

Oregon School Continuous Improvement Plan

School Year	2019 - 2022
School	Table Rock Elementary

School Direction Section

Vision	Together, we are working to make TRE a great place to learn!
Mission	Every Student, Every Classroom, Every Day

Comprehensive Needs Assessment Summary

What data did our team examine?

- Completed the ORIS Needs Assessment as a Leadership Team
- Evaluate Assessment Data for Math and ELA (Reading)
- Maravillas Assessment Data for SLA

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

- By completing the ORIS Needs Assessment, the TRE Leadership Team was able to identify the areas of improvement

Were inequities in student outcomes examined?

- Yes- The achievement gap between all students vs. subgroups (LEP, SPED, etc) was evident in multiple measures

What needs did our data review elevate?

- Domains needing improvement:
 - Well-Rounded, Coordinated Learning Principles
 - Stakeholder Engagement & Partnerships
 - Inclusive Policy & Practice

How were stakeholders involved in the needs assessment process?

- Yes- Administration, Certified Teachers, Classified Staff, and Parent representation was involved in the review of the ORIS needs assessment

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.

- To improve school wide achievement data as measured by Evaluate and Maravillas
- To increase opportunities for family engagement opportunities

Long Term School Goals & Metrics

Goal 1 (Math)	By Spring of 2022, TRE will demonstrate growth schoolwide in Math achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows: <ul style="list-style-type: none"> • K-1 Fall to Spring (Form A, and, Post): At least 90% Proficient/Exceeding • 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 40% Proficient/Exceeding 		
Metrics	By (2020)	By (2021)	By (2022)
	2020 K-1: 82% 2-5: 30%	2021 K-1: 87% 2-5: 35%	2022 K-1: 90% 2-5: 40%
Goal 2 (Reading)	By Spring of 2022, TRE will demonstrate growth schoolwide in ELA/Lit achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows: <ul style="list-style-type: none"> • K-1 Fall to Spring (Form A, and, Post): At least 95% Proficient/Exceeding • 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 32% Proficient/Exceeding The K-2 Two-Way Immersion program will demonstrate growth in ELA achievement as measured by the percentage of students at Benchmark on the Maravillas Assessment as follows: <ul style="list-style-type: none"> • Kindergarten Fall to Spring students at benchmark will be at least 30% • 1st/2nd grade Fall to Spring students at benchmark will be at least 45% 		

Metrics	By (2020)	By (2021)	By (2022)
	2020 K-1: 93% 2-5: 22% K: 20% 1-2: 35%	2021 K-1: 94% 2-5: 27% K: 25% 1-2:40%	2022 K-1: 95% 2-5: 32% K: 30% 1-2: 45%
Goal 3 (Family Eng.)	By June 2022, TRE will host at least three family engagement events each year that incorporate AVID and/or Literacy focus as documented on the school calendar.		
Metrics	By (2020)	By (2021)	By (2022)
	2020 Two Events	2021 Two Events	2022 Three Events

Initiative Alignment to Support School Goals

Initiative/Program	How this initiative/program supports the school to meet goals
AVID	System for calibrated instructional strategies
ALIMS/ELD Coaching	Incorporated Systematic Language instruction
Primary Grad Coach	Intensive interventions for high risk populations (K-1)
Attendance Initiative	Family outreach regarding the importance of attendance and impact on student achievement

Annual Evidence Based Strategies, Measures and Actions

District or School Goal this strategy supports	GOAL #1: By Spring of 2022, TRE will demonstrate growth schoolwide in Math achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows: <ul style="list-style-type: none"> • K-1 Fall to Spring (Form A, and, Post): At least 90% Proficient/Exceeding • 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 40% Proficient/Exceeding 			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action	If we explicitly incorporate AVID strategies in monthly professional development, Then staff will become more familiar with using AVID strategies, And students will be more successful on subsequent assessments to meet their growth targets.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall <ul style="list-style-type: none"> • Observations • Peer Walkthroughs • AVID Evidence • Lesson Plans 	Winter <ul style="list-style-type: none"> • Observations • Peer Walkthroughs • AVID Evidence • Lesson Plans 	Spring <ul style="list-style-type: none"> • Observations • Peer Walkthroughs • AVID Evidence • Lesson Plans
	Measures of Evidence for Students ("and" statement)	Fall <ul style="list-style-type: none"> • Classroom assessments • District Assessments • AVID Assessments 	Winter <ul style="list-style-type: none"> • Classroom assessments • District Assessments • AVID Assessments 	Spring <ul style="list-style-type: none"> • Classroom assessments • District Assessments • AVID Assessments
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Leadership Team & Teachers	1. Use of WICOR Star (Schoolwide poster) where teachers and students identify and reflect upon components of WICOR used in the lesson		October 2019
	Leadership Team & Teachers	2. WICOR/AVID Bingo schoolwide to promote the use of AVID Strategies in classroom instruction		December 2019
	Coaches and Admin.	3. Data collection from classroom visitor observational data		June 2020

