Oregon School Continuous Improvement Plan Template

School Year	2023-2024
School	Veneta Elementary School

School Direction Section

Vision	"At Veneta everything begins with the child, which creates opportunities to thrive"
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? Statewide report cards (pre-Covid), Oregon State Assessment data, district level assessment data (EasyCBM), and ORIS Needs Assessment

How did the team examine the different needs of all learner groups? Data from all learner groups was discussed, with a deeper examination of disaggregated data to be completed in the upcoming year.

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

What needs did our data review elevate? Our data review elevated these needs: 1) the need to direct extra school resources to our 2021-22 first grade cohort (especially in the area of ELA). 2) the need for increased professional development in the area of ELA in order to improve instructional practices. 3) the need for students and staff to be provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors.

How were stakeholders involved in the needs assessment process? Stakeholders (parents, teachers, and instructional assistants) were engaged during the ORIS Needs Assessment process at the building level. Administrators were engaged as a team in the District ORIS Needs Assessment. Our school ESSA team also gave input during this process.

Which needs will become priority improvement areas?
Increasing equitable outcomes in English Language Arts, reducing disproportionality through purposeful systems, and creating an environment which supports the wellbeing of staff and students, both physically and emotionally, will become priority improvement areas.

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.

Vision	"At Veneta everything begins with the child, which creates opportunities to thrive"		
Goal 1	The 2021-22 first grade student cohort (hereafter referred to as the Class of 2033 cohort) will increase the percentage of students in the low-risk category, on the Composite Reading EasyCBM Benchmark tests, including Fluency, Proficient Reading, and Vocabulary, from 44% to 74%, by June 2025.		
Metrics	By 2023	By 2024	By 2025
	By June 2023, the Class of 2033 cohort will increase the students, in the low-risk category to 54%, on the 2nd grade composite Reading EasyCBMs.	By June 2024, the Class of 2033 cohort will increase the students, in the low-risk category to 64%, on the 3rd grade composite Reading EasyCBMs.	By June 2025, the Class of 2033 cohort will increase the students, in the low-risk category to74%, on the 4th grade composite Reading EasyCBMs.
Goal 2	VES will offer continuous professional learning opportunities, from on-boarding to retirement, for staff to develop the skills, knowledge, and confidence to accelerate student outcomes. This will be evidenced by incremental growth on the staff professional development survey, taken fall and spring yearly.		
Metrics	By 2023	By Spring 2024	By Spring 2025
	Staff will respond 5% higher on the "almost always" and "often true" categories of the PD survey between Fall and Spring.	Staff will respond 5% higher on the "almost always" and "often true" categories of the PD survey between Spring 2023 and Spring 2024.	Staff will respond 5% higher on the "almost always" and "often true" categories of the PD survey between Spring 2024 and Spring 2025.
Goal 3	Veneta Elementary will promote a healthy learning environment in which students are provided with the skills, social supports, and the environmental reinforcements they need to adopt healthy long-term behaviors, evidenced by a reduction in disruptive student behavior.		
Metrics	By 2023	By 2024	By 2025
	SWIS data will show a 5% reduction in Problem Solvers and Referrals from the previous school year (2021-22).	SWIS data will show a 5% reduction in Problem Solvers and Referrals from the previous school year (2022-23).	SWIS data will show a 5% reduction in Problem Solvers and Referrals from the previous school year (2023-24).

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
Lane ESD SEL Initiative	Staff will be trained in evidence based activities to increase social emotional awareness in students, which will result in students managing challenges and attending to academics.
Wonders ELA Training	Staff will receive ongoing training of ELA curriculum (second year adoption)
Second Step	Students will receive weekly lessons promoting healthy behaviors
ORTIi	District-level work to enhance core reading instruction in alignment with the newly adopted early literacy framework.

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

District or School Goal this strategy supports	Goal 1: The 2021-22 first grade student cohort (hereafter referred to as the Class of 2033 cohort) will increase the percentage of students in the low-risk category, on the Composite Reading EasyCBM Benchmark tests, including Fluency, Proficient Reading, and Vocabulary, from 44% to 74%, by June 2025.		
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we prioritize intervention times and use of Instructional Assistants, provide teacher prep time for individualized student learning, implement the new reading curriculum, Wonders, with fidelity, and focusing our PLC (Professional Learning Community) on ELA , then we will be able to increase the percentage of students in the low-risk category on the Composite Reading EasyCBM Benchmark tests, including Fluency, Proficient Reading, and Vocabulary, and the students will build the foundation to be life-long readers.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Review schedule to ensure that priority is given to the grade level with the Class of 2033 students Review Composite Fall Reading EasyCBM Benchmark Data, at Data Team Meetings Bi-monthly	Winter Review the schedule to ensure that the grade level has adequate intervention time and assistance Review Composite Winter Reading EasyCBM Benchmark Data, at Data Team Meetings Bi-monthly	Spring Scheduling Committee will create a schedule with priority to the affected grade level, for small group intervention and additional instructional assistant time Review Composite Spring Reading EasyCBM Benchmark Data, at Data Team Meetings Bi-monthly
	Measures of Evidence for Students ("and" statement)	Fall Composite Fall Reading EasyCBM Benchmark Data, including Fluency, Proficient Reading, and Vocabulary	Winter Composite Fall Reading EasyCBM Benchmark Data, including Fluency, Proficient Reading, and Vocabulary	Spring Composite Fall Reading EasyCBM Benchmark Data, including Fluency, Proficient Reading, and Vocabulary
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	admin	1. Prioritize intervention times for the grade level of the Class of 2033 students		Ongoing 2023-24
	admin	2. Prioritize the use of Instructional Assistants to aid in more small group and focused instruction		Ongoing 2023-24
	admin/ grade level teachers	3. Provide more teacher prep time for individualized student learning		Ongoing 2023-24
	teachers and instructional assistants	4. Continue implementation of Wonders curriculum (with fidelity)		Ongoing 2023-24

