

## Oregon School Continuous Improvement Plan Template

School Year	2024-25
School	Oak Heights Elementary

### School Direction Section

Vision	<p>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:</p> <ul style="list-style-type: none"> <li>*Work together—interdependently—in collaborative teams</li> <li>*Seek and implement promising strategies for improving student learning on a continuous basis</li> <li>*Monitor each student’s progress on a frequent basis</li> </ul> <p>Demonstrate a personal commitment to academic success and general well-being of each student</p>
Mission	<i>Working together to provide a welcoming environment, allowing students to recognize and optimize their full potential.</i>

### Comprehensive Needs Assessment Summary

**What data did our team examine?**

Synergy Analytics Data  
 Attendance Data  
 Oregon Report Card  
 SBAC summative assessment results  
 K-6 Dibles data from Fall 2021 and Fall 2024 Benchmarks  
 Panorama SEL and Attendance Data

**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, a Title 1 Teacher, a Resource Room Teacher, a Counselor, a 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 behavioral 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?**

Vision	<p>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:</p> <ul style="list-style-type: none"> <li>*Work together—interdependently—in collaborative teams</li> <li>*Seek and implement promising strategies for improving student learning on a continuous basis</li> <li>*Monitor each student’s progress on a frequent basis</li> </ul> <p>Demonstrate a personal commitment to academic success and general well-being of each student</p>
--------	--

- 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
- Parent Involvement Plan Developed to include parent feedback and inclusion in the school

**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

Goal 1	Using 23/24 iReady Current Placement Distribution data after the final diagnostic we will decrease the number of students below grade level and increase the number of students on grade level. By decreasing students below grade level we will increase the number of students meeting SBACs reported on our school report card by 10% per year.		
Metrics	By 2024/25	By 2025/26	By 2026/27
	<p>23/24 iReady Current placement distribution Final Data and 24/25 Goal</p> <p>Mid or Above Grade Level 23/24 23% <b>24/25 33%</b></p> <p>Early on Grade Level 23/24 22% <b>24/25 32%</b></p> <p>One Grade Level Below 23/24 33% <b>24/25 23%</b></p> <p>Two Grade Levels Below 23/24 9% <b>24/25 5%</b></p>	<p>The continuing goal is to decrease students below grade level.</p> <p>Mid or Above Grade Level <b>25/26 35%</b></p> <p>Early on Grade Level <b>25/26 40%</b></p> <p>One Grade Level Below <b>25/26 15%</b></p> <p>Two Grade Levels Below <b>25/26 5%</b></p>	<p>The continuing goal is to decrease students below grade level.</p> <p>Mid or Above Grade Level <b>26/27 35%</b></p> <p>Early on Grade Level <b>26/27 45%</b></p> <p>One Grade Level Below <b>26/27 15%</b></p> <p>Two Grade Levels Below <b>26/27 3%</b></p>

Vision	<p>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:</p> <ul style="list-style-type: none"> <li>*Work together—interdependently—in collaborative teams</li> <li>*Seek and implement promising strategies for improving student learning on a continuous basis</li> <li>*Monitor each student’s progress on a frequent basis</li> </ul> <p>Demonstrate a personal commitment to academic success and general well-being of each student</p>		
	<p>Three or More Grade Levels Below 23 /24 13% <b>24/25 7%</b></p> <p>Students will have a 10% increase over the previous year's scores in OSAS Achievement in ELA, Math, and science as per state report card</p> <p>ELA 23/24 35.7% <b>24/25 45%</b> Math 23/24 26.8% <b>24/25 37%</b> Science 23/24 23.9% <b>24/25 34%</b></p>	<p>Three or More Grade Levels Below <b>25/26 5%</b></p> <p>Students will have a 10% increase over the previous year's scores in OSAS Achievement in ELA, Math, and science as per state report card</p> <p>ELA <b>25/26 55%</b> Math <b>25/26 47%</b> Science <b>25/26 44%</b></p>	<p>Three or More Grade Levels Below <b>26/27 2%</b></p> <p>Students will have a 10% increase over the previous year's scores in OSAS Achievement in ELA, Math, and science as per state report card</p> <p>ELA <b>26/27 65%</b> Math <b>26/27 57%</b> Science <b>26/27 54%</b></p>
Goal 2	<p>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 attendance. Research shows that students who attend school 90% or more will achieve at higher levels. We will increase the number of regular attenders as reported on the state report card by 5% each year of this plan. We will monitor via Panorama during the school year.</p>		
Metrics	<p style="text-align: center;">By 2024/25</p> <p>The attendance rate goal for 24/25 will be 10% above the 23/24 rate as reported on the state report card.</p> <p>23/24 63.5% <b>24/25 68.5%</b></p>	<p style="text-align: center;">By 2025/26</p> <p>The attendance rate goal for 25/26 will be 10% above the 24/25 rate as reported on the state report card.</p> <p>24/25 68.5% <b>25/26 73.5%</b></p>	<p style="text-align: center;">By 2026/27</p> <p>The attendance rate goal for 26/27 will be 10% above the 25/26 rate as reported on the state report card.</p> <p>24/25 73.5% <b>26/27 78.5%</b></p>
Goal 3	<p>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. Each year of the plan we will reduce the number of major referrals by 10% over the previous year. A reduction in Major Referrals will indicate an improvement in a school climate that is desired by both staff and students. We will teach 60 minutes a week of SEL lessons using an approved curriculum.</p>		
Metrics	<p style="text-align: center;">By 2022/23</p> <p>Reduction of Major referrals by 10% compared to the previous year.</p>	<p style="text-align: center;">By 2023/24</p> <p>Reduction of Major referrals by 10% compared to the previous year.</p>	<p style="text-align: center;">By 2024/25</p> <p>Reduction of Major referrals by 10% compared to the previous year.</p>