	Coaches and Admin.	4. Student Talk Strategies: incorporate in monthly staff PD and in weekly teacher newsletter	June 2020
	Coaches and Admin.	5. ALIMS Cohort walkthroughs/Observations: identify an observation tool	June 2020
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 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	<p>GOAL #2: By Spring of 2022, TRE will demonstrate growth schoolwide in ELA/Lit achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows:</p> <ul style="list-style-type: none"> • K-1 Fall to Spring (Form A, and, Post): At least 95% Proficient/Exceeding • 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 32% Proficient/Exceeding <p>The K-2 Two-Way Immersion program will demonstrate growth in ELA achievement as measured by the percentage of students at Benchmark on the Maravillas Assessment as follows:</p> <ul style="list-style-type: none"> • Kindergarten Fall to Spring students at benchmark will be at least 30% • 1st/2nd grade Fall to Spring students at benchmark will be at least 45%
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What are we going to do?	Strategy # 2.1 Written as a Theory of Action If we explicitly incorporate AVID strategies in monthly professional development, Then staff will become more familiar with using AVID strategies, And students will be more successful on subsequent assessments to meet their growth targets.
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How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall <ul style="list-style-type: none"> • Observations • Peer Walkthroughs • AVID Evidence • Lesson Plans 	Winter <ul style="list-style-type: none"> • Observations • Peer Walkthroughs • AVID Evidence • Lesson Plans 	Spring <ul style="list-style-type: none"> • Observations • Peer Walkthroughs • AVID Evidence • Lesson Plans
	Measures of Evidence for Students ("and" statement)	Fall <ul style="list-style-type: none"> • Classroom assessments • District Assessments • AVID Assessments 	Winter <ul style="list-style-type: none"> • Classroom assessments • District Assessments • AVID Assessments 	Spring <ul style="list-style-type: none"> • Classroom assessments • District Assessments • AVID Assessments

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Leadership Team & Teachers	1. Use of WICOR Star (Schoolwide poster) where teachers and students identify and reflect upon components of WICOR used in the lesson	October 2019
	Leadership Team & Teachers	2. WICOR/AVID Bingo schoolwide to promote the use of AVID Strategies in classroom instruction	December 2019
	Coaches and Admin.	3. Data collection from classroom visitor observational data	June 2020
	Coaches & Admin	4. Eye of the Tiger- Adding a WICOR Strategy of the month	June 2020
	Coaches, Teachers & Admin	5. Beginning of the year and ongoing Professional Development focused on WICOR	June 2020

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
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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: By June 2022, TRE will host at least three family engagement events each year that incorporate AVID and/or Literacy focus as documented on the school calendar.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action	If we engage families in school events, Then staff will be able to remove barriers to create inclusion, And students will have a stronger home to school connection.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall ● Conferences	Winter ● N/A	Spring ● Spring Showcase ● Conferences
	Measures of Evidence for Students ("and" statement)	Fall ● Sign in Sheets participation % ● Work Samples ● Student presented work	Winter ● N/A	Spring ● Youth Truth ● Sign in Sheets participation % ● Work Samples ● Student presented work
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Coaches and Admin	1. Determine materials needed for conferences		October 2019
	Coaches, Teachers and Admin	2. Provide families information about AVID in monthly newsletters, Facebook, and at school events		June 2020
	Grade Level Collaborative Teams (GLCT)	3. Grade levels determine how they will have students present work during conferences - implement student led conferences		October 2019
	Coaches and Admin	4. Schedule dates for family engagement events and add to the calendar		October 2019
	PTO and Staff	5. Increase Parent participation on PTO for more family involvement in event planning.		June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input 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 3.1, 3.2, 3.3 etc.)

