

Oregon School Continuous Improvement Plan

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| School Year | 2021-2022 - (update with new goal) |
| School | Eagle Rock Elementary School |

School Direction Section

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| Mission/Vision | In partnership with families and our community, every Eagle Rock Elementary School student will achieve personal success and become a responsible and productive citizen | | |
| Comprehensive Needs Assessment Summary | | | |
| As a school leadership team we each individually took a survey to rate where we felt we would fall on the ORIS Needs Assessment. We then went through each Domain, Indicator and the results from the survey as a group and determined what evidence we had that supported we met the indicator or what we felt we were lacking. We examined SBAC results, Evaluate, YouthTruth Survey, and the ORIS alignment with AVID's CCI. We additionally looked at our underserved populations such as SPED, 504, and TAG needs. The majority of our students are considered economically disadvantaged and we have very few ELL (actual number is 5 students). Our students with disabilities are performing at a lower level. | | | |
| 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: <i>All students will meet their annual growth targets in math.</i> Metrics are outlined for the year(s) to come. | | | |
| Goal 1 | Implement school-wide social-emotional instruction using the CASEL Anchor Standards: social awareness, relationship skills, self-awareness, self-management, and responsible decision making. | | |
| Metrics | By (Fall 2021) | By (Winter 2021) | By (Spring 2022) |
| | Provide professional development for the PurposeFull People curriculum and implement the curriculum systematically across grade levels via a scope and sequence. | Continue on-going professional development for the PurposeFull People curriculum. Review and revise scope and sequence of curriculum. | Evaluate how well character Strong worked with students and what we can adjust for the following year. |
| Goal 2 | Align PD with AVID Instructional Methodologies. | | |
| Metrics | By (Fall 2021) | By (Winter 2021) | By (Spring 2022) |
| | Choose 4 strategies plus organization to implement school-wide. | Continue to refine the previous strategies while adding 4 more instructional strategies to our toolbox. | Implement the previous strategies at a high level across grade levels and subjects while refining and aligning. |
| Goal 3 | By June 2022 all students will demonstrate growth in Math by increasing their score on the STAR Math assessment (which assesses multiple CCSS Math standards) by a student growth percentile of 50%. | | |
| Metrics | By (Fall 2021) | By (Winter 2021) | By (Spring 2022) |
| | All students will be assessed by Start 360 to establish a baseline in math. | All students will show at least 25 Student growth percentile by Winter benchmark | All students will show at least 50 SGP (student growth percentile) by Spring benchmark |

Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

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| Initiative/Program | How this initiative/program supports the school to meet goals |
| AVID | Provides best instructional practice in a school-wide structure. |
| Social-Emotional Learning | Students will learn self-regulation strategies in order to attend to class time more effectively. |
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Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

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| District or School Goal this strategy supports | Goal: Implement school-wide social-emotional instruction using the CASEL Anchor Standards: social awareness, relationship skills, self-awareness, self-management, and responsible decision making. | | | |
| What are we going to do? | Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices | If we implement a school-wide social-emotional instruction, Then students will develop social-emotional regulation skills, And students' behavior will become more regulated and student access to core curriculum will result in increased student achievement. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions ("then" statements") | Fall Scope and sequence set for school year following professional development | Winter Scope and sequence instruction will be monitored through walk-throughs | Spring Evaluation and adjustments to scope and sequence through regular Grade Level Team meetings. |
| | Measures of Evidence for Students ("and" statement) | Fall Student behavior tracking via referral form sheets (major and minor) | Winter Student behavior tracking via referral form sheets (major and minor) | Spring Student behavior tracking via referral form sheets (major and minor) |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | Admin | Purchase "PurposeFull People" curriculum | | May 2021 |
| | Admin/Instructional Coach | Attend self-led professional development through Character Strong for implementation | | August 2021 |
| | Admin/Instructional Coach | Deliver professional development to staff | | August 2021 |
| | Leadership | Create scope and sequence for instruction | | August 2021 |
| | Teachers/IA | Deliver instruction in Social-Emotional Learning | | Sept 2021 - June 2022 |
| | Admin/Instructional coaches/ Teachers | Review and adjust scope and sequence for 22-23 SY | | May 2022 |

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| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | <input checked="" type="checkbox"/> Leadership |
| | | <input type="checkbox"/> Talent Development |
| | | <input 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.)

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| District or School Goal this strategy supports | Goal: Align professional development with AVID instructional methodologies to improve English Language Arts and mathematics achievement. | | | |
| What are we going to do? | Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices | If we identify three WICOR instructional strategies, Then teach these instructional strategies bi-monthly to all staff, And monitor instruction and student evidence of identified strategies, student achievement in ELA and mathematics will improve. | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements’) | Fall Identify and teach explicitly one strategy with a follow up to look at student work, discuss, and refine. (Oct, Nov) | Winter Identify and teach explicitly one strategy with a follow up to look at student work, discuss, and refine. (Dec, Jan). Continue to build upon the first strategy. | Spring Identify and teach explicitly one strategy with a follow up to look at student work, discuss, and refine. (Feb, March). Then again in April/May. Continue to build upon the previous strategies. |
| | Measures of Evidence for Students (“and” statement) | Fall Monitor instruction and student evidence of identified strategy. Examine Evaluate data and curriculum based assessments to measure impact. | Winter Monitor instruction and student evidence of identified strategy. Examine Evaluate data and curriculum based assessments to measure impact. | Spring Monitor instruction and student evidence of identified strategy. Examine Evaluate data and curriculum based assessments to measure impact. |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | Leadership | 1. Identify the four instructional strategies | | August 2021 |
| | Admin/Instructional Coach | 2. Teach the strategies | | 10/21, 12/21, 2/22, 4/22 |
| | All teachers | 3. Implementation of the strategies | | 10/21-5/22 |
| | All teachers | 4. Provide student evidence of the implementation | | 11/21, 1/22, 3/22, 5/22 |
| | All staff | 5. Discussion, refinement and alignment of the implementation | | 11/21-5/22 |