Vision	<p>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:</p> <ul style="list-style-type: none"> <li>*Work together—interdependently—in collaborative teams</li> <li>*Seek and implement promising strategies for improving student learning on a continuous basis</li> <li>*Monitor each student’s progress on a frequent basis</li> </ul> <p>Demonstrate a personal commitment to academic success and general well-being of each student</p>		
	Total Incidents - Goal 23/24 398 <b>24/25 358</b>	Total Incidents - Goal <b>25/26 323 Incidents or less</b>	Total Incidents - Goal <b>26/27 290 Incidents or less</b>

**Initiative Alignment to Support School Goals**

Examples: Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
<b>iReady Assessment adoption</b>	<b>Provides assessment tools necessary to monitor student growth</b>
<b>PLC’s Continuous Improvement, Data Meetings</b>	<b>These systems, structures, and processes allow for regular strategic examination of student outcomes to sustain or adjust current practices.</b>
<b>District/School PBIS and Attendance Team</b>	<b>District-wide alignment and support throughout the district.</b>

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

<b>District or School Goal this strategy supports</b>	Goal 1: Using 23/24 iReady Current Placement Distribution data after the final diagnostic we will decrease the number of students below grade level and increase the number of students on grade level. By decreasing students below grade level we will increase the number of students meeting SBACs reported on our school report card by 10% per year.			
<b>What are we going to do?</b>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	By tracking student progress via dibles, iReady, PLC process, and hosting quarterly all staff data meetings, we will build schoolwide plans to decrease the number of students below grade level with realtime monitoring.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall 2024  Meetings will be conducted at the prescribed schedule and number and then minutes will be shared with staff and reported out at staff meetings  <ul style="list-style-type: none"> <li>● Guiding Coalition - At least Once a Month</li> <li>● PBIS - At least Once a Month</li> </ul>	Winter 2025  Staff will meet to review the winter benchmark and attendance data and make plans based on that data to meet our goal.	Spring 2025  Staff will meet to compare results to goals. Staff will discuss results and make plans based on the goals.

<b>District or School Goal this strategy supports</b>	Goal 1: Using 23/24 iReady Current Placement Distribution data after the final diagnostic we will decrease the number of students below grade level and increase the number of students on grade level. By decreasing students below grade level we will increase the number of students meeting SBACas reported on our school report card by 10% per year.			
		<ul style="list-style-type: none"> <li>● Site Council - At least once a month</li> <li>● Attendance Team - At least bi-weekly</li> <li>● 20% Grade Level Meeting - At least once every 7 weeks</li> <li>● SST</li> <li>● PLC Team</li> <li>● Staff Meetings - At least once a month</li> <li>● Safety Team - At least once a month</li> <li>● All Staff Data Quarterly Meeting</li> </ul>		
	Measures of Evidence for Students (“and” statement)	<p>Fall 2024</p> <p>All Students will complete the iReady Diagnostic and progress monitoring.</p> <p>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.</p>	<p>Winter 2025</p> <p>All Students will complete the iReady Diagnostic and progress monitoring.</p> <p>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.</p>	<p>Spring 2025</p> <p>All Students will complete the iReady Diagnostic and progress monitoring.</p> <p>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.</p>
<b>How we will get the work done</b>	The person or Team Responsible	Action Steps To be completed this year		Due Date
	Admin/Guiding Coalition	1. Meeting Schedules Created and Shared before the start of the 2024/25 School Year		August 2024

