

**Oregon School Continuous Improvement Plan**

<b>School Year</b>	2022-2025
<b>School</b>	Eagle Rock Elementary

**School Direction Section**

<b>Vision</b>	In partnership with families and our community, every Eagle Rock Elementary School student will achieve personal success and become a responsible and productive citizen.
<b>Mission</b>	Eagle Rock Elementary staff are committed to providing a well rounded education that inspires curiosity, cultivates creativity, and instills a lifelong love of learning.

**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)
- OSAS results and Youth Truth Survey

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

- By completing the **ORIS Needs Assessment**, the ERE 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 (SPED, 504, 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 i-Ready
- To increase opportunities for family engagement opportunities

**Long Term School Goals & Metrics**

<b>Goal 1 (Math)</b>	By June 2025, all students will demonstrate growth in math by increasing their score on the iReady Math assessment by having a student growth percentile of 60th percentile.		
	Midyear 23-24: By June 2025, all students will demonstrate proficiency in math standards as demonstrated by iReady Math Diagnostic Assessment as follows: <ul style="list-style-type: none"> <li>• 60% meeting grade level standards (proficient)</li> </ul> And/or average grade level growth each year as follows: <ul style="list-style-type: none"> <li>• 18-30% growth each school year</li> </ul>		
<b>Metrics</b>	<b>By (2023)</b>	<b>By (2024)</b>	<b>By (2025)</b>
	2023 K-5: 56%	2024 K-5: 58%	2025% K-5: 60%
<b>Goal 2 (Reading)</b>	By June 2025, all students will demonstrate growth in ELA by increasing their score on the i-Ready Early Literacy or i-Ready Reading assessment by having a student growth percentile of 60th percentile.		



	<p>Midyear 23-24: By June 2025, all students will demonstrate proficiency in literacy standards as demonstrated by iReady Reading Diagnostic Assessment as follows:</p> <ul style="list-style-type: none"> <li>60% meeting grade level standards (proficient)</li> </ul> <p>And/or average grade level growth each year as follows:</p> <ul style="list-style-type: none"> <li>20-40% growth each school year</li> </ul>		
<b>Metrics</b>	<b>By (2023)</b>	<b>By (2024)</b>	<b>By (2025)</b>
	2023 K-5: 56%	2024 K-5: 58%	2025 K-5: 60%
<b>Goal 3</b> (Family Eng.)	By June 2025, ERE will host at least three family engagement events each year that support each and every student’s success by focusing on math or literacy achievement, as well as incorporating parent involvement. As shown on the school and district calendar.		
<b>Metrics</b>	<b>By (2023)</b>	<b>By (2024)</b>	<b>By (2025)</b>
	2023 Two Events	2024 Three Events	2025 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
Attendance Initiative	Family outreach regarding the importance of attendance and impact on student achievement