District or School Goal this strategy supports	Goal 1: The 2021-22 first grade student cohort (hereafter referred to as the Class of 2033 cohort) will increase the percentage of students in the low-risk category, on the Composite Reading EasyCBM Benchmark tests, including Fluency, Proficient Reading, and Vocabulary, from 44% to 74%, by June 2025.		
	admin/ teachers	5. PLCs will focus on ELA and the new reading curriculum, Wonders, for the next three years	Ongoing 2023-24
	admin/ teachers	6. ORTIi membership/training/coaching with FRSD elementary team.	Ongoing 2023-24
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	

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: VES will offer continuous professional learning opportunities, from on-boarding to retirement, for staff to develop the skills, knowledge, and confidence to accelerate student outcomes. This will be evidenced by incremental growth on the staff professional development survey, taken fall and spring yearly.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we utilize PLCs, staff meetings, and professional development activities, then we will grow our collective staff knowledge and skills to accelerate students outcomes. Evaluation Data Sources: ● Attendance at professional development opportunities ● PLCs/PD calendars ● Data team meetings ● PLC/PD notes ● Continued ELA Wonders Training ● enVision Math Training ● Yearly staff PD survey ● District EasyCBM scores ● State ELA assessment scores		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Admin will create and communicate to staff a calendar of dates throughout the school year for PLC and professional development activities. There will be an introductory training on the new enVision Math curriculum before students begin.	Winter Admin will execute supplementary training sessions for the Wonders ELA curriculum and enVision Math curriculum for staff. Staff meetings and regularly scheduled PLCs will continue.	Spring Staff meetings and regularly scheduled PLCs will continue. Admin will collect results from staff surveys about effectiveness of the current year's professional development activities, especially related to ELA.
	Measures of Evidence for Students ("and" statement)	Fall Beginning baseline data from Fall 2023 student EasyCBM benchmark assessments; 2022-23	Winter Data from Winter 2024 student EasyCBM benchmark assessments	Spring Data from Spring 2024 student EasyCBM benchmark assessments; 2024 3rd-5th grade SBAC

District or School Goal this strategy supports	Goal 2: VES will offer continuous professional learning opportunities, from on-boarding to retirement, for staff to develop the skills, knowledge, and confidence to accelerate student outcomes. This will be evidenced by incremental growth on the staff professional development survey, taken fall and spring yearly.		
		school year 3rd-5th grade SBAC ELA scores		ELA scores (if published before end of school)
	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Admin, director of curriculum	1. Determine a calendar of PLC meetings and professional development activities centered around ELA and Wonders curriculum	September 2023
	Admin, director of curriculum	2. Communicate designated dates and times for PD to certified and classified staff	September 2023
How we will get the work done	Admin and teachers	3. Determine calendar and coordinate coverage for teachers on Data Team meeting days	Bimonthly during 2023-24 school year
	Admin, director of curriculum	4. Provide time, materials, and equipment (technology) for District and State ELA assessments	September 2023-June 2024
	Admin, director of curriculum	5. Create professional development and training activities staff survey	August 2023
	Admin, director of curriculum	6. Collect professional development and training activities survey results	By June 2024
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership _X__ 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 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal 3: Veneta Elementary will promote a healthy learning environment in which students are provided with the skills, social supports, and the environmental reinforcements they need to adopt healthy long-term behaviors, evidenced by a reduction in disruptive student behavior.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we integrate SEL curriculum and supports into the structure of Veneta Elementary School's systems, then positive student behavior and attendance will improve as measured by attendance data, CICO data, and SWIS data.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Staff will teach Second Step and Kelso's Choices curriculum. Staff will instruct students on school-wide PBIS rules and systems.	Winter Staff will continue teaching SEL curriculum and reinforce school-wide PBIS rules and systems.	Spring Staff will continue teaching SEL curriculum and reinforce school-wide PBIS rules and systems.
	Measures of Evidence for Students ("and" statement)	Fall SWIS data, attendance data	Winter SWIS data, attendance data	Spring SWIS data, attendance data
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Staff	1. Implement the Second Step Curriculum		June 2024
	Staff	2. Show and explain the students the PBIS Rules for each designated school area		September 2024
	Staff	3. Implement Kelso's Choice curriculum		June 2024
	Admin and Staff	4. Review SWIS data		June 2024
	Admin	5. Review Student Behavior Flowchart with disciplinary actions with ALL staff		September 2023
	Staff	6. Fill out student problem solvers as needed		Ongoing 2023-24
	Staff	7. Input student blue problem solvers into SWIS		Ongoing 2023-24
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		

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):

Veneta Elementary Personnel will meet quarterly to monitor the progress of our goals and adjust as needed. Our staff will utilize a data review protocol in order to problem solve implementation barriers and increase outcomes.

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