

**Oregon School Continuous Improvement Plan - Table Rock Elementary**

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

**School Direction Section**

<b>Vision</b>	Together, we are working to make TRE a great place to learn!
<b>Mission</b>	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
- 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

**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 Star 360
- 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**

<b>Goal 1</b> (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: <ul style="list-style-type: none"> <li>• 1st - 5th grade: 65% meeting grade level standards (proficient)</li> </ul> And/or average grade level growth each year as follows: <ul style="list-style-type: none"> <li>• 1st - 5th grade: 50% growth each school year</li> </ul>		
<b>Metrics</b>	<b>By (2023)</b>	<b>By (2024)</b>	<b>By (2025)</b>
	<ul style="list-style-type: none"> <li>• 1st - 5th grade: 45% meeting grade level standard (proficient)</li> <li>or</li> <li>• Grade level average growth of 50%</li> </ul>	<ul style="list-style-type: none"> <li>• 1st - 5th grade: 55% meeting grade level standard (proficient)</li> <li>or</li> <li>• Grade level average growth of 50%</li> </ul>	<ul style="list-style-type: none"> <li>• 1st - 5th grade: 65% meeting grade level standard (proficient)</li> <li>or</li> <li>• Grade level average growth of 50%</li> </ul>
<b>Goal 2</b> (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: <ul style="list-style-type: none"> <li>• Average Years of certified staff: 6 years</li> <li>• Percentage of retained certified staff: 85%</li> </ul>		
<b>Metrics</b>	<b>By (2023)</b>	<b>By (2024)</b>	<b>By (2025)</b>
	<ul style="list-style-type: none"> <li>• Average Years of certified staff: 4 years</li> <li>• Percentage of retained certified staff: 75%</li> </ul>	<ul style="list-style-type: none"> <li>• Average Years of certified staff: 5 years</li> <li>• Percentage of retained certified staff: 80%</li> </ul>	<ul style="list-style-type: none"> <li>• Average Years of certified staff: 6 years</li> <li>• Percentage of retained certified staff: 85%</li> </ul>
<b>Goal 3</b> (Family Eng.)	By June 2025, TRE will have increased its community <b>partnerships</b> to include three of the following groups: nonprofit, business, community, families; and TRE will provide 3 <b>input</b> opportunities in a school year for stakeholder input.		
<b>Metrics</b>	<b>By (2023)</b>	<b>By (2024)</b>	<b>By (2025)</b>
	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**

<p><b>District or School Goal this strategy supports</b></p>	<p><b>GOAL #1:</b> By June 2023, 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:  <ul style="list-style-type: none"> <li>1st - 5th grade: 45% meeting grade level standards (proficient)</li> </ul>                     And/or average grade level growth each year as follows:  <ul style="list-style-type: none"> <li>1st - 5th grade: 50% growth each school year</li> </ul> </p>			
<p><b>What are we going to do?</b></p>	<p>Strategy # 1.1 Written as a Theory of Action</p>	<p><b>If we</b> explicitly incorporate AVID strategies in monthly professional development,  <b>Then</b> staff will become more familiar with using AVID strategies,  <b>And</b> students will be more successful on subsequent assessments to meet standards and their growth targets.</p>		
	<p>Strategy # 1.2 Written as a Theory of Action</p>	<p><b>If we</b> explicitly incorporate differentiation strategies in professional developments and coaching,  <b>Then</b> staff will become more familiar with differentiation strategies to meet student needs,  <b>And</b> students will be more successful on subsequent assessments to meet their growth targets.</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</p> <ul style="list-style-type: none"> <li>Observations</li> <li>Peer Walkthroughs</li> <li>AVID Evidence</li> <li>Lesson Plans</li> </ul>	<p>Winter</p> <ul style="list-style-type: none"> <li>Observations</li> <li>Peer Walkthroughs</li> <li>AVID Evidence</li> <li>Lesson Plans</li> </ul>	<p>Spring</p> <ul style="list-style-type: none"> <li>Observations</li> <li>Peer Walkthroughs</li> <li>AVID Evidence</li> <li>Lesson Plans</li> </ul>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall</p> <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>District/State Assessments</li> <li>AVID Assessments</li> </ul>	<p>Winter</p> <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>District/State Assessments</li> <li>AVID Assessments</li> </ul>	<p>Spring</p> <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>District/State Assessments</li> <li>AVID Assessments</li> </ul>
<p><b>How we will get the work done</b></p>	<p><b>Person or Team Responsible</b></p>	<p><b>Action Steps To be completed this year</b></p>		<p><b>Due Date</b></p>
	<p>Leadership Team &amp; Teachers</p>	<p>Develop AVID Critical Minimums: what strategies should be implemented in all classrooms</p>		<p>January 2023</p>
	<p>Leadership Team &amp; Teachers</p>	<p>AVID - WICOR Collaboration: provide training and coaching on implementing ‘Structured Talk’</p>		<p>June 2023</p>
	<p>Coaches and Admin.</p>	<p>AVID - WICOR Organization: provide training and implement organizational tools; Folders K-3 and binders/dividers 4-5; primary journals K-2 and Sped</p>		<p>June 2023</p>
	<p>Coaches and Admin.</p>	<p>AVID - COSTA’s levels, Depths of Knowledge: provide training including lesson planning and on-going coaching using Impact Cycle Model</p>		<p>June 2023</p>
	<p>Coaches and Admin.</p>	<p>Increase number of ‘Lab Classrooms’: 5 more teachers specifically working with district supported consultants to implement differentiation strategies</p>		<p>June 2023</p>
	<p>MTSS Team</p>	<p>Develop school wide data chats: students and principal review data, celebrate success, and talk about next steps to increase student and staff ownership of achievement data</p>		<p>Fall 2022, Winter 2023, Spring 2023</p>
<p><b>ORIS Domain Alignment</b></p>	<p>ORIS Domain(s) this strategy supports</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership</li> <li><input checked="" type="checkbox"/> <b>Talent Development</b></li> <li><input type="checkbox"/> Stakeholder Engagement and Partnership</li> <li><input type="checkbox"/> Well-Rounded, Coordinated Learning</li> <li><input type="checkbox"/> Inclusive Policy and Practice</li> </ul>		

