Creswell High School Continuous Improvement Plan

School Year	2023-2024, 2024-25
School	Creswell High School

School Direction Section

District Vision:	One Team, One Dream
School Mission	"We at Creswell High School empower students to achieve success in college, career, and life."

Comprehensive Needs Assessment Summary

What data did our team examine?
- State Report Cards 2017-18 to current
  - 2017-18 to current Graduation Data
  - 2017-18 to current Freshman on Track Data
- Quarterly Report Card Data
- Weekly Grade Checks
- Content Team Developed Assessment Review at 4, 8/9, 13, & 18 Weeks
- Attendance Data
- Student Investment Account Planning
- High School Success Planning

How did the team examine the different needs of all learner groups?
- The team reviewed data for all student learners with attention to historically marginalized and underserved populations.

How were inequities in student outcomes examined and brought forward in planning?
- Review of student concerns during Grade Level Team Meeting
- Reviewing course scope and sequence
- Creating and evaluating common formative assessments
- Review of course enrollment by student group

What needs did our data review elevate?
- Expand tracking system for 10th and 11th grade students for "Freshman" On Track supports
- There is a negative correlation between academic success and students with 85% attendance or lower
  - Online instructional strategies have made it easier for students who have to miss school to stay on top of their assignments and course work (google classroom, online texts, etc.)
- How do we help students develop a sense of responsibility and proactive practices for success
- How are teachers supported with online instruction as the school works to support students

How were stakeholders involved in the needs assessment process?
- Stakeholders included parent groups, students, teachers, educational assistants, administration. Each group was represented as part of a focus group to analyze data and complete a needs assessment.

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.
- Increase graduation rates
- Increase student on track performance (Freshman on Track).

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Long Term School Goals & Metrics
All or some school goals may match district goals

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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	Math Goal- Concepts and Procedure (Target M, N, P) (as measured by state test data 2022-23 School Year) Target M, N, P- 4% of students who participated in the state test demonstrated proficiency		
Metrics	By (year)	By (year)	By (year)
	2023-24 School Year Student proficiency will grow by 5% from 4% proficient (22-23) to 9% proficient (23-24)	2024-25 Student proficiency will grow by 5% from 9% proficient (23-24) to 14% proficient (24-25)	2025-26 Student proficiency will grow by 5% from 14% proficient (24-25) to 19% proficient (25-26)
Goal 2	Increase Freshman on Track rates as measured by ODE Increase credit on track rates for all grade level cohorts.		
Metrics	By (year)	By (year)	By (year)
	2023-24 9th Grade- Q1- 93% (based on 98 student count) 10th Grade- Q1- 91% 11th Grade- Q1- 96% 12th Grade- Q1- 97.8%	2024-25 9th Grade- Q1- 90% 10th Grade- Q1- 95% 11th Grade- Q1- 93% 12th Grade- Q1- 98%	2025-26 9th Grade- Q1- 90% 10th Grade- Q1- 92% 11th Grade- Q1- 97% 12th Grade- Q1- 95%

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
Data Review and Implementation	Provide student data on academic levels in Reading and Math. Intervention programs will support student growth in all classes, increasing passing rate and ultimately graduation rate.
Support Best Practice Instructional Strategies	SIOP professional development led by SIOP trained staff. Building level professional development to increase learning vs. performance instructional practices. Administrative led professional development on designing mastery objectives to lead instruction and student learning.
Chronic Absenteeism	Develop strategies to increase attendance. Provide support to those struggling with regular attendance (goal of 92% or better) and rewards to those who meet the 92% threshold or who show progress.
High School Success/M98	Build structure and support around Freshman on Track, Dual credit, Career and Technical Ed. Pathways, and attendance.
Intervention Classes/Advisory Period	Increase academic support for students who are not performing at grade level or who need additional academic support in current course work.
Wednesday Student Support	Increase student academic support outside of the school day.
School Improvement Account (SIA)	Increase student support towards meeting graduation requirements, transcript review, CRLE's, senior projects, transition planning, etc.
Freshman Support Personnel	Provide support to freshman who are struggling academically, with attendance, social/emotional check-in, etc. with time dedicated to an educational assistants schedule.
Credit Recovery	Provide credit recovery support with online classes
Summer School	Provide credit recovery support during summer school or summer months.

