Oregon School Continuous Improvement Plan Template

School Year	2021-22
School	Oak Heights Elementary

School Direction Section

Vision	We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff: *Work together—interdependently—in collaborative teams *Seek and implement promising strategies for improving student learning on a continuous basis *Monitor each student's progress on a frequent basis Demonstrate a personal commitment to the academic success and general well-being of each student
Mission	*Working together to provide a welcoming environment, allowing students to recognize and optimize their full potential.*

Comprehensive Needs Assessment Summary

What data did our team examine?

Argos Behavior Data - PBIS Reports
Attendance Data
Oregon Report Card
SBAC summative assessments results (pre covid) and 2020-21
K-6 Dibles data from fall 2021 Benchmarks

How did the team examine the different needs of all learner groups?

We completed an ORIS Needs Assessment combined with a data analysis and root cause analysis to identify the highest leverage indicators that could impact student growth. We met as a guiding coalition team for Oak Heights along with teams from the other 4 elementary schools. On our team were 2 Certified teachers, Title 1 Teacher, a Resource Room Teacher, a Counselor, District Representative, and a Building Classified Representative.

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

Our data shows areas of concern throughout our academic and behavior data. The team then discussed which indicators could have lasting change in multiple areas to help eliminate inequities across student outcomes.

What needs did our data review elevate?

Our needs assessment showed many areas of opportunity. When discussing the needs assessment the team felt that two areas will have the biggest impact on student learning. The first Area was 1.3 Routines and Structures. The second area was 4.3 Cultivate Academic Success. The team believes that strong and well-defined routines and structures will give us the framework to support positive student academic behaviors, academic perseverance, academic mindsets, effective learning strategies, and socio-emotional skills.

How were stakeholders involved in the needs assessment process?

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	*Monitor each student's progress on a frequent basis
	Demonstrate a personal commitment to the academic success and general well-being of each student

- Guiding Coalition did a deep dive into the needs assessment
- School staff will help develop the work as guided by the Guiding Coalition
- Development of Stakeholder Feedback Loops

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.

Through the ORIS Needs Assessment and root cause analysis, the guiding coalition decided on two indicators. One indicator is in Routines and Structures and one indicator is cultivating academic success.

- 1.3 Routines and Structures
- 4.3 Cultivate Academic Success in Support of District Goal for 4.4 Data-Informed Decision Making

We believe that if we identify routines and structures that all students and staff use we will cultivate Academic success. We first identify the routines and structures that need to be put in place and then we will develop strategies to align and cultivate academic success.

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

Student Focused, aspirational, aligned with needs, and 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	School teams including PBIS Team, Site Council, Guiding Coalition, Safety Team, Attendance Team, 20% RTI Teams, Student Support Team, PLC Team, and Staff meetings will meet at regular intervals and produce meeting minutes to be posted/shared as appropriate for staff review.		
Metrics	By 2022/23	By 2023/24	By 2024/25
	Teams will meet 90% of the scheduled days and minutes shared for 100% of meetings. 100% of eligible students will take iReady Diagnostic Assessment	Teams will meet 100% of the scheduled days and minutes shared for 100% of meetings. 100% of eligible students will take iReady Diagnostic Assessment	Teams will meet 100% of the scheduled days and Minutes Shared for 100% of meetings. 100% of eligible students will take iReady Diagnostic Assessment
Goal 2	The potential of ALL students will be maximized using our research-based data systems, and we will adopt and implement support to be able to increase student achievement for each individual child.		
Metrics	By 2022/23	By 2023/24	By 2024/25
	K-6 Attendance will return to a Pre-Covid rate of 83% (2018/19	K-6 Attendance will return to a Pre-Covid rate of 86% (2018/19	K-6 Regular Attendance will be 90% as found on the state

