Oregon School Continuous Improvement Plan Template

School Year	2021-22
School	St. Mary's Public School

School Direction Section

Vision	We are the heart of early learning in Mt. Angel, providing an educational experience that prepares students for academic success and virtuous citizenship.
Mission	We nurture and inspire a love of learning and provide each child with an education designed to advance achievement and confidence.

Comprehensive Needs Assessment Summary

What data did our team examine?

- ORIS needs assessment, State report card, SIS, MAP, SBAC, Parent communication Survey, AVID -CCI, Admin walk throughs

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

- Data Team reports throughout the year and analysis of MAP growth over time through the lens of gender and ethnicity. ORIS Helped us identify what we need stronger tools to examine these differences.

Were inequities in student outcomes examined?

- Yes, by the principal, Academic Leadership Team, and through needs assessment.

What needs did our data review elevate?

- Our data analysis showed that students were struggling in engagement during virtual learning, as well as the majority of students struggling with foundational reading skills.

How were stakeholders involved in the needs assessment process?

- All licensed and classified staff participated in the process of evaluating indicators. Parents provided feedback through family surveys.

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.

- 2.2, 4.4, 4.5, and 5.2 from ORIS needs assessment

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: *All students will meet their annual growth targets in math.*
Metrics are outlined for the year(s) to come.

Goal 1	All students will improve one level in 'risk ranking' in Reading as measured by EasyCBM each year.		
Metrics	**By Spring 2022**	**By Spring 2023**	**By Spring 2024**
	All students will improve one level in risk ranking (high risk to some risk or some risk to low risk) as measured by EasyCBM Reading metrics.	All students will improve one level in risk ranking (high risk to some risk or some risk to low risk) as measured by EasyCBM ELA and Math metrics.	All students will improve one level in risk ranking (high risk to some risk or some risk to low risk) as measured by EasyCBM ELA and Math metrics.
Goal 2	All students will master grade-level essential standards as measured by common grade-level assessments by the end of each year.		
Metrics	**By Spring 2022**	**By Spring 2023**	**By Spring 2024**
	All grade-level teams will establish essential standards and aligned common formative and end of unit assessments in ELA by June 2022.	All students will master grade-level essential standards as measured by common end-of-unit assessments in ELA and Math by June 2023.	All students will master grade-level essential standards as measured by common end-of-unit assessments in ELA and Math by June 2024.

Initiative Alignment to Support School Goals
Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
RTI @ Work	Supports the school by articulating the processes and procedures to implement RTI within the school environment, ensuring students are provided with a guaranteed and viable curriculum
AVID	Supports College and Career Readiness skills for all students
KPI	Supports parent education and school readiness partnerships with pre-school
PAX GBG	Evidence based trauma informed school-wide social emotional and behavioral supports

Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

District or School Goal this strategy supports	Goal 1: *Commitment to early reading success, equity in access and high quality teaching practices. Data reflects core instruction meets the needs of 80%.*		
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	**If** we provided targeted and systematic core phonics instruction K-5 **Then** we will strengthen our collective understanding of "learning to read" **And** articulate the scope and sequence of targeted skills K-5.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**By June 2022 -** We will have a documented scope and sequence that describes target skills by grade level (K-5) and all teaching staff will have been trained to begin full school implementation in the 22-23 school year.	
	Measures of Evidence for Students ("and" statement)	Student progress will be measured in this strategy in 22-23 school year	
How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**	**Due Date**
	Academic Leadership Team	Develop timeline for LOE trainings	December 2021
	Academic Leadership Team/Sub-committee	LOE training for teaching staff (including IAs)	January/February 2022
	Academic Leadership Team/ teachers	Development of the scope and sequence of targeted skills	March/April 2022
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	● Leadership ● Talent Development ● Well-Rounded, Coordinated Learning	
What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	**If** we adopt an integrated and aligned ELA/ELD curriculum based on our students' needs **Then** we will fully integrate ELD into our Core ELA instruction **And** systematically improve the language and literacy skills of our students.	

How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**By June 2022 -** We will select and purchase a best-fit curriculum for ELA/ELD integration based on our unique student population needs.	
	Measures of Evidence for Students ("and" statement)	**By June 2023 -** We expect an increase in the number of students improving their proficiency in the Domains of Reading and Writing on ELPA.	

	Person or Team Responsible	**Action Steps To be completed this year**	**Due Date**
How we will get the work done	Principal	Design an adoption calendar for ELA/ELD	January
	Academic Leadership Team	Use designated district adoption criteria and any specific look fors (based on research and need) to review curricular materials	January-February
	Academic Leadership Team/ Secondary adoption team	Vertical alignment discussion with Secondary on continuity of instruction K-12.	February-March
	Academic Leadership Team/ Community members	Present curricular options to certified staff and community members to gather input using priority criteria	March
	Academic Leadership Team	Select curriculum for adoption and present to the school board for review	March-April
	Principal	Purchase adopted curriculum and schedule training for 22-23 school year	May

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	● Leadership ● Stakeholder Engagement and Partnerships ● Well-Rounded, Coordinated Learning ● Inclusive Policy and Practice

What are we going to do?	Strategy # 1.3 Written as a Theory of Action and reflects evidence-based practices	**If** we identify what makes interventions effective **Then** we can intentionally intervene with high-quality interventions **And** improve student outcomes in essential learning. .

