review data, decide which families to reach out to and brainstorm supports to offer.
Department of Teaching and Learning -	The Department of Teaching and Learning will create a year long calendar of training opportunities for both classified and certified staff. The training opportunities will focus on: teaching foundational reading skills, behavior supports and interventions, trauma informed instruction, building strong partnerships in the classroom just to name a few. The training opportunities will be led by experts that we have in the district along with outside professionals.

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

District or School Goal this strategy supports	Goal 1: All students will meet their annual growth targets in reading as assessed by iReady. iReady creates a targeted growth goal for each student based on their performance on an iReady assessment taken in the fall of each school year. For the 2021-2022 school year 57% of the students at Hawthorne were at or above Benchmark in reading according to our spring DIBELS data and approximately 38% of 3rd-6th graders passed the ELA section of the OSAS assessment in the spring.			
What are we going to do?	Strategy #1.1 Written as a Theory of Action and reflects evidence-based practices	If we build intervention times for each grade level into our schedule as supported by school-wide DIBELS and iReady data then we will be able to provide instruction at each student's individual level through targeted interventions and supports.		
How will we know the plan is working?	Measures of Evidence for Adult Actions ("then" statements")	Fall If we administer DIBELS assessments and the iReady diagnostic assessment in the first month of school then we will be able to group students accordingly.	Winter Reassess and adjust intervention groups as needed	Spring Reassess and use the data to create balanced classrooms for the following year
	Measure of Evidence for Students ("and" statements)	Fall and students will show significant growth in essential reading skills dependent on the focus of their grade level and targeted intervention group	Winter and students will show significant growth in essential reading skills dependent on the focus of their grade level and targeted intervention group	Spring and students will show significant growth in essential reading skills dependent on the focus of their grade level and targeted intervention group
How will we get the work done?	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Admin, Title 1 Teacher	1. Strategically plan intervention times to maximize services.		August
	Classroom Teachers	2. Assess using iReady		September
	Title 1 Team	3. Assess using DIBELS		September

	Admin, Title 1 Teacher, Special Education Teacher, Grade Level Teams	4. Meet with all grade level teams after assessments to create interventions.	September
	Title 1 Teacher, Special Education Teacher, Grade Level Teams	5. Progress monitor monthly and adjust intervention groups as needed.	monthly throughout the school year
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 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 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal 2: Provide initial and ongoing training to both classified and licensed staff.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we provide our staff with training in school and district policies and initiatives as well as specific programs that they will be using then they will be more confident and effective with these programs and students will have more success.		
How will we know the plan is working?	Measures of Evidence for Adult Actions ("then" statements")	Fall n/a	Winter review percentage of staff attending trainings; review feedback surveys	Spring review percentage of staff attending trainings; review feedback surveys
	Measures of Evidence for Students ("and" statement)	Fall n/a	Winter Review Dibels/iReady data for student growth	Spring Review Dibels/iReady data for student growth
How will we get the work done?	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Student Services Dept.	1. CPI training for applicable staff		August & as needed
	Teaching & Learning Dept. & Title 1 teacher	2. PD calendars created for classified and certified staff		August

	Student Services Dept.	3. PALS and behavior trainings (i.e. QPR, trauma informed care, Mental Health 1st Aid, Collaborative Problem Solving, etc.)	monthly or bimonthly opportunities
	Guiding Coalition	4. Survey staff for training needs	August, January & May
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 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: All students will attend school regularly (attendance of 90% or better). In the 2021-2022 school year approximately 70% of the students at Hawthorne had attendance of 90% or better.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we create a learning community that values and supports students in attending school regularly then the percentage of Hawthorne's students who attend regularly will increase.		
How will we know the plan is working?	Measures of Evidence for Adult Actions ("then" statements")	Fall If we create a school-wide incentive system and put supports in place then we will encourage students to attend school regularly.	Winter If we create a school-wide incentive system and put supports in place then we will encourage students to attend school regularly.	Spring If we create a school-wide incentive system and put supports in place then we will encourage students to attend school regularly.
	Measures of Evidence for Students ("and" statement)	Fall and students' attendance will improve.	Winter and students' attendance will improve.	Spring and students' attendance will improve.
How will we get the work done?	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Classroom Teachers, PTC and Admin, PBIS Team	1. Facilitate providing incentives as classes meet their attendance goals.		on going
	Hawthorne Attendance Team	2. Meet to review attendance data		weekly
	Admin, Attendance Team, Family Support Liaison	3. Meet to determine which families the Family Support Liaison is going to reach out to		monthly
	Classroom teachers	4. Talk to students and their families about the importance of regular attendance.		Open House, Fall Conferences
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" 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.)

School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly plan-review/monitoring routines (see example below):

Goal 1: Grade level teams will meet with Admin and the Title 1 teacher to review iReady and DIBELS Data in the Fall, Winter and Spring. Grade levels teams will also use the data at RTI meetings to ensure we are providing appropriate targeted interventions and extensions for individual students to maximize their growth opportunities in reading.

Goal 2: The Guiding Coalition will review the plan and our action steps on a regular basis. They will review feedback (survey) data and participation from trainings at each meeting. The Guiding Coalition will also monitor completion of action items and other survey data. This will be a standing agenda item.

Goal 3: The Hawthorne Attendance team will meet weekly to review data and plan. This team will collaborate with the Family Support Liaison monthly to determine which families to reach out to with the offer of additional support. Attendance will also be reviewed at RTI meetings with grade level teams.