FRMS Continuous Improvement Plan

School Year	2022-23
School	Fern Ridge Middle School

School Direction Section

Vision	
Mission	

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Comprehensive Needs Assessment Summary

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What data did our team examine?
ORIS Needs Assessment
2022 SBAC Results for Math, Language Arts, and Science
2021 Student Climate Survey
2020 Oregon Healthy Teens Survey
Student and Staff Interviews Conducted through WREN
Enrollment numbers for 2022
Attendance Data from Oregon Data Suite

How did the team examine the different needs of all learner groups?
Where it was available we did look at subgroup data, although the small numbers in those sub groups made it difficult to interpret the data. For example in the 8th grade language arts SBAC data, 47% of white, non sped students passed compared to 13% of Hispanic, non sped students, which is a pretty significant gap. However there are 60 students in the white, non sped group and only 8 in the Hispanic, non sped group so how does that factor in when you are interpreting results?

How were inequities in student outcomes examined and brought forward in planning?
As indicated above, where we could we looked at subgroup outcome data and included that information in our discussions moving forward.

What needs did our data review elevate?
1. **Academic- Our students continue to score below the state average at most grade levels. 6th grade exceeded the state averages in 2022 but 7th grade and 8th grade did not in Math or Language Arts. This has been a consistent pattern for the last five years.**
2. **Attendance- While COVID definitely played a part, our school still struggled overall with attendance and had a high percentage of Chronically Absent students (38%)**
3. **Relationships (Social-Emotional Needs) In reviewing both our school climate and the Healthy Teens Survey, we definitely found a need to continue to build more positive relationships with students, especially those at risk students who may not overtly engage in school. In 2020 only 65% of 8th grade students could identify at least one adult at school who cared about them.**

   We also chose to focus on these areas because they are interconnected. Students do better academically when they have improved attendance. They are more likely to come to school if they feel connected to school and feel like someone cares if they are there or not. They are more likely to build positive relationships if they are at school interacting with others in a positive learning climate.

How were stakeholders involved in the needs assessment process?
Our leadership team was given access to the data and invited to be part of the review process. In addition, the leadership team conducted the ORIS Needs Assessment. Our school leadership team includes teachers, students, support staff, and parents.

Vision	
With the student interviews conducted by WREN, students from different student groups were deliberately selected to be part of the interview process. 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.	

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	All grades will meet their stated targets for the percentage of students meeting or exceeding on the state assessment for math and language arts		
Metrics	By 2023	By 2024	By 2025
	10% improvement in math at each grade level 10% improvement in language arts at each grade level	8% improvement in math at each grade level. 7% improvement in language arts at each grade level.	5% improvement in math at each grade level 5% improvement in language arts at each grade level
Goal 2	Build positive relationships between students and teachers, especially ensuring that all students feel connected to a trusted adult in the building. This will be measured by the response to the question (Healthy Teens Survey) "At least one teacher/adult in my school really cares about me."		
Metrics	2020 Healthy Teens Survey	By 2022	By 2024
	83.6% 6th Grade, 65.6 8th Grade Agree that at least one adult at school cares about them.	2022 Healthy Teens Survey 90% 6th Grade, 75% 8th Grade	2024 Healthy Teens Survey 90% 6th Grade, 85% 8th Grade
Goal 3	Attendance-Over a three year period, decrease the percentage of students chronically absent from 38% in 2021-22 to 15% by the end of 24–25. Use Oregon Data Suite as the source for this metric.		
Metrics	By (year)	By (year)	By (year)
	30% 2022-2023	20% 2023-2024	15 2024-2025

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 Training	**Relationship building**
WREN Equity/Diversity Training	**Helps teachers improve engagement and facilitate more positive relationships**
School Success Classes	**Gives students organizational and executive functioning skills needed to be successful in a middle school classroom**
Second Step Curriculum	**Focuses on SEL and building relationships within our home room classes.**

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

District or School Goal this strategy supports	All grades will meet their stated targets for the percentage of students meeting or exceeding on the state assessment for math and language arts		
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we _implement common formative and interim assessments_____ Then _students will develop more familiarity with testing strategies and teachers can monitor progress/growth And performance on SBAC tests will improve_____	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**Fall** Review SBAC Data Review/select Interim Assessments provided by the state	**Winter** Work on common formative assessments	**Spring** Common use of practice tests
	Measures of Evidence for Students ("and" statement)	**Fall** Nothing	**Winter** Interim Assessment Results	**Spring** Interim and Formative Results