How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**By June 2022 -** Teaching staff will understand what makes a highly effective intervention and choose interventions that meet that criteria.
	Measures of Evidence for Students ("and" statement)	**By June 2022 -** Teachers PLC data will reflect increasingly positive student growth in essential learning between Core instruction and Post intervention (between Tiers 1 and 2).

	Person or Team Responsible	Action Steps To be completed this year	
How we will get the work done	MTSS TOSA, Principal	Teacher training on alignment of elements of effective interventions	January
	Teacher Teams	Teacher teams will review their implemented interventions to seek those that are/can be aligned with all elements of effective interventions	January/February
	Teacher Teams	Teacher Teams will identify a number of aligned interventions in ELA and Math and continue to implement them when necessary	January-March
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	● Talent Development ● Well-Rounded, Coordinated Learning	

District or School Goal this strategy supports	**Goal 2**: *A commitment to administering assessments and analyzing/ utilizing data to inform instruction.*	
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	**If** we use our PDSA PLC document to track teaching and learning **Then** we can ensure teachers are implementing the Teaching-Assessing Cycle **And** students will be ensured multiple opportunities to strengthen their essential learning within Core Instruction. .
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**By June 2022 -** Teacher teams will fully implement usage of the PDSA PLC document and will create a balanced assessment calendar for the 22-23 school year.
	Measures of Evidence for Students ("and" statement)	**By June 2022 -** The number of students proficient at the end of Core Instruction will increase at each grade level.

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Teacher Teams	Teacher teams will routinely complete the PDSA PLC document in order to determine which students need intervention to master essential learning.	on-going throughout the year
	Teacher Teams	Teacher teams examine results of Tier 1 Instruction and embed highly effective instructional strategies (i.e. AVID) to increase student learning during first-time instruction.	on-going throughout the year
	Teacher Teams	Teams will share their PDSA learning with other teacher teams 4 times during the year with an	November, January, March, May

		emphasis on how to improve Core instruction and how to implement effective Tier 2 intervention.	
	PLC Leader	PLC check-ins will be provided to help support teacher teams through the process of their PDSA learning.	Monthly October-May
	Principal	Train staff on a balanced approach to assessing will be provided to help teams clarify their purpose and use of a variety of assessment types to improve instruction.	January
	Academic Leadership Team	Create a balanced assessment calendar for implementation in the 22-23 school year.	April/May
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	● Leadership ● Talent Development ● Well-Rounded, Coordinated Learning ● Inclusive Policy and Practice	

District or School Goal this strategy supports	<u>**Goal 2**</u>: *A commitment to administering assessments and analyzing/ utilizing data to inform instruction.*		
What are we going to do?	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	**If** we collect universal data K-5 3x/yr **Then** we can use that data to inform instruction/ drive intervention **And** increase the number of students proficient in essential learning.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	**By June 2022 -** We will use the universal screener and analyze the schoolwide data 3x/yr in ELA and 2x/yr in SEL.	
	Measures of Evidence for Students ("and" statement)	**By June 2022 -** The number of students proficient at the end of Core Instruction will increase at each grade level.	
How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**	**Due Date**
	MTSS TOSA and Reading Specialist	Create a universal screener and progress monitoring calendar for EasyCBM.	December
	MTSS TOSA, Behavior Specialist, and SEL TOSA	Create a universal screener and progress monitoring calendar for DESSA.	December

	MTSS TOSA	Create a protocol to review data with leadership teams in order to make informed decisions about use of resources and changes in systems.	January
	MTSS TOSA, Principal	Training for teacher teams to interpret and utilize universal screener data for learning.	November-January
	MTSS TOSA, Academic Leadership Team	Determine Math Universal Screener for implementation in 22-23 school year.	May
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	● Leadership ● Talent Development ● Well-Rounded, Coordinated Learning ● Inclusive Policy and Practice	

District or School Goal this strategy supports	<u>Goal 3</u>: *Agreements and protocols to inform actions for instruction, intervention, process, and culture.* ● ***PLC*** ● ***Intervention Team*** ● ***SST***		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	**If** we have a clear definition of what data to collect and how to respond to what the data says **Then** teachers will know how and on what to intervene on **And** ensure student learning on essential standards.	
	Measures of Evidence for Adult Actions ("then" statements")	**By June 2022 -** We will have developed instructional agreements that guarantee students' access to all three tiers of instruction.	
How we will know the plan is working	Measures of Evidence for Students ("and" statement)	**By June 2022 -** Students will be receiving necessary Tier 2 and 3 instruction based on agreed upon data.	
How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**	**Due Date**
	MTSS TOSA, Reading Specialist, Behavior Specialist, SEL TOSA, Principal	Develop shared understanding among staff of the purpose and use of universal screener data.	December/January
	PLC Leader, Principal	Develop shared understanding among staff of the purpose and use of common formative and summative assessment data.	January/February
	MTSS TOSA, PLC Leader, Principal, Superintendent	Establish grade-level essential standards in ELA.	December-April