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| ORIS Domain Alignment | ORIS Domain(s) this strategy supports | <input 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 checked="" type="checkbox"/> Inclusive Policy and Practice |
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Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

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| District or School Goal this strategy supports | Goal: By June 2022 all students will demonstrate growth in Math by increasing their score on the STAR Math assessment (which assesses multiple CCSS Math standards) by a student growth percentile of 50%. | | | |
| What are we going to do? | Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices | If we <u>provide math interventions and explicit math instruction</u> Then <u>monitor student progress and provide teacher support</u> And <u>review data in order guide instruction then student achievement in math will improve.</u> | | |
| How we will know the plan is working | Measures of Evidence for Adult Actions (“then” statements”) | Fall All students will take a fall benchmark and identify students who need interventions. | Winter All students will take the winter benchmark and continue progress monitoring. incentivize kids to try their best in ST math | Spring All students will take the spring benchmark |
| | Measures of Evidence for Students (“and” statement) | Fall Students participate in ST Math intervention at least 4 days a week for 20 minutes a day | Winter K-2 students who need additional support will add kickstart intervention. All other students will continue with ST-Math | Spring Adjust interventions as needed |
| How we will get the work done | Person or Team Responsible | Action Steps To be completed this year | | Due Date |
| | IC/Teachers | 1. Implement benchmark test | | 9/21, 1/22, 5/22 |
| | IC | 2. Set and monitor SGP goals in star 360 | | 11/21, 2/22, 6/22 |
| | Teachers/IA’s | 3. Implement ST Math intervention | | 9/21 |
| | Teachers/IA’s | 4. Implement Kick start intervention | | 12/21 |
| | IC/Teachers | 5. Review data and make adjustments to interventions | | 10/21 through 6/22 |
| ORIS Domain Alignment | 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 3.1, 3.2, 3.3 etc.)

School Plan Self-Monitoring Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart 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? |
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| <i>Performance Updates</i> | 3/2020 | Mission/Vision and Mascot | Mission is set. | Mission is set. Mascot is still a work in progress. | Continue to refine mascot until acceptable. | No supports are being provided. We are doing this on our own. |
| | 1/2020 | Focused Note-taking | Too soon to tell. We are examining Evaluate and other curriculum-based assessments for measurement of using the strategy. | Everyone is teaching it. We have displayed and aligned what it should look like. | We did reduce the number of strategies we were going to teach from 4 to 3 | Time: We are using Early Release Wednesdays at least once a month. We are also using weekly PLCs. |
| | 3/2020 | Academic Language | Too soon to tell. We are examining Evaluate and other curriculum-based assessments for measurement of using the strategy. | Everyone is teaching it. We have displayed and aligned what it should look like. We did a Focus Walk into every classroom with the express purpose of looking for Academic Language in Action. | None at this time. | Lists of tiered Academic Language are being used. |
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| | 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? |
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| | 6/2020 | Mission/Vision and Mascot | Mission/Vision are set. | Mission is set. Mascot is still a work in progress. | Continue to refine mascot until acceptable. | No supports are being provided. We are doing this on our own. |
| | 6/2020 | Focused Note-taking | We have K-5 student evidence of focused note-taking. | Everyone is teaching it. We have displayed and aligned what it looks like at each grade level and across grade levels. | We will continue our focus on this process and continue to reflect and refine our practices. | Time: We are using Early Release Wednesdays at least once a month. We are also using weekly PLCs. |
| | 6/2020 | Academic Language | Too soon to tell. Due to COVID-19, our PD on Academic Language was cut short. We are examining Evaluate and other curriculum-based assessments for measurement of using the strategy. | Everyone is teaching it. We have displayed and aligned what it should look like. We did a Focus Walk into every classroom with the express purpose of looking for Academic Language in Action. | We will pick up where we left off when we come back in the fall. | Lists of tiered Academic Language are being used. As a teaching team, we practiced identifying tiered academic language in our ELA. |
| | Update Date 20-21 | 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? |
| | 10/2020 | Mission shared with staff, students and community | Just changing the vision without ongoing vision and school culture work is not enough to change mindsets. | Mission is finalized and published. | Vision work should continue with the leadership team in the 21-22 school year. CDL and LIPI modified the focus of the leadership team for 20-21 school year. | Dedicated time to vision work with leadership needs to be calendarized throughout the 21-22 school year. |
| | 8/2020 | Mascot Finalized | Mascot is well received by all stakeholders | Final style guide published for all stakeholders to use. | Continue to replace old mascots with new | No additional support is needed with this goal. |

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| | | | | | standardized image and color. | |
| | 1/2021 | AVID Artifacts | Teachers are continuing to teach and collect evidence of WICOR in the classroom | COVID changed the professional development for the 20-21 school year. | WICOR strategies need to be retaught and monitored throughout the school year. | More professional development in WICOR strategies and implementation needs to be delivered for 21-22 school year |
| | 3/10/2021 | CIP Review w/support from ESD | The discussion from the CIP review led to a change in goals moving forward to social-emotional learning. | | Implement the plan outlined in Goal #1 above. | District Office purchase of PurposeFull People |