Oregon School Continuous Improvement Plan Template

School Year	2022-2023
School	Elmira Elementary School, Fern Ridge School District

School Direction Section

Vision	Provide excellence for every student so that each will reach their greatest potential. (district)
Mission	The mission of the Fern Ridge School District is to graduate students prepared to continue their education, train for a profession/field, or enter the workforce. We will build: • **Relationships** – A supportive and safe school environment that values diversity, and in which all students and adults feel welcomed and respected. • **Rigor** – Maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that builds critical thinking skills. • **Relevance** – Helping students connect and apply their education to the world of today and tomorrow.

Comprehensive Needs Assessment Summary

What data did our team examine?

- Oregon Integrated Systems Framework (ORIS) School Level Systems Health Needs Assessment
- School-wide easyCBM data for both Reading and Mathematics – 2021-2022
- OSAS (state assessment) data for all grades (3-5) in ELA and Math, as well as 5th grade Science – 2021-2022
- SWIS data (multiple reports) for 2021-2022, as well as 2019-2020, 2018-2019, and 2017-2018

How did the team examine the different needs of all learner groups?
The team looked for patterns and questions, and discussed data that stood out as different. Where possible, we looked for differences in historically underserved groups. Discussions occurred throughout the engagement process, with the focus being on gaps in achievement that were present in our data, trends, and overall achievement.

How were inequities in student outcomes examined and brought forward in planning?
As mentioned above, we reviewed data groupings intentionally looking for possible discrepancies among various subgroups. We discussed the impacts of COVID (distance learning, school closure, cohorting, safety protocols, etc.) had on student academic achievement and behavior data, as well as on instruction, processes, training, and supports.

What needs did our data review elevate?
The review of our data showed overall needs for improvement in mathematics (particularly in 5th grade), ELA assessment, and behavior referrals. Science achievement was also an area of concern.

How were stakeholders involved in the needs-assessment process?
The ORIS framework was completed with the Elmira Elementary ESSA team, which comprised of classified staff, certified staff, and parents. A further planning meeting was scheduled and open to any members of staff that elected to be part of the team.

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.*
Of the needs identified, the following areas were identified as priority needs:

- Increase the percentage of 3rd-5th grade students meeting OSAS proficiency in mathematics – baseline: 30%
- Increase the percentage of 3rd-5th grade students meeting OSAS proficiency in ELA – baseline: 41%
- Decrease the number of behavior incidents (major and minor referrals) – baseline: 388

<table>
<tr><td colspan="4" align="center">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.</td></tr>
<tr><td>Goal 1</td><td colspan="3">Increase the percentage of 3rd-5th grade students meeting OSAS proficiency in Mathematics by 2% each year.</td></tr>
<tr><td>Metrics</td><td align="center">By 2023</td><td align="center">By 2024</td><td align="center">By 2025</td></tr>
<tr><td></td><td align="center">32%</td><td align="center">34%</td><td align="center">36%</td></tr>
<tr><td>Goal 2</td><td colspan="3">Increase the percentage of 3rd-5th grade students meeting OSAS proficiency in ELA by 3% each year.</td></tr>
<tr><td>Metrics</td><td align="center">By 2023</td><td align="center">By 2024</td><td align="center">By 2025</td></tr>
<tr><td></td><td align="center">44%</td><td align="center">47%</td><td align="center">50%</td></tr>
<tr><td>Goal 3</td><td colspan="3">Decrease the number of behavior incidents (major and minor referrals) by 5% (19) each year.</td></tr>
<tr><td>Metrics</td><td align="center">By 2023</td><td align="center">By 2024</td><td align="center">By 2025</td></tr>
<tr><td></td><td align="center">369</td><td align="center">350</td><td align="center">331</td></tr>
</table>

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
SEL/CASEL	District-level work in Social-Emotional Learning will support students in regulation and emotional skills, allowing them to be able to manage challenges and attend to academics better.
Equity	District-level work in Equity will support staff in creating a safe and inclusive space for all students to learn, which promotes better academic achievement.
PLCs	District-level work in PLCs will assist in providing the training, structure, and coaching necessary for teacher teams to successfully utilize PLC time to impact student learning.
ELA curriculum adoption	New curriculum (specifically chosen for equity components), will provide teachers with relevant and meaningful materials to use in instruction. Training will assist teachers in research-based strategies and materials implementation, to maximize impact.