**Annual Evidence Based Strategies, Measures and Actions**

<b>District or School Goal this strategy supports</b>	<p><b>Goal 1:</b> By June 2025, all students will demonstrate proficiency in math standards as demonstrated by iReady Math Diagnostic Assessment as follows:</p> <ul style="list-style-type: none"> <li>60% meeting grade level standards (proficient)</li> </ul> <p>And/or average grade level growth each year as follows:</p> <ul style="list-style-type: none"> <li>18-30% growth each school year</li> </ul>			
<b>What are we going to do?</b>	Strategy # 1.1 Written as a Theory of Action	<p><b>If we</b> explicitly incorporate best practice math strategies in monthly professional development,  <b>Then</b> staff will become more familiar with using best practice strategies,  <b>And</b> students will be more successful on subsequent assessments to meet their growth targets.</p>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	<p>Fall</p> <ul style="list-style-type: none"> <li>Observations</li> <li>Peer-Walkthroughs</li> <li><del>AVID Evidence</del></li> <li>Lesson Plans</li> <li>STEAM Night</li> <li>STEM kits sent home</li> </ul>	<p>Winter</p> <ul style="list-style-type: none"> <li>Observations</li> <li>Peer Walkthroughs</li> <li><b>AVID Evidence</b></li> <li>Lesson Plans</li> <li>Provide math interventions</li> <li>Provide additional math resources to teachers</li> <li>Offer iReady PD</li> <li>Shoot for the Stars Incentive</li> <li>100/20% meetings</li> </ul>	<p>Spring</p> <ul style="list-style-type: none"> <li>Observations</li> <li>Peer-Walkthroughs</li> <li><del>AVID Evidence</del></li> <li>Lesson Plans</li> <li>Provide math interventions</li> <li>Provide additional math resources to teachers</li> <li>Offer iReady PD</li> <li>Data Chats</li> <li>100/20% meetings</li> </ul>
	Measures of Evidence for Students (“and” statement)	<p>Fall</p> <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>District Assessments</li> <li><del>AVID Assessments</del></li> </ul>	<p>Winter</p> <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>District Assessments</li> <li><b>AVID Assessments</b></li> <li>Progress monitoring</li> </ul>	<p>Spring</p> <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>District Assessments</li> <li><del>AVID Assessments</del></li> </ul>
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps To be completed this year</b>		<b>Due Date</b>



	Leadership Team & Teachers	1. Implement benchmark diagnostic test (fall, winter, spring)	June 2024
	Leadership Team & Teachers	2. Set and monitor SGP goals in i-Ready (fall, winter, spring)	June 2024
	Coaches, admin & Teachers, IAs	3. Implement i-Ready MyPath intervention, 1-2x weekly, 70% completion rate, 30-49 min per week	June 2024
	Coaches, admin & Teachers, IAs	4. Implement Kick start intervention for younger grade levels	June 2024
	Coaches, Admin & Teachers	5. Review data in 20% meetings and make adjustments to interventions	June 2024
	Coach and Admin	6. Implement Shoot for Stars incentive for students to increase benchmark test scores	January/June 2024
<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 1.1, 1.2, 1.3 etc.)

<b>District or School Goal this strategy supports</b>	<b>Goal 2:</b> By June 2025, all students will demonstrate proficiency in literacy standards as demonstrated by iReady Reading Diagnostic Assessment as follows: <ul style="list-style-type: none"> <li>60% meeting grade level standards (proficient)</li> </ul> And/or average grade level growth each year as follows: <ul style="list-style-type: none"> <li>20-40% growth each school year</li> </ul>			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action	<b>If we</b> explicitly incorporate Best practice Reading strategies in monthly professional development, <b>Then</b> staff will become more familiar with using Best practice reading strategies, <b>And</b> students will be more successful on subsequent assessments to meet their growth targets.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall <ul style="list-style-type: none"> <li>Observations</li> <li>Peer-Walkthroughs</li> <li>AVID-Evidence</li> <li>Lesson Plans</li> </ul>	Winter <ul style="list-style-type: none"> <li>Observations</li> <li>Peer-Walkthroughs</li> <li>AVID-Evidence</li> <li>Lesson Plans</li> <li>Provide literacy intervention</li> <li>Shoot for the Stars incentives</li> <li>100/20% meetings</li> <li>SMART Reading (K/1)</li> </ul>	Spring <ul style="list-style-type: none"> <li>Observations</li> <li>Peer-Walkthroughs</li> <li>AVID-Evidence</li> <li>Lesson Plans</li> <li>Provide literacy interventions</li> <li>100/20% meetings</li> <li>Data chats</li> <li>Literacy Night</li> <li>SMART Reading (K/1)</li> </ul>
	Measures of Evidence for Students ("and" statement)	Fall <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>District Assessments</li> <li><del>AVID Assessments</del></li> </ul>	Winter <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>District Assessments</li> <li><b>AVID Assessments</b></li> </ul>	Spring <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>District Assessments</li> <li><del>AVID Assessments</del></li> </ul>
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