	Person or Team Responsible	**Action Steps To be completed this year**	**Due Date**
How we will get the work done	Admin	1. Share detailed SBAC data from 2021-2022	October 1
	ELA, Admin	2. Implement new Language Arts Curriculum	Fall 2022
	All Staff	3. Prioritize Content Stands To Develop Common Formative Assessments	November 1 2022
	Math, Language, ELA	4. Lead Math and Language Arts Teams in Reviewing Interim Assessments	December 1, 2022
	Admin, Department Teams	5. Structure Department meetings to include a review of student progress towards this goal	November 1, 2022

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development __X__ Stakeholder Engagement and Partnership __X__ Well-Rounded, Coordinated Learning ____ 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:** **Build positive relationships between students and teachers, especially ensuring that all students feel connected to a trusted adult in the building. This will be measured by the response to the question (Healthy Teens Survey) "At least one teacher/adult in my school really cares about me."**		
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we _implement targeted relationship building strategies school wide Then _we can better connect with students who are usually disengaged And _all students will feel like they are connected to at least one adult in the school._	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**Fall** Assign mentors to disengaged students and chronically absent students Positive Home Contacts Implement Relationship Building Strategies	**Winter** Teachers reach out each week to their "mentorees" Teachers implement relationship building strategies Homeroom continues
		Spring Teachers reach out each week to their "mentorees" Teachers implement relationship building strategies Homeroom continues	
	Measures of Evidence for Students ("and" statement)	**Fall** All students feel welcomed, connected, and supported	**Winter** All students feel welcomed, connected, and supported
		Spring All students feel welcomed, connected, and supported	

	Person or Team Responsible	**Action Steps To be completed this year**	**Due Date**
How we will get the work done	All Staff	1. Identify students who aren't connected to an adult and assign staff members to be their mentors.	November 1, 2022
	All Staff	2. Assign mentors to chronically absent students and their families to help build positive relationships.	October 1, 2022
	All Staff	3. Require staff to make home contacts during the first two months of school- maybe have each grade level team divide their students.	November 1, 2022
	All Staff	4. Teachers will implement Second Step with their homerooms and keep their homerooms from the 21-22 school year.	June 2023
	Grade Level Teams	5. Require each grade level team to develop and implement two relationship building strategies i.e. greeting students at the door and Monday First Period Check Ins….	June 2023

District or School Goal this strategy supports	Goal 2: Build positive relationships between students and teachers, especially ensuring that all students feel connected to a trusted adult in the building. This will be measured by the response to the question (Healthy Teens Survey) "At least one teacher/adult in my school really cares about me."	
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

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	**Attendance-Over a three year period, decrease the percentage of students chronically absent from 38% in 2021-22 to 15% by the end of 24–25. Use Oregon Data Suite as the source for this metric.**		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we _implement the specific strategies below Then __we can raise awareness among parents of issues related to chronic absenteeism And _the percentage of students chronically absent will drop significantly.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**Fall** Nudge Letters Phone Calls Home Home Visits Positive Incentives	**Winter** Nudge Letters Phone Calls Home Home Visits Positive Incentives	**Spring** Nudge Letters Phone Calls Home Home Visits Positive Incentives
	Measures of Evidence for Students ("and" statement)	**Fall** Percentage of students chronically absent will continue to lower	**Winter** Percentage of students chronically absent will continue to lower	**Spring** Percentage of students chronically absent will continue to lower

	Person or Team Responsible	**Action Steps To be completed this year**	**Due Date**
How we will get the work done	Admin	1. Nudge Letters Every Quarter	Ongoing
	Office Staff	2. Call homes from a live person the third day of unexcused absences or where the family has not contacted the office	Ongoing
	All Staff	3. Identify chronically absent students to staff so they can build positive relationships with those students and encourage them to attend school	Ongoing
	Leadership	4. Review Missing Work Policies with the goal of supporting students when they return to school so they don't continue to stay out because they feel they are too far behind to return.	Fall
	Office Staff	5. Phone calls home from a live person (not the autodialer) when students have three or more unexcused absences a month.	Ongoing
	Office Staff	6. Home visits when families are not responding to phone calls.	Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership ____ Well-Rounded, Coordinated Learning ____ 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):

Our school leadership team meets monthly. We plan to make checking in on our progress towards these goals the first item on the agenda each month. This will include a quick review of data if available and an update on where we are with the proposed activities and any changes or additions to the list for each goal.

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			