<b>District or School Goal this strategy supports</b>	Goal 1: Using 23/24 iReady Current Placement Distribution data after the final diagnostic we will decrease the number of students below grade level and increase the number of students on grade level. By decreasing students below grade level we will increase the number of students meeting SBACs reported on our school report card by 10% per year.		
	Admin/Guiding Coalition	2. Previous data gathered to set goals and review.	September 2024
	Teams / Admin	3. Data Meetings Quarterly for all staff	Ongoing
	Admin	4. Area to be designated for Posting and communication of data to staff.	Need to identify the spot and begin posting
	Students / Teachers	5. All students will complete iReady Diagnostic each session they are enrolled at Oak Heights	2024-25 School year
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<b>District or School Goal this strategy supports</b>	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 attendance. Research shows that students who attend school 90% or more will achieve at higher levels. We will increase the number of regular attenders as reported on the state report card by 5% each year of this plan. We will monitor via Panorama during the school year.			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	Students who attend school 90% or more have a higher level of achievement based on research. We will look at attendance biweekly as well as quarterly as an entire staff to identify students at risk and intervene. We will make plans as needed to intervene with students below 90%.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall 2024 The attendance team will monitor attendance bi-weekly.  The attendance team will meet with at-risk students as identified via synergy analytics and panorama.	Winter 2025 The Attendance Team will monitor Attendance bi-weekly.  We will look at quarterly data to identify trends	Spring 2025  We will monitor end-of-year data to identify areas of strengths and needs based on our goal.
	Measures of Evidence for Students ("and" statement)	Fall 2024 Data teams meeting and reviewing data.  K-6 Attendance Regular Attenders as monitored by the attendance team bi-weekly and analyzed in the quartely data meeting	Winter 2025 Data teams meeting and reviewing data.  K-6 Attendance Regular Attenders as monitored by the attendance team bi-weekly and analyzed in the quartely data meeting to compare current status to goal.	Spring 2025 Data teams meeting and reviewing data for the year.  K-6 Attendance Regular Attenders as monitored by the attendance team bi-weekly and analyzed in the quartely

<b>District or School Goal this strategy supports</b>	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 attendance. Research shows that students who attend school 90% or more will achieve at higher levels. We will increase the number of regular attenders as reported on the state report card by 5% each year of this plan. We will monitor via Panorama during the school year.			
		to compare current status to goal.	data meeting to compare current status to goal.	
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers/Admin	1. Students take benchmark assessments		annually
	Teacher/Admin	2. Fall Benchmark Testing		Septmeber 2024
	Teacher/Admiin	3. Review Fall Data Meeting		November 2024
	Teacher/Admin	4. Winter Benchmark Testing		January 2025
	Teacher/Admin	5. Review Winter Benchmark Testing		March 2025
	Teache/Admin	6. Spring Benchmark Testing		May 2025
	Teacher/Admin	7. Review Spring Benchmark Testing		June 2025/August 25
	Attendance Team	Attendance Bi-Weekly Review- Minutes Shared		Bi-Weekly 2024/25
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

<p><b>District or School Goal this strategy supports</b></p>	<p>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. Each year of the plan we will reduce the number of major referrals by 10% over the previous year. A reduction in Major Referrals will indicate an improvement in a school climate that is desired by both staff and students. We will teach 60 minutes a week of SEL lessons using an approved curriculum.</p>			
<p><b>What are we going to do?</b></p>	<p>Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices</p>	<p>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</p>		
<p><b>How we will know the plan is working</b></p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall 2024</p> <p>We will monitor the minutes we are giving SEL Instruction every week to ensure 60 minutes,</p> <p>We will monitor behavior incidents in synergy and panorama and to identify trends and respond appropriately.</p> <p>Implement school-wide language and lessons around PBIS.</p> <p>Rules Roundup 3 times per year</p> <p>Monday Morning Meetings - Monthly PBIS Focus</p> <p>Self Manager- Defined expectations for achieving and losing</p> <p>Develop a common language and classroom expectations with all staff at welcome back in service.</p>	<p>Winter 2025</p> <p>Continue monitoring the minutes we are giving SEL Instruction every week to ensure 60 minutes,</p> <p>We will monitor behavior incidents in synergy and panorama and to identify trends and respond appropriately.</p>	<p>Spring 2025</p> <p>Continue monitoring the minutes we are giving SEL Instruction every week to ensure 60 minutes,</p> <p>We will monitor behavior incidents in synergy and panorama and to identify trends and respond appropriately.</p>



<b>District or School Goal this strategy supports</b>	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. Each year of the plan we will reduce the number of major referrals by 10% over the previous year. A reduction in Major Referrals will indicate an improvement in a school climate that is desired by both staff and students. We will teach 60 minutes a week of SEL lessons using an approved curriculum.			
Measures of Evidence for Students (“and” statement)	Fall 2023	Reduction of Major referrals compared to previous year month to month by 10%	Winter 2023	Spring 2024 Reduction of end of year total Major referrals compared to the previous year by 10%
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Admin/Guiding Coalition	1. Facilitate Common language discussion and development of classroom expectations		Fall 2024
	Admin /Teachers	2. Discussion and review of Data Quarterly by all staff.		Quarterly
	PBIS Team	3. Defined criteria for Self Manager for awarding and removal of badges		Ongoing
		5.		
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> 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?
<i>Performance Updates</i>						