School Plan
Self-Monitoring Routine Preview
2019 - 2020 SY Review

Mid-Year Progress Review 2/11/2020:

Goal #1 (Math): By Spring of 2022, TRE will demonstrate growth schoolwide in Math achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows:

- K-1 Fall to Spring (Form A, and, Post): At least 90% Proficient/Exceeding
 - 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 40% Proficient/Exceeding
 - By Spring 2020:
 - K-1: 82%
 - 2-5: 30%
 - How are we doing?
 - K-1 is at 37% as of January.
 - 2-5 is 9% as of January.
 - What will we do next?
 - Continue with current supports
 - Possibly re-evaluate Redbird and how it has been implemented in the classrooms.
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Goal #2 (Reading): By Spring of 2022, TRE will demonstrate growth schoolwide in ELA/Lit achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows:

- K-1 Fall to Spring (Form A, and, Post): At least 95% Proficient/Exceeding
 - 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 32% Proficient/Exceeding
- The K-2 Two-Way Immersion program will demonstrate growth in ELA achievement as measured by the percentage of students at Benchmark on the Maravillas Assessment as follows:
- Kindergarten Fall to Spring students at benchmark will be at least 30%
 - 1st/2nd grade Fall to Spring students at benchmark will be at least 45%
 - By Spring 2020:
 - K-1: 93%
 - 2-5: 22%
 - TWI K: 20%
 - TWI 1-2: 35%
 - How are we doing? 2-5: 8% at beginning, 11% at mid-year
 K-1: 12% at beginning, 82% at mid-year
 K-1 is doing amazing, 2-5 needs to come up with ways to motivate the scholars to do their best (how do we hold them accountable? and make them “care” to do their best)
 - What will we do next? see chart below
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Goal #3 (Family Eng.): By June 2022, TRE will host at least three family engagement events each year that incorporate AVID and/or Literacy focus as documented on the school calendar.

By Spring 2020:

- Two events
- Spring Showcase
- Back To School Night
- Possible Christmas Program Event at Eagle Point Highschool with samples of AVID projects displayed in the lobby.

How are we doing? Family events centered around academics tend to be poorly attended. However performance based(dance and/or singing) events are better attended.

What will we do next? Discuss implementing a Christmas program for the 2020-2021 school year using the ideas listed above. Discuss with PTO ways we can encourage attendance at family events.

Performance Updates:

	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	2/11/20	1.1	We have evidence from our district wide Evaluate assessment that we are making progress toward the goal.	The “how did we WICOR today” is working. Students are able to identify what parts of WICOR they are using.	We are on target to meet our goals. As such, we do not have any suggestions for adjustments at this time beyond more opportunities to collaborate with our collaborative teams on main strategies.	ALIM Cohort AVID Redbird - More training with Redbird is needed. Small group math time - Working very well. Teachers can pull students as needed to work on targeted skills.
				<p style="text-align: center;">SAMPLE District Self-Monitoring Routine Template</p> The BINGO chart is sporadic. Teachers are using strategies, but some are further along on their own. In G. wants that others. - Look at refining for next year's plan. We are collecting observational data, and we also implement weekly newsletter to teachers with AVID info, monthly newsletters to families and monthly staff PD. There has not been as many ALIM cohort		