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

<p><b>District or School Goal this strategy supports</b></p>	<p><b>GOAL #2:</b> By June of 2023, 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:</p> <ul style="list-style-type: none"> <li>• Average Years of certified staff: 4 years</li> <li>• Percentage of retained certified staff: 75%</li> </ul>			
<p><b>What are we going to do?</b></p>	<p>Strategy # 2.1 Written as a Theory of Action</p>	<p><b>If we</b> explicitly incorporate Staff SEL through the outcomes of culture and climate: well-being, belonging, and engagement including staff growth and professional learning, <b>Then</b> staff will want to stay in their positions and continuously improve their practice, <b>And</b> students will receive effective instruction and be more successful on subsequent assessments to meet standards and their growth targets.</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</p> <ul style="list-style-type: none"> <li>• Leadership Team meeting agendas reflecting PD</li> <li>• Training Invites and/or Agendas</li> <li>• Adult Surveys</li> <li>• Community Building calendar events/agendas</li> </ul>	<p>Winter</p> <ul style="list-style-type: none"> <li>• Leadership Team meeting agendas reflecting PD</li> <li>• Training Invites and/or Agendas</li> <li>• Adult Surveys</li> <li>• Community Building calendar events/agendas</li> </ul>	<p>Spring</p> <ul style="list-style-type: none"> <li>• Leadership Team meeting agendas reflecting PD</li> <li>• Training Invites and/or Agendas</li> <li>• Adult Surveys</li> <li>• Community Building calendar events/agendas</li> </ul>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall</p> <ul style="list-style-type: none"> <li>• SEL Surveys</li> <li>• Classroom assessments</li> <li>• District/State Assessments</li> </ul>	<p>Winter</p> <ul style="list-style-type: none"> <li>• SEL Surveys</li> <li>• Classroom assessments</li> <li>• District/State Assessments</li> </ul>	<p>Spring</p> <ul style="list-style-type: none"> <li>• SEL Surveys</li> <li>• Classroom assessments</li> <li>• District/State Assessments</li> </ul>
<p><b>How we will get the work done</b></p>	<p><b>Person or Team Responsible</b></p>	<p><b>Action Steps To be completed this year</b></p>		<p><b>Due Date</b></p>
	<p>Leadership Team &amp; Coaches</p>	<p>On-going classified trainings to support supervision/management responsibilities and intervention supports</p>		<p>June 2023</p>
	<p>Leadership Team &amp; Coaches</p>	<p>Certified trainings on using new curriculum/tools and district assessment reports in order to monitor student achievement and inform instruction</p>		<p>June 2023</p>
	<p>Coaches and Admin.</p>	<p>Professional development for Leadership team in the critical outcomes of a positive climate that is used to plan next steps/events to support climate outcomes/community building</p>		<p>June 2023</p>
	<p>Leadership Team, Coaches &amp; Admin</p>	<p>Pilot adult SEL surveys through Character Strong: determine if tool supports needs for school and EPSD9</p>		<p>June 2023</p>
	<p>Leadership Team, Coaches, &amp; Admin</p>	<p>On-going Showcase/recognize teacher success (Good Gotcha’s, Golden Apple, Shared Drive)</p>		<p>June 2023</p>
<p><b>ORIS Domain Alignment</b></p>	<p>ORIS Domain(s) this strategy supports</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership</li> <li><input checked="" type="checkbox"/> <b>Talent Development</b></li> <li><input type="checkbox"/> Stakeholder Engagement and Partnership</li> <li><input type="checkbox"/> Well-Rounded, Coordinated Learning</li> <li><input type="checkbox"/> Inclusive Policy and Practice</li> </ul>		