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	state report card) in Regular Attendance. As found on the State report card for 2022/23. Students will be at 80% of our Pre-Covid SBAC Achievement Scores in ELA & Math at each grade level: ELA Goal: ● 3rd Grade: 35% ● 4th Grade: 26% ● 5th Grade 28% ● 6th Grade 32% Math Goal: ● 3rd Grade: 32% ● 4th Grade: 18% ● 5th Grade: 20% ● 6th Grade: 21%	state report card) in Regular Attendance. As found on the State report card for 2022/23. Students will be at Pre-Covid levels on SBAC Achievement Scores in ELA & Math at each grade level: ELA Goal: ● 3rd Grade: 44% ● 4th Grade: 33% ● 5th Grade 35% ● 6th Grade 40% Math Goal: ● 3rd Grade: 41% ● 4th Grade: 23% ● 5th Grade: 25% ● 6th Grade: 27%	report card for the 2023/24 school year. Students will have a 10% increase over previous years scores in OSAS Achievement in ELA & Math at each grade level: ELA Goal: ● 3rd Grade: 48% ● 4th Grade: 26% ● 5th Grade: 38% ● 6th Grade 44% Math Goal: ● 3rd Grade: 45% ● 4th Grade: 25% ● 5th Grade: 27% ● 6th Grade: 29%
Goal 3	Social-Emotional Support for students in need. School-wide Positive behavior interventions and support (PBIS) will create a positive school culture that will have a lasting effect on our school community. Oak Heights will adopt and implement research-based supports to decrease student behavior, and have a positive effect on the school community and climate.		
Metrics	By 2022/23	By 2023/24	By 2024/25
	Reduction of Major referrals by 10% compared to the previous year.	Reduction of Major referrals by 10% compared to the previous year.	Reduction of Major referrals by 10% compared to the previous year.

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
iReady Assessment adoption	**Provides assessments tools necessary to monitor student growth**
PLC's Continous Improvement	**These systems, structures, and process allow for regular strategic examination of student outcomes in order to sustain or adjust current practices.**
District PBIS Team	**District Wide Alignment and supports throughout the district.**

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

District or School Goal this strategy supports	Goal 1: School teams including PBIS Team, Site Council, Guiding Coalition, Safety Team, Attendance Team, 20% RTI Teams, Student Support Team, and PLC Team, Staff meetings will meet at regular intervals and produce meeting minutes to be posted/shared as appropriate for staff review.		
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we meet regularly and report out. Then all staff will be informed And decisions will be made as a team to best support students.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	**Fall 2022** Meetings will be conducted at the prescribed schedule and number and then minutes will be shared with staff and reported out at staff meetings ● Guiding Coalition - At least Once a Month ● PBIS - At least Once a Month ● Site Council - At least once a month ● Attendance Team - At least bi-weekly ● 20% Grade Level Meeting - At least once every 7 weeks ● SST ● PLC Team ● Staff Meetings - At least once a month ● Safety Team - At least once a month	**Winter 2023** Meetings for September October, November and December will have been completed with minutes shared. PLC teams will meet and share Meeting Minutes with the Administrator within 24 hours of the meeting. PLC will meet on the days identified on the professional development calendar.	**Spring 2023** Meetings for January, February, March, April, and May will have been completed and minutes shared. PLC teams will meet and share Meeting Minutes with the Administrator within 24 hours of the meeting. PLC will meet on the days identified on the professional development calendar.
	Measures of Evidence for Students ("and" statement)	Fall All Students will complete the iReady Diagnostic and progress monitoring.	Winter All Students will complete the iReady Diagnostic and progress monitoring.	Spring All Students will complete the iReady Diagnostic and progress monitoring.

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		Teams will meet as scheduled to discuss school data and then make necessary adjustments to the school environment based on the data (academic, socio-emotional) being reviewed. Teams will meet 90% of the scheduled days and minutes shared for 100% of meetings.	Teams will meet as scheduled to discuss school data and then make necessary adjustments to the school environment based on the data (academic, socio-emotional) being reviewed. Teams will meet 90% of the scheduled days and minutes shared for 100% of meetings.	Teams will meet as scheduled to discuss school data and then make necessary adjustments to the school environment based on the data (academic, socio-emotional) being reviewed. Teams will meet 90% of the scheduled days and minutes shared for 100% of meetings.

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Admin/Guiding Coalition	1. Meeting Schedules Created and Shared prior to the start of the 2022/23 School Year	August 2022
	Admin/Guiding Coalition	2. Meeting Expectations will be given to all staff prior to the start of the 2022/23 School Year.	August 2022
	Teams / Admin	3. Teams will turn in Minutes no later than 24 hours after the meeting ends. Admin will post.	Ongoing
	Admin	4. Area to be designated for Posting and communicated to staff prior to 2022/23 school year.	August 22
	Students / Teachers	5. All students will complete iReady Diagnostic each session they are enrolled at Oak Heights	2022-23 School year