				walkthroughs. They are still in progress.		
2/11/20	2.1	We are making very slow progress toward our ELA goal in 2-5. K-1 is progressing very well.	<p>K-1 is one-on-one and small group to test Evaluate which holds the kids more accountable to do their best.</p> <p>2-5 (some, not all?) chunk the Evaluate test so scholars are being slowed down to do their best.</p> <p>There has not been as many ALIM cohort walkthroughs. They are still in progress.</p> <p>Some teachers have had CM and/or ALIM which has been beneficial to scholars. - Continue to offer CM training in next year's plan</p>	<p>Could all 2-5 chunk Evaluate to see if there are improvements in scholar achievement?</p> <p>Classroom incentives for scholars who are demonstrating a mastery of test-taking strategies? Assembly incentives are great but only impact a small few, rather than the many.</p>	<p>ALIM Cohort</p> <p>AVID</p> <p>Redbird - More training with Redbird is needed.</p> <p>Small group reading time - Working very well. Teachers can pull students as needed to work on targeted skills.</p>	
2/11/20	3.1 Back to School Night, and Spring Showcase Night	Family events centered around academics tend to be poorly attended. However performance based(dance and/or singing) events are better attended.	Performance based activities are more successful than academic based events.	<p>Discuss Implementing a Christmas program for the 2020-2021 school year using the ideas listed above. Discuss with PTO ways we can encourage attendance at family events.</p> <p>Leadership team to be committee planning Christmas Program - Shelley, Committee Chair</p>	PTO support and staff buy-in	

End of Year Progress Review 5/12/2020:

Goal #1 (Math): By Spring of 2022, TRE will demonstrate growth schoolwide in Math achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows:

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- 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 40% Proficient/Exceeding
 - By Spring 2020:
 - K-1: 82%
 - 2-5: 30%
- How are we doing?
 - K-1 is at 37% as of January.
 - 2-5 is 9% as of January.
 - Due to COVID-19 closure, we were unable to complete end of the year assessments.
 - Did not meet goal do to lack of data
- What will we do next?
 - Continue with current supports
 - Possibly re-evaluate Redbird and how it has been implemented in the classrooms.
 - Spiral reviews in the 20-21 school year to support missed standards during closure
 - Fall assessments to determine needs and plan supports
 - Implement SEL supports/curriculum

Goal #2 (Reading): By Spring of 2022, TRE will demonstrate growth schoolwide in ELA/Lit achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows:

- K-1 Fall to Spring (Form A, and, Post): At least 95% Proficient/Exceeding
 - 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 32% Proficient/Exceeding
- The K-2 Two-Way Immersion program will demonstrate growth in ELA achievement as measured by the percentage of students at Benchmark on the Maravillas Assessment as follows:
- Kindergarten Fall to Spring students at benchmark will be at least 30%
 - 1st/2nd grade Fall to Spring students at benchmark will be at least 45%
 - By Spring 2020:
 - K-1: 93%
 - 2-5: 22%
 - TWI K: 20%
 - TWI 1-2: 35%
 - How are we doing?
 - 2-5: 8% at beginning, 11% at mid-year
 - K-1: 12% at beginning, 82% at mid-year
 - K-1 is doing amazing, 2-5 needs to come up with ways to motivate the scholars to do their best (how do we hold them accountable? and make them “care” to do their best)
 - Due to COVID-19 closure, we were unable to complete end of the year assessments.
 - Did not meet goal do to lack of data

- What will we do next?
 - see chart below
 - Spiral reviews in the 20-21 school year to support missed standards during closure
 - Fall assessments to determine needs and plan supports
 - Implement SEL supports/Curriculum

Goal #3 (Family Eng.): By June 2022, TRE will host at least three family engagement events each year that incorporate AVID and/or Literacy focus as documented on the school calendar.

By Spring 2020:

- Two events
 - Spring Showcase
 - Back To School Night
 - Possible Christmas Program Event at Eagle Point Highschool with samples of AVID projects displayed in the lobby.
- How are we doing?
 - At MOY, Family events centered around academics tend to be poorly attended. However performance based(dance and/or singing) events are better attended.
 - No EOY family events to determine engagement - events canceled due to COVID-19 closure
 - What will we do next?
 - Following ODE guidance for the school year 2020-2021 we will have to revise our family engagement events.
 - May not do large gatherings
 - May have to find ways ‘outside’ the box to engage families without large gatherings

Performance Updates:

Performance Updates	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?
	5/12/20	1.1	<p>We only have evidence from our MOY district wide Evaluate assessment that we were making progress toward the goal prior to the COVID-19 school closure.</p>	<p>The “How did we WICOR today” is working. Students are able to identify what parts of WICOR they are using.</p> <p>The ILLGO has is sporadic. Teachers are using strategies, but some are further</p>	<p>We were on target at MOY to meet our goals. As such, we did not have any suggestions or adjustments at this time beyond more opportunities to collaborate with our collaborative teams on math strategies. Will need to make</p>	<p>ALIM Cohort</p> <p>AVID</p> <p>Redbird - More training with Redbird is needed.</p> <p>Small group math time - Working very well. Teachers can pull students as</p>

