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Oregon School Continuous Improvement Plan - Table Rock Elementary

School Year	2022-2025
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
- For the 22/23 School Year- Star 360 Assessment Data for Math and ELA (Reading) in English Classes and Dual Language
- For the 23/24- iReady Diagnostic Testing for Math and Reading in both English and Dual Language Classes
- OSAS Math and LA assessments for grades 3 through 5
- Attendance Data
- Behavior Data (PBIS Systems)
- Staff Retention/Average years
- Social Emotional Learning Survey Data

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
- TRE Leadership aligned areas identified in the ORIS with the EPSD9 Strategic Plan

Were inequities in student outcomes examined?
- Yes- The achievement gap between all students vs. subgroups (LEP) was evident in multiple measures

What needs did our data review elevate?
- ORIS Domains needing improvement:
  - Talent Development - 2.1 Staff Growth
  - Talent Development - 2.2 Professional Learning
  - Stakeholder input is valued and genuine partnerships are established and maintained - 3.3 Review and Incorporate Stakeholder Input
- Math achievement - district focus/EPSD9 Strategic Plan
  - State and local achievement scores lower than other schools

How were stakeholders involved in the needs assessment process?
- A Building Representative Leadership Team: Administration, Certified Teachers, Classified Staff, and Parent representation were involved in the review of data tools:
  - ORIS Needs Assessment
  - Star 360 Assessment Data for Math and ELA (Reading) in English Classes and Dual Language
  - OSAS Math and LA assessments for grades 3 through 5
  - Attendance Data
  - Behavior Data (PBIS Systems)
  - Staff Retention/Average years
  - Social Emotional Learning Survey Data

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 math achievement data as measured by iReady
- To improve culture and climate in 3 outcome areas resulting in staff member retention
- To increase opportunities for family/community engagement opportunities

Long Term School Goals & Metrics			
Goal 1 (Math Achievement)	By June 2025, all students in grades 1st thru 5th grade (English only and Dual Language) will demonstrate proficiency in math standards as demonstrated by the STAR360 Assessment as follows: • 1st - 5th grade: 65% meeting grade level standards (proficient) And/or average grade level growth each year as follows: • 1st - 5th grade: 50% growth each school year Goal Achievement Data was recalculated in January of the 23/24 school year due to the district adopting a new testing platform. iReady Diagnostic Testing will be used for the remainder of the life of this CIP. As a result our new goal metrics are as follows: • 1st - 5th grade: 65% meeting grade level standards And/or average grade level growth each year as follows: • 1st- 5th grade: 50% typical growth		
Metrics	**By (2023)**	**By (2024)**	**By (2025)**
	• 1st - 5th grade: 45% meeting grade level standard (proficient) or • Grade level average growth of 50%	• 1st - 5th grade: 55% meeting grade level standard or • Grade level typical growth of 50%	• 1st -5th grade: 65% meeting grade level standard or • Grade level typical growth of 50%
Goal 2 (Talent Development)	By June of 2025, TRE will improve certified staff culture and climate in well-being, belonging, and engagement to increase staff member retention as evident by the following average years of certified staff at TRE and percent of retention: • Average Years of certified staff: 6 years • Percentage of retained certified staff: 85%		
Metrics	**By (2023)**	**By (2024)**	**By (2025)**
	• Average Years of certified staff: 4 years • Percentage of retained certified staff: 75%	• Average Years of certified staff: 6 years • Percentage of retained certified staff: 80% • Actual: 5.76 years of service. • Actual: 50 staff, 40 retained. 80% retention rate	• Average Years of certified staff: 7 years • Percentage of retained certified staff: 80%
Goal 3 (Family Eng.)	By June 2025, TRE will have increased its community **partnerships** to include three of the following groups: nonprofit, business, community, families; and TRE will provide 3 **input** opportunities in a school year for stakeholder input.		
Metrics	**By (2023)**	**By (2024)**	**By (2025)**
	Increase of 1 community partnership and 1 input opportunity	Increase of 2 community partnership and 2 input opportunity	Increase of 3 community partnership and 3 input opportunity

Initiative Alignment to Support School Goals

Initiative/Program	How this initiative/program supports the school to meet goals
AVID	System for calibrated instructional strategies
MTSS	MTSS: Academics, Behavior (PBIS), SEL, and attendance - ongoing data review, monitoring, and adjustment of systems
Instructional Coach Model	Instructional coaching implementing the' Impact Cycle' Model to improve student achievement

Annual Evidence Based Strategies, Measures and Actions

District or School Goal this strategy supports	**GOAL #1:** By June 2025, all students in grades 1st thru 5th grade (English only and Dual Language) will demonstrate proficiency in math standards as demonstrated by the Iready Assessment as follows: ● 1st - 5th grade: 45% meeting grade level standards (proficient) And/or average grade level growth each year as follows: ● 1st - 5th grade: 50% growth each school year Goal Achievement Data was recalculated in January of the 23/24 school year due to the district adopting a new testing platform. iReady Diagnostic Testing will be used for the remainder of the life of this CIP. As a result our new goal metrics are as follows: ● 1st - 5th grade: 65% meeting grade level standards And/or average grade level growth each year as follows: ● 1st- 5th grade: 50% typical growth			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action	**If we** explicitly incorporate best instructional practice strategies in monthly professional development, **Then** staff will become more familiar with using best instructional practices, **And** students will be more successful on subsequent assessments to meet standards and their growth targets.		
	Strategy # 1.2 Written as a Theory of Action	**If we** explicitly incorporate differentiation strategies in professional developments and coaching, **Then** staff will become more familiar with differentiation strategies to meet student needs, **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 ● Observations ● Peer Walkthroughs ● Formative/Summative Evidence ● Lesson Plans	Winter ● Observations ● Peer Walkthroughs ● Formative/Summative Evidence ● Lesson Plans	Spring ● Observations ● Peer Walkthroughs ● Formative/Summative Evidence ● Lesson Plans
	Measures of Evidence for Students ("and" statement)	Fall ● Classroom assessments ● District/State Assessments ● Summative Assessments/Benchmarks	Winter ● Classroom assessments ● District/State Assessments ● Summative Assessments/Benchmarks	Spring ● Classroom assessments ● District/State Assessments ● Summative Assessments/Benchmarks
How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**		**Due Date**