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

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Oregon Department of Education – May 10, 2019

District or School Goal this strategy supports	**Goal 1:** Math Goal- Concepts and Procedure (Target M, N, P) (as measured by state test data 2022-23 School Year) Target M, N, P- 4% of students who participated in the state test demonstrated proficiency		
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we increase CHS staff data driven instruction based on a scope and sequence aligned to Oregon State Standards for mathematics, then students will have access to high quality instruction based on meaningful data and student academic achievement in the areas of Concepts and Procedures (Target M, N, P) will improve.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Early Term- Set PLC schedule to review data based on Scope and Sequence Planned data review will support student learning with a 4, 8/9, 13 and 18 week formative assessment. Students will demonstrate proficiency on the 4 week formative assessment assessments.	MidTerm (8/9 Weeks)- Continue PLC Data review We will be able to identify students who need additional academic support. Students will demonstrate proficiency on the 8/9 week formative assessment and summative assessments. Students will demonstrate proficiency in targeted practice interim state assessment items.	End Term (18 Weeks)- Continue PLC Data review We will be able to identify students who need additional academic support. Students will demonstrate proficiency on the 18 week summative assessments. Students will demonstrate proficiency in targeted practice interim state assessment items.
	Measures of Evidence for Students ("and" statement)	Student achievement data will show gains based on data review of 4 week formative assessment.	Student achievement data will show gains based on data review, 8/9, and 13 week formative/ summative assessment.	Student achievement data will show gains based on data review of 18 week summative assessment.
How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**		**Due Date**
	Student Success Team	1. Data review and student support during WIN and Wednesday Student Support		Sept. 2023, Ongoing
	Wednesday Student Support	2. Run grade reports weekly, meet with students who are not passing, offer support for organization, contact parents, invite to Wednesday Student Support Time		Sept. 2023 Weekly, Ongoing
	Teachers	3 PLC data review. Increase communication with parents when students are struggling academically. Identify students who would benefit from focused instructional support based on data.		Sept. 2023, Ongoing
	Counseling	4. Work with students to address any barriers to success		Sept. 2023, Ongoing
	Site Council	5. Review data, discuss strategies, problem solve		Monthly, Ongoing

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	X___ Leadership ____ Talent Development X___ Stakeholder Engagement and Partnership X___ Well-Rounded, Coordinated Learning X___Inclusive Policy and Practice

District or School Goal this strategy supports	**Goal 2:** Increase Freshman on Track rates as measured by ODE		
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we increase CHS staff driven academic support programs, then students will have access to academic support both inside and outside of the general education class and student academic achievement will increase leading to higher freshmen credit completion, thus increasing the percentage of students on track to graduate.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall- Develop tracking system system. Begin weekly monitoring. Invite students to Wednesday Student Support on early release days. Including weekly phone calls to parents. Teachers will call parents when they are missing 4 or more assignments in any class and/or fall below 70%. Meet with freshmen during advisory period to offer academic and organizational support for grade improvement. Review credit completion quarterly to identify students who need credit recovery support.	Winter- Continue efforts from Fall Use a tracking system to identify students who need additional academic support. Student parent meeting to review credit deficiencies and develop a plan. Freshman will be taught how to review their transcripts during advisory.	Spring- Continue efforts from Fall and Winter Incoming freshman (8th grade student) step up day and parent information event; course forecasting, graduation credit review.
	Measures of Evidence for Students ("and" statement)	Fall- All freshmen who are not passing classes on a weekly basis will be invited to attend	Winter--Continue with Fall Measure of Evidence. Students who did not pass a course will be added to a	Spring--Continue with Fall and Winter Measure of Evidence.

		Wednesday Student Support. All freshmen who are not passing will meet 1:1 with the student intervention support person weekly.	credit recovery replacement course. Students will build capacity for maintaining passing grades.	Students who did not pass a course will be added to a credit recovery replacement course. Summer school enrollment for students who are credit deficient.
How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**		**Due Date**
	Student Success Team	1. Data review and tracking system		Sept. 2023, Ongoing
	Freshman Intervention Support	2. Run grade reports weekly, meet with students who are not passing, offer support for organization, contact parents, invite to Wednesday Student Support Time		Sept. 2023 Weekly, Ongoing
	Teachers	2. Increase communication with parents when students are struggling academically		Sept. 2023, Ongoing
	Counseling	3. Work with students to address any barriers to success		Sept. 2023, Ongoing
	Guidance Counselor	4. Review credit data and course work to ensure all students are aligned with needed credit recovery courses		Quarterly, Ongoing.
	Site Council	5. Review data, discuss strategies, problem solve		Monthly, Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	X___ Leadership ____ Talent Development X___ Stakeholder Engagement and Partnership X___ Well-Rounded, Coordinated Learning X___Inclusive Policy and Practice		

School Plan
Self-Monitoring Routines

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

Twice monthly attendance meetings (counseling, administrator and attendance secretary)
Monthly grade level team meetings
Monthly Site Council meetings
SIA accountability reviews
HSS accountability reviews
Parent/Teacher Conferences
Weekly grade review and phone calls to parents for Wednesday Student Support Time

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						