				<p>along on their BINGO charts than others. - Look at refining for next year's plan.</p> <p>We are collecting observational data, and we also implement weekly newsletter to teachers with AVID info, monthly newsletters to families and monthly staff PD.</p> <p>There were no b ALIM cohort walkthroughs since MOY due to COVID-19 school closure.</p>	<p>adjustments for the 20-21 SY.</p>	<p>needed to work on targeted skills.</p>
5/12/20	2.1	<p>At MOY, we were making very slow progress toward our ELA goal in 2-5. K-1 was progressing very well.</p>	<p>K-1 is one-on-one and small group to test Evaluate which holds the kids more accountable to do their best.</p> <p>2-5 (some, not all?) chunk the Evaluate test so scholars are being slowed down to do their best.</p> <p>There has not been as many ALIM cohort walkthroughs. They are still in progress.</p> <p>Some teachers have had CM and/or ALIM which has been beneficial to scholars. - Continue to offer CM training in next year's plan</p>	<p>K-1 is one-on-one and small group to test Evaluate which holds the kids more accountable to do their best.</p> <p>2-5 (some, not all?) chunk the Evaluate test so scholars are being slowed down to do their best.</p> <p>There has not been as many ALIM cohort walkthroughs. They are still in progress.</p> <p>Some teachers have had CM and/or ALIM which has been beneficial to scholars. - Continue to offer CM training in next year's plan</p>	<p>Could all 2-5 chunk Evaluate to see if there are improvements in scholar achievement?</p> <p>Classroom incentives for scholars who are demonstrating a mastery of test-taking strategies? Assembly incentives are great but only impact a small few, rather than the many.</p>	<p>ALIM Cohort</p> <p>AVID</p> <p>Redbird - More training with Redbird is needed.</p> <p>Small group reading time - Working very well. Teachers can pull students as needed to work on targeted skills.</p>
5/12/20	3.1 Back to School Night, and Spring Showcase Night	<p>Family events centered around academics tend to be poorly attended. However performance</p>	<p>Performance based activities are more successful than academic based events.</p>	<p>Depending on ODE guidance for 20-21 SY, Discuss Implementing a Christmas program for the</p>	<p>PTO support and staff buy-in</p>	

			based(dance and/or singing) events are better attended.		2020-2021 school year using the ideas listed above. Discuss with PTO ways we can encourage attendance at family events. Leadership team to be committee planning Christmas Program - Shelley, Committee Chair	
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School Plan
Self-Monitoring Routine Preview
2020 - 2021 SY Review

Mid-Year Progress Review 3/9/2021:

Goal #1 (Math): By Spring of 2022, TRE will demonstrate growth schoolwide in Math achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows:

- K-1 Fall to Spring (Form A, and, Post): At least 90% Proficient/Exceeding
- 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 40% Proficient/Exceeding
 - By Spring 2021
 - K-1: 87%
 - 2-5: 35%
- How are we doing?
 - Using Star 360 this year instead of the Evaluate tool we were expecting to use and have used in years prior. Data with Star 360 shows:
 - 1st & 2nd grades: 51%
 - 3rd - 5th: 21.1%
 - Kinder: no data due to kinder taking early literacy, report could not be pulled (Hollie to ask other coaches)
- What will we do next?
 - Focus on what the tools are in CBM and how they can be used/help for the rest of this school year?
 - Explore which tool to use moving forward.