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X__ Leadership __X__ 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 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal 2: The potential of ALL students will be maximized using our research-based data systems, and we will adopt and implement support to be able to increase student achievement for each individual child.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If all students take the iReady diagnostic Assessment tool & increase we increase attendance rates for K-6 Then we will know where students' achievement and attendance rates are at k-6 and are able to make timely adjustments		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2022 All Students will take the fall iReady Diagnostic. The attendance team will monitor attendance bi-weekly.	Winter 2023 All Students will take the winter iReady Diagnostic. The attendance Team will monitor Attendance bi-weekly.	Spring 2023 K-6 Attendance will be at 83% which was our Pre-Covid attendance for Regular Attenders on the 2018/19 report card. Students who are not chronically absent are more likely to be reading at grade level when they attend 90% or more of the time. iReady student data provides for an accurate indicator of OSAS. .
	Measures of Evidence for Students ("and" statement)	Fall 2022 Data teams meeting and reviewing data. iReady Training/learning for teachers and Admin K-6 Attendance will return to a Pre-Covid rate of 83% (2018/19 state report card) in Regular Attendance as monitored by the attendance team bi-weekly and reported to staff.	Winter 2023 Data teams meeting and reviewing data. iReady Training/learning for teachers and Admin K-6 Attendance will return to a Pre-Covid rate of 83% (2018/19 state report card) in Regular Attendance as monitored by the attendance team bi-weekly and reported to staff.	Spring 2023 Data teams meeting and reviewing data. iReady Training/learning for teachers and Admin K-6 Attendance will return to a Pre-Covid rate of 83% (2018/19 state report card) in Regular Attendance. As found on the State report card for 2022/23. OSAS 80% of our Pre-Covid SBAC Achievement Scores in ELA & Math at each grade level: ELA Goal: ● 3rd Grade: 35%

District or School Goal this strategy supports	Goal 2: The potential of ALL students will be maximized using our research-based data systems, and we will adopt and implement support to be able to increase student achievement for each individual child.		
How we will get the work done			4th Grade: 26% 5th Grade 28% 6th Grade 32% Math Goal: 3rd Grade: 32% 4th Grade: 18% 5th Grade: 20% 6th Grade: 21%
	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Teachers/Admin	1. Spring Assessment Administered	April 2022
	Teacher/Admin	2. Fall Benchmark Testing	October 2022
	Teacher/Admiin	3. Review Fall Data Meeting	November 2022
	Teacher/Admin	4. Winter Benchmark Testing	February 2023
	Teacher/Admin	5. Review Winter Benchmark Testing	March 2023
	Teache/Admin	6. Spring Benchmark Testing	May 2023
	Teacher/Admin	7. Review Spring Benchmark Testing	June 2023
	Attendance Team	Attendance Bi-Weekly Review- Minutes Shared	Bi-Weekly 2022/23
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 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal 3: Social-Emotional Support for students in need. School-wide Positive behavior interventions and support (PBIS) will create a positive school culture that will have a lasting effect on our school community. Oak Heights will adopt and implement research-based supports to decrease student behavior, and have a positive effect on the school community and climate.		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we implement research-based school-wide systems for behavior Then there will be a reduction in student referrals And will create a positive school culture and climate	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall 2022 Implement school-wide language and lessons around PBIS. Rules Roundup 3 times per year Monday Morning Meetings - Monthly PBIS Focus Self Manager- Defined Expecationsfor achieving and losing Develop a common language and classroom expectations with all staff at welcome back in service.	Winter 2023 Continue implementation of school-wide language and lessons around PBIS. Rules Roundup 3 times per year Monday Morning Meetings - Monthly PBIS Focus Self Manager- Defined Expecationsfor achieving and losing Continue Developing a common language and classroom expectations.	Spring 2023 Continue implementation of school-wide language and lessons around PBIS. Rules Roundup 3 times per year Monday Morning Meetings - Monthly PBIS Focus Self Manager- Defined Expecationsfor achieving and losing Continue Developing a common language and classroom expectations.
	Measures of Evidence for Students ("and" statement)	Fall 2022 Reduction of Major referrals compared to previous year month to month by 10%	Winter 2023 Reduction o major referrals compared to previous year month to month by 10%	Spring 2023 Reduction of end of year total Major referrals compared to the previous year by 10%
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Admin/Guiding Coalition	1. Facilitate Common Langue discussion and development of classroom expectations		Fall 2022
	PBIS Team	2. Discussion and review of Data Monthly. Report out to staff.		Monthly
	PBIS Team	3. Defined criteria for Self Manager for awarding and removal of badges		2022 School Year

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	Admin /Teachers	4. Weekly All school meetings as allowed by Covid Guidelines	Ongoing
		5.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X__ Leadership _X___ 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):

Building level teams will continually monitor progress on a quarterly basis. Examples of these teams are:
- **Guiding Coalition**
- **Site Council**
- **PBIS Team**
- **RTI Team**
- **Student Support Team**
- **Attendance Team**
- **Staff Meetings**

We will review data at each of these team meetings and minutes will be posted for all staff to review within 24 hours. We will also review and report out at monthly staff meetings.

Routine Example:

The chart below does not need to be completed prior to the 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?
Perf orm anc e Upd ates						