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

<b>District or School Goal this strategy supports</b>	<b>GOAL #3:</b> By June 2023, TRE will have increased its community <b>partnerships</b> to include one of the following groups: nonprofit, business, community, families; and TRE will provide 1 <b>input</b> opportunities in a school year for stakeholder input.			
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action	<b>If we</b> increase partnerships and provide opportunities to provide input, <b>Then</b> staff will be able to remove barriers, make informed decisions, <b>And</b> students will have a stronger home to school connection, and ultimately be more successful on subsequent assessments to meet standards and 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>● District Family survey</li> <li>● Conference Participation</li> <li>● PTO partnership: agendas/events</li> <li>● Partnerships: contracts or other documentation</li> </ul>	Winter <ul style="list-style-type: none"> <li>● TRE Feedback opportunity</li> <li>● PTO partnership: agendas/events</li> <li>● Partnerships: contracts or other documentation</li> </ul>	Spring <ul style="list-style-type: none"> <li>● District Family survey</li> <li>● TRE Feedback opportunity</li> <li>● Conference Participation</li> <li>● PTO partnership: agendas/events</li> <li>● Partnerships: contracts or other documentation</li> </ul>
	Measures of Evidence for Students (“and” statement)	Fall <ul style="list-style-type: none"> <li>● Classroom assessments</li> <li>● District/State Assessments</li> </ul>	Winter <ul style="list-style-type: none"> <li>● Classroom assessments</li> <li>● District/State Assessments</li> </ul>	Spring <ul style="list-style-type: none"> <li>● Classroom assessments</li> <li>● District/State Assessments</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	Create a subcommittee responsible to increase community involvement and partnership; put an action plan in place that is brought back to full team and added to SCIP action steps		June 2023
	Teachers and Admin	Partner with: Familia Unida - first year focus work with 5th graders		Fall 2022
	Leadership Team and PTO	Support PTO efforts to increase membership through: <ul style="list-style-type: none"> <li>● reaching out to parents whom we know are super involved <ul style="list-style-type: none"> <li>○ get referrals/recommendations from teachers</li> </ul> </li> <li>● PTO coming and sharing at a staff meeting for teachers of what they do</li> <li>● Advertising: <ul style="list-style-type: none"> <li>○ Pass out flyers <ul style="list-style-type: none"> <li>■ Monday Mail Flyers - if interested, cut and return</li> <li>■ We need more volunteers for event coming up</li> <li>■ Different ways to volunteer</li> </ul> </li> <li>○ Facebook postings</li> </ul> </li> </ul>		June 2023

		<ul style="list-style-type: none"> <li>○ PTO attend school event nights with a table             <ul style="list-style-type: none"> <li>■ ELD, Avid, art night, meet and greet, kinder soft start</li> </ul> </li> </ul>	
	Leadership Team, Admin, District Communication Supervisor	Increase Publications - Good Press <ul style="list-style-type: none"> <li>● Post positive stories/photos on social media and website</li> <li>● Collaborate with district Communication Supervisor               <ul style="list-style-type: none"> <li>○ Invite to Leadership meetings</li> <li>○ include on event invitations</li> <li>○ develop plan for publications</li> <li>○ Stories shared for district publications</li> </ul> </li> </ul>	June 2023
	Leadership Team	Implement at least one opportunity for families to provide specific input regarding TRE current systems and areas for growth	June 2023
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> <b>Stakeholder Engagement and Partnership</b> <input 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  
2022 - 2023 SY Review**

**Mid-Year Progress Review (Date):**

**Goal #1 (Math):**

- What did we say we were going to do (goal)?
- How are we doing?
- How do we know?
- What will we do next?

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?

**Goal #2 ():**

- What did we say we were going to do (goal)?
- How are we doing?
- How do we know?
- What will we do next?

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?

**Goal #3 ():**

- What did we say we were going to do (goal)?
- How are we doing?

- How do we know?
- What will we do next?

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?

**End of Year Progress Review (Date):**

**Goal #1 (Math):**

- What did we say we were going to do (goal)?
- How are we doing?
- How do we know?
- What will we do next?

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?

**Goal #2 ():**

- What did we say we were going to do (goal)?
- How are we doing?
- How do we know?
- What will we do next?

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?




**Goal #3 ():**

- What did we say we were going to do (goal)?
- How are we doing?
- How do we know?
- What will we do next?

Performance Updates:

<i>Performance Updates</i>	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?