Goal #2 (Reading): By Spring of 2022, TRE will demonstrate growth schoolwide in ELA/Lit achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows:

- K-1 Fall to Spring (Form A, and, Post): At least 95% Proficient/Exceeding
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- Kindergarten Fall to Spring students at benchmark will be at least 30%
 - 1st/2nd grade Fall to Spring students at benchmark will be at least 45%
 - By Spring 2021:
 - K-1: 94%
 - 2-5: 27%
 - TWI K: 25%
 - TWI 1-2:40%
 - How are we doing?
 - We are back to in-person learning
 - Doing great with the return to learning guidance

- Completed a winter benchmark - STAR360; not the assessment identified in the goals
- K-2 30.2% at/above Benchmark
- K-2 Spanish 28.8%
- 3-5 23.4%
- 3-5 Spanish 26%
- What will we do next?
 - Continue to assess using STAR360; monitor growth from winter to spring
 - Data teams to take a drilled down look at grade levels and classes
 - Priority standards for the rest of the year.....what can we guarantee students will know by the end of the next 9 weeks?
 - Look into progress monitoring within STAR360

Goal #3 (Family Eng.): By June 2022, TRE will host at least three family engagement events each year that incorporate AVID and/or Literacy focus as documented on the school calendar.
 By Spring 2021: Two events

- How are we doing?
 - TRE Drive Thrus
 - EB Friends and Family Night (one more coming up in May)
 - Principal Messages/Family Newsletters (Monthly)
 - School Videos Created for families to see
 - Virtual Assemblies Posted to Social Media and Website
 - Family/Teacher Conferences (Fall & Spring)
 - Learning Platform Engagement - Canvas
 - Monday Mail - AVID Organization Strategy
 - TRE Spirit Weeks - Engaging dress up days
 - Virtual Field Day- Family engagement activities
 - Scholar of the Month Awards/Yard Signs
 - Outstanding Scholar Engagement Awards/Yard Signs
- What will we do next?
 - Communication on strategies families can use as related to AVID/Literacy
 - Sharing WICOR Strategy
 - Highlighting “How Are We WICORing Now?”
 - Organization- Water bottles, Monday Mail, etc
 - Drive Thru Art Event
 -

What can we do for the last 9 weeks to increase family engagement?

Performance Updates:

Performance Updates		Strategy			What supports are being provided? Are
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Update Date		What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	they helpful? What more is needed?
3/9/21 In blue text	1.1	Due to the switch from Evaluate to Star360, we cannot compare data from last year to this year.	COVID!! Due to closure, CDL, original strategies have not fully been implemented.	We need to become more familiar with STAR 360 reports/training.	Exploring ST Math & kids seem to like it.
3/9/21	2.1	At MOY, we were looking at STAR360. Evidence shows slow progress. Many need additional support. Dual language in Math and Reading are stronger than English Only	COVID is not working! Having many students back to in-person learning is working! Students excited to learn on campus Students bringing iPads home everyday is helping for practice at home. Not working: missing opportunities for PD on AVID. Collaboration is a struggle. Teachers are focused on organization (binders/folders)	We will use the Star 360 assessment to show growth from winter to spring. Collaboration opportunity for teachers/grade level to review data and plan next steps Re-introduce WICOR weekly in the Eye of the Tiger	Small group/1:1 Collaboration opportunity for teachers/grade level to review data and plan next steps Priority standards for the last 9 weeks
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?
3/9/21	3.1 Comm. on sharing WICOR Strats. with families - "What are we doing now?"	Monday Mail- Families know the information is coming on Monday - predictable	Families Expect the folders- Consider having a "stays at home" on the left side and "comes back to school" on the right side of the folder (Post-COVID)	Increase Virtual presentation opportunities for WICOR Strategies for families to implement at home	PTO support and staff buy-in (In all areas)

School Plan
Self-Monitoring Routine Preview
2020 - 2021 SY Review

End of Year Progress Review 6/2021:

Goal #1 (Math): By Spring of 2022, TRE will demonstrate growth schoolwide in Math achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows:

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 - By Spring 2021
 - K-1: 87%
 - 2-5: 35%
- How are we doing?
 - Using Star 360 this year instead of the Evaluate tool we were expecting to use and have used in years prior. Data with Star 360 shows:
 - 1st & 2nd grades: EO/59%, Sp/50%
 - 3rd - 5th: EO/31%, Sp/24%
 - Kinder: The math piece is incorporated in with Star 360 Early Literacy, there is not a way to retrieve that %
- What will we do next?
 - Focus on what the tools are in CBM and how they can be used/help starting next year
 - Explore which tool to use moving forward
 - 100% and 20% data review following pre-pandemic format
 - Intervention support during core
 - Increased IA support at 1st and 2nd grade levels