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

<table>
<tr>
<td rowspan="2">District or School Goal this strategy supports</td>
<td colspan="4">Goal 1:

Increase the percentage of 3rd-5th grade students meeting OSAS proficiency in Mathematics by 2% each year.</td>
</tr>
</table>

What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we leverage all available resources and tools, Then teachers' mathematics instruction will be student need/skill focused, And student math scores will increase.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall Utilize scope and sequence to plan the year. Unit plans reflect targeted instruction. Utilize CFAs to track progress and monitor/adjust instruction. Train staff: Zearn, RocketMath online Schedule math intervention times	Winter Unit plans reflect targeted instruction. Monitor progress in grade level teams. Adjusting scope/sequence as necessary. Data team meetings. Adjust instructional groups.	Spring Unit plans reflect targeted instruction. Monitor progress in grade level teams. Adjusting scope/sequence as necessary. Data team meetings.
	Measures of Evidence for Students ("and" statement)	Fall EasyCBM CFAs	Winter EasyCBM CFAs	Spring EasyCBM CFAs OSAS
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers	1.PLCs: CFAs, scope & sequence		Ongoing 2022-2023
	Teachers, technology dept.	2. Zearn (paid version): implement and train		September 2022

		3. RocketMath (online): implement and train	September 2022
	Teachers, technology dept.		
	Teachers, Principal	4. Math Intervention groups: plan/organize, teach, schedule	December 2022
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership __X__ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice	

District or School Goal this strategy supports	Goal 2: Increase the percentage of 3rd-5th grade students meeting OSAS proficiency in ELA by 3% each year.	

What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we focus PLCs on Reading, Then teachers will implement instructional practices that utilize a variety of research-based strategies, curriculum, and assessments that are consistent across the district, And students will demonstrate growth in reading.		
	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	If we train teachers and support staff on newly adopted, more inclusive/equitable ELA curriculum, Then teachers will have the tools necessary to improve ELA instruction, And students will demonstrate growth in reading.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Wonders Training Provide new materials	Winter PLC work: developing scope & sequence, CFAs PLC lead training	Spring PLC work: developing scope & sequence, CFAs PLC lead training

District or School Goal this strategy supports	Goal 2: Increase the percentage of 3rd-5th grade students meeting OSAS proficiency in ELA by 3% each year.		
		Train staff in easyCBM administration PLC work: developing scope & sequence, CFAs Establish PLC schedule across both elementary schools PLC lead training	Revisit easyCBM protocols	Revisit easyCBM protocols
	Measures of Evidence for Students ("and" statement)	Fall easyCBM CFA Curriculum assessments	Winter easyCBM CFA Curriculum assessments	Spring easyCBM CFA Curriculum assessments OSAS

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	admin	1.PLC schedule	August 2022
	PLC leads, teachers	2. PLC meetings	ongoing
	PLC leads, admin	3. PLC leaders trainings	Ongoing
	Title teacher	4. easyCBM training	August/September 2022
	Publishing company, admin	5. Wonders training	August 2022
	Admin	6. Wonders materials distribution	August 2022

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

District or School Goal this strategy supports	Goal 3: Decrease the number of behavior incidents (major and minor referrals) by 5% (19) each year.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we explicitly train/teach all staff on behavior expectations and processes, Then EES will have consistent rules and responses, And student behavior incidents will decrease.		
	Strategy # 3.2 Written as a Theory of Action and reflects evidence-based practices	If we utilize SEL curriculum and strategies, Then students will be supported in learning and using appropriate SEL skills, And student behavior incidents will decrease.		
	Strategy # 3.3 Written as a Theory of Action and reflects evidence-based practices	If we dedicate resource to maintaining an elementary school counselor, Then students will get individual, small-group, and whole class support in SEL skills, And student behavior incidents will decrease.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall Rules Rodeo Major/Minor process review 2nd Step – start and set expectations Kelso's choices review Materials/resources to new staff	Winter Ongoing reinforcement Revisit Rules Rodeo after winter break 2nd step lessons Coaching on Kelso's choices Dedicated time in schedule for Morning Meeting/SEL	Spring Ongoing reinforcement Revisit Rules Rodeo after spring break 2nd step lessons Coaching on Kelso's choices Dedicated time in schedule for Morning Meeting/SEL

		Dedicated time in schedule for Morning Meeting/SEL Counselor visits every class ESD training on SEL activities District equity training	ESD training on SEL activities District equity training Counselor: 1:1, small groups, whole-class lessons	ESD training on SEL activities District equity training Counselor: 1:1, small groups, whole-class lessons
	Measures of Evidence for Students ("and" statement)	Fall SWIS data	Winter SWIS data	Spring SWIS data

	Person or Team Responsible	Action Steps To be completed this year		Due Date
How we will get the work done	District Equity team	1. District equity training		ongoing
	Admin, ESD	2. SEL training with ESD		ongoing
	Counselor, teachers	3. Counselor groups, scheduled		ongoing
	Counselor, teachers	4. Counselor visits to each class		October 2022
	PBiS team	5. Rules Rodeo		September 2022
	PBiS team, admin	6. Major/Minor review		September 2022
	Teachers, admin	7. 2nd step instruction		ongoing
	Teachers, admin	8. Kelso's choices: instruction, review		ongoing
	Admin	9. Materials/resources to new staff		August/September 2022

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_____ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership _____ 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):

PLC work will be monitored and adjusted by the PLC team leads during periodic trainings and work times, with support and guidance from building and district administrators.

PBiS team will organize/plan and teach the staff about Rules Rodeo, and common expectations for common areas, adjusting instruction/plans throughout the year as necessary.

EES ESSA team meetings will review the CIP progress and related data.

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