	MTSS TOSA, PLC Leader, Behavior Specialist, SEL TOSA, Principal	Document instructional agreements and protocols within the PLC and Intervention Team documents that clearly outline the process of ensuring access to Tier 2 and 3 intervention when needed.	January-March
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	● Leadership ● Talent Development ● Well-Rounded, Coordinated Learning ● Inclusive Policy and Practice	
District or School Goal this strategy supports	**Goal 3**: *Agreements and protocols to inform actions for instruction, intervention, process, and culture.* ● ***PLC*** ● ***Intervention Team*** ● ***SST***		
What are we going to do?	Strategy # 3.2 Written as a Theory of Action and reflects evidence-based practices	**If** we create clear agreements and protocols for each tier of our RTI system **Then** we will ensure the collection of specific data and document the effectiveness of targeted interventions **And** systematically respond when students are in need of additional support.	
	Measures of Evidence for Adult Actions ("then" statements")	**By June 2022 -** We will train the majority of teaching staff in the RTI @ Work model and develop a documented process (including agreements and protocols) of RTI for both academics and SEL, including visuals that represent our multi-tiered system of supports.	
How we will know the plan is working	Measures of Evidence for Students ("and" statement)	**By June 2022 -** Students will be receiving necessary Tier 2 and 3 instruction based on agreed upon data.	
How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**	**Due Date**
	Superintendent	Train the majority of teaching staff in the RTI @ Work Model.	October-December
	PLC Leader, Principal	Refine the PDSA PLC document to clarify and/or simplify the agreements and protocols for teacher teams.	January and May
	MTSS TOSA, Reading Specialist, PLC Leader, Behavior Specialist, Principal	Develop a documented process (including agreements and protocols) for the Intervention Team, including a schedule of when they meet to consider students in need of Tier 3 intervention.	December-January
	MTSS TOSA, Principal	Develop a documented process (including agreements and protocols) for SST which clarifies when, why, and how a student would be recommended for this team's consideration.	November-January
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	● Leadership ● Well-Rounded, Coordinated Learning	

		● Inclusive Policy and Practice

District or School Goal this strategy supports	**Goal 4**: *Our actions and efforts reflect our belief that "All" children can learn. Leadership embodies the vision, practices, and a commitment to data based decision-making.*

What are we going to do?	Strategy # 4.1 Written as a Theory of Action and reflects evidence-based practices	**If** we commit to using student data to inform decision-making **Then** we will change and adapt practice and systems based on that information **And** we will identify and remove barriers to education based on data.
	Measures of Evidence for Adult Actions ("then" statements")	**By June 2022 -** We will have a documented process for schoolwide student intervention identification, including how we will implement interventions for essential social and academic behaviors.
How we will know the plan is working	Measures of Evidence for Students ("and" statement)	**By June 2022 -** The number of students proficient at the end of Core Instruction will increase at each grade level.

How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**	**Due Date**
	MTSS TOSA, Behavior TOSA, SEL TOSA, Principal	Determine which schoolwide indicators will be monitored for: essential social behaviors, essential academic behaviors, attendance, health concerns, and home concerns.	November-December
	SEL Leadership Team	Develop a system for monitoring these indicators routinely.	January
	SEL Leadership Team	Develop a few key "If ___ then ___" statements regarding these schoolwide indicators, including who will intervene and when.	January

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	● Leadership ● Well-Rounded, Coordinated Learning ● Inclusive Policy and Practice

District or School Goal this strategy supports	**Goal 4**: *Our actions and efforts reflect our belief that "All" children can learn. Leadership embodies the vision, practices, and a commitment to data based decision-making.*

What are we going to do?	Strategy # 4.2 Written as a Theory of Action and reflects evidence-based practices	**If** we create leadership teams that act as guiding coalitions for academics and SEL **Then** they will systematically review student data to determine necessary supports and changes within our school system **And** improve outcomes of all students.
	Measures of Evidence for Adult Actions ("then" statements")	**By June 2022 -** We will have two guiding coalitions (Academic and SEL focused) that will routinely review student data and use it to determine changes necessary for the 22-23 school year (staffing, resources, scheduling, etc.)
How we will know the plan is working	Measures of Evidence for Students ("and" statement)	**By June 2022 -** The number of students proficient at the end of Core Instruction will increase at each grade level.

How we will get the work done	**Person or Team Responsible**	**Action Steps To be completed this year**	**Due Date**
	MTSS TOSA, Principal	Train both leadership teams as guiding coalitions, with each team developing/revising their mission statement to include ensuring students develop high levels of mastery of essential skills.	November-January
	MTSS TOSA, Behavior Specialist, Principal	Embed informed decision-making routinely into the work of each team as they monitor student data and other schoolwide indicators.	on-going
	Principal	Enlist the leadership teams in the work of budgeting, prioritizing staffing, and making adjustments to the master schedule for the 22-23 school year.	March-June

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	● Leadership ● Talent Development ● Well-Rounded, Coordinated Learning

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?

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?