Goal #2 (Reading): By Spring of 2022, TRE will demonstrate growth schoolwide in ELA/Lit achievement, as measured by the percentage of students meeting or exceeding on the district Evaluate Assessment as follows:

- K-1 Fall to Spring (Form A, and, Post): At least 95% Proficient/Exceeding
 - 2-5 Fall to Spring (Combined Fall and Spring A/B standards): At least 32% Proficient/Exceeding
- The K-2 Two-Way Immersion program will demonstrate growth in ELA achievement as measured by the percentage of students at Benchmark on the Maravillas Assessment as follows:
- Kindergarten Fall to Spring students at benchmark will be at least 30%
 - 1st/2nd grade Fall to Spring students at benchmark will be at least 45%
 - By Spring 2021:
 - K-1: 94%
 - 2-5: 27%
 - TWI K: 25%
 - TWI 1-2:40%
 - How are we doing?

- K-2 % at/above Benchmark: 57% Star 360 Early Literacy English
 - K-2 Spanish: 50% Star 360 Early Literacy Spanish
 - 3-5: 28% Star 360 Reading English
 - 3-5 Spanish: 22% Star 360 Reading English
 - What will we do next?
 - Continue to assess using STAR360; monitor growth from winter to spring
 - Data teams to take a drilled down look at grade levels and classes
 - Priority standards for the rest of the year.....what can we guarantee students will know by the end of the next 9 weeks?
 - Look into progress monitoring within STAR360
-

Goal #3 (Family Eng.): By June 2022, TRE will host at least three family engagement events each year that incorporate AVID and/or Literacy focus as documented on the school calendar.

By Spring 2021: Two events

- How are we doing?
 - TRE Drive Thrus
 - EB Friends and Family Night
 - Principal Messages/Family Newsletters (Monthly)
 - School Videos Created for families to see
 - Virtual Assemblies Posted to Social Media and Website
 - Family/Teacher Conferences (Fall & Spring)
 - Learning Platform Engagement - Canvas
 - Monday Mail - AVID Organization Strategy
 - TRE Spirit Weeks - Engaging dress up days
 - Virtual Field Day- Family engagement activities
 - Scholar of the Month Awards/Yard Signs
 - Outstanding Scholar Engagement Awards/Yard Signs
- What will we do next?
 - Going into the new school year: Communication on strategies families can use as related to AVID/Literacy
 - Sharing WICOR Strategy
 - Highlighting “How Are We WICORing Now?”
 - Organization- Water bottles, Monday Mail, etc
 - Communication regarding social and emotional learning - tips for families

Performance Updates:

	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	6/7/21	1.1	Due to the switch from Evaluate to Star360, we cannot compare data from last year to this year.	COVID!! Due to closure, CDL, original strategies have not fully been implemented.	We need to become more familiar with STAR 360 reports/ training.	Exploring ST Math & kids seem to like it.
	6/7/21	2.1	At EOY, we were looking at STAR360. Evidence shows slow progress. Many need additional support. Dual language in Math and Reading are stronger than English Only	COVID is not working! Having many students back to in-person learning is working! Students excited to learn on campus Students bringing iPads home everyday is helping for practice at home Not working: missing opportunities for PD or AVID. Collaboration is a struggle. Teachers are focused on organization (binders/folders)	We will use the Star 360 assessment to show growth from winter to spring. Collaboration opportunity for teachers/grade level to review data and plan next steps Collaboration opportunity for teachers/grade level to review data and plan next steps reintroduce WICOR weekly in the Eye of the Tiger	Small group/1:1 Collaboration opportunity for teachers/grade level to review data and plan next steps Priority standards for the last 9 weeks
	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?
	6/7/21	3.1 Comm. on sharing WICOR Strats. with families - "What are we doing now?"	Monday Mail- Families know the information is coming on Monday - predictable	Families Expect the folders- Consider having a "stays at home" on the left side and "comes back to school" on the right side of the folder (Post-COVID)	Increase Virtual presentation opportunities for WICOR Strategies for families to implement at home	PTO support and staff buy-in (In all areas)

SAMPLE District
Self-Monitoring Routine
Template

