Oregon School Continuous Improvement Plan

School Year	**2022-25**
School	**Shady Cove School**

School Direction Section

Vision	ALL scholars possess the skills needed to seize opportunities and achieve success in a global society.
Mission	Shady Cove School is a caring place where research based educational practices and scholar data are utilized to ensure ALL scholars develop the skills and confidence to realize their full academic and social potential.

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Comprehensive Needs Assessment Summary

What data did our team examine? **ORIS Needs Assessment, OSAS, STAR 360, ORIS alignment with AVID's CCI, AVID CCI, AVID Critical Minimums**

How did the team examine the different needs of all learner groups? **We looked at the needs of SPED, TAG being underserved and our students of poverty need additional supports.**

Were inequities in student outcomes examined? **Students with disabilities are performing at a lower level. The mobility rate at our school is also very high. Students of poverty is at 95% scoring at a level 2 on math.**

What needs did our data review elevate? **We need to do work on Growth Mindset, staff growth and retention, engaging our student population and stakeholders.**

How were stakeholders involved in the needs assessment process? **We did our needs assessment through our SCS Leadership/AVID/Site Team. The members of this team consists of a parent, classified and certified staff.**

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. **Developing our staff (professional learning, retention etc…), engaging our stakeholders and partners, and creating academic success.**

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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	**Indicator 2.1 Staff Growth** **All staff will be trained in AVID strategies to help with student engagement and increase the rigor in classrooms.**		
Metrics	Year 1	Year 2	Year 3
	2022-23 **All certified staff will have been trained in at least 3 AVID Modules or SI trained.**	**2023-24** **All returning certified staff will have been trained in at least 6 AVID Modules or SI trained and new certified staff will be trained in at least 3 AVID modules.**	**2024-25** **All returning (for the 3rd year) certified staff will have been trained in at least 8 AVID Modules (Considering them AVID trained) and 2nd year returning certified staff will be trained in at least 6 AVID modules and new certified staff will be trained in at least 3 AVID modules.**
Goal 2	**Indicator 3.3 Review and Incorporate Stakeholder** **We will increase involvement in student, family and community engagement in school activities .**		
Metrics	Year 1	Year 2	Year 3
	2022-23 **We will increase the number of student leadership to over 20 students, maintain the PAWs membership, and support PTO efforts.**	**2023-24** **Add additional extra curricular and club activities/opportunities while increasing involvement through communication and recruitment.**	**2024-25** **Improve communication and connection along with the quality of the activities/opportunities offered.**
Goal 3	**Indicator 4.3 Cultivating Academic Success** **By June of each year, the percentage of Shady Cove School students in grades 3rd-8th will increase their math proficiency as determined by OSAS and/or STAR 360.**		
Metrics	Year 1	Year 2	Year 3
	2022-23 **By June 2023, the percentage of Shady Cove School students in grades 3rd-8th that are proficient in Mathematics as measured by OSAS will**	**2023-24** **By June 2024, the percentage of Shady Cove School students in grades 3rd-8th that are proficient in Mathematics as measured by OSAS will**	**2024-25** **By June 2024, the percentage of Shady Cove School students in grades 3rd-8th that are proficient in Mathematics as measured by OSAS will**

	increase from 28% to 33% and/or will increase to 63% meeting on STAR Benchmark (3-8) and/or 72% Star Growth %tile.	increase to 38% and/or will increase to 68% meeting on STAR Benchmark (3-8) and/or 77% Star Growth %tile.	increase to 43% and/or will increase to 73% meeting on STAR Benchmark (3-8) and/or 82% Star Growth %tile.

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
AVID	**AVID helps students to become college and career ready.**
Love and Logic	**L and L helps maintain calm and effective classrooms where students are responsible for their behavior and learning.**
A2A	**Student's have to attend school to learn. The next step is to engage them so they want to stay at school.**
Math Instruction	**A strong core math instruction will foster growth.**
New Reading Curriculum	**Applying AVID strategies to the new curriculum to increase Rigor.**

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

District or School Goal this strategy supports	Goal: 1 **Indicator 2.1 Staff Growth** **All staff will be trained in AVID strategies to help with student engagement and increase the rigor in classrooms.**		
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	**IF** we train our staff on AVID Strategies, **THEN** teachers will provide a quality core instruction, **AND** students will increase engagement and grow academically.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then statement")	Fall 2022-23 ● **observations** ● **walkthroughs** ● **lesson plans** ● **AVID attendance rosters**	Winter 2022-23 ● **observations** ● **walkthroughs** ● **lesson plans** ● **AVID attendance rosters** Spring 2022-23 ● **observations** ● **walkthroughs** ● **lesson plans** ● **AVID attendance rosters**

	Measures of Evidence for Students ("then statement")	Fall 2022-2023 ● **classroom assessments** ● **district assessments** ● **walkthroughs**	Winter 2022-2023 ● **classroom assessments** ● **district assessments** ● **walkthroughs**	Spring 2022-2023 ● **classroom assessments** ● **district/state assessments** ● **walkthroughs**
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	AVID Facilitators and Amy Isackson	**1. Attend District AVID Learning Modules**		**August, October/November, January/February, March/April**
	Leadership Team	**2. Share AVID Critical Minimums**		**January**
	Amy Isackson and Brigette Hayes	**3. Share at staff meetings what staff have learned in their modules.**		**Monthly**
	Amy Isackson and Brigette Hayes	**4. Modeling AVID strategies at staff meetings.**		**Monthly**
		5.		
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_____ Leadership __X__ Talent Development _____ Stakeholder Engagement and Partnership _____ Well-Rounded, Coordinated Learning _____ 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	Goal: 2 **Indicator 3.3 Review and Incorporate Stakeholder** **We will increase involvement in student engagement in the school and activities.**

	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	IF we provide opportunities for our stakeholders to be engaged in school activities, THEN our school will have a more positive climate and culture, AND students, families, staff and the community will feel a sense of ownership in their school.		
What are we going to do?				
How we will know the plan is working	Measures of Evidence for Adult Actions ("then statement")	Fall 2022-2023 ● **student leadership applications** ● **PTO/School Activities** ● **Attendance Logs** ● **PTO Minutes** ● **Leadership Minutes**	Winter 2022-2023 ● **student leadership** ● **PTO/School Activities** ● **Attendance Logs** ● **PTO Minutes** ● **Leadership Minutes**	Spring 2022-2023 ● **student leadership applications** ● **PTO/School Activities** ● **Attendance Logs** ● **PTO Minutes** ● **Leadership Minutes**
	Measures of Evidence for Students ("then statement")	**Fall** 2022-2023 ● PAWS membership ● Number of students in Leadership ● Number of outreach activities sponsored by Student Leadership ● Student Leadership Meeting Minutes	**Winter** 2022-2023 ● PAWS membership ● Number of students in Leadership ● Number of outreach activities sponsored by Student Leadership ● Student Leadership Meeting Minutes	**Spring** 2022-2023 ● PAWS membership ● Number of students in Leadership ● Number of outreach activities sponsored by Student Leadership ● Student Leadership Meeting Minutes
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Nodine	Participate with architect with schools program.		
	Nodine	Junior Achievement		
	Student Leadership	Canned Food Drive		December
	Student Leadership	Sock Drive		December
	Scott Sultermann	Letters to Veteran		November
	Student Leadership	PTO Meetings		Monthly

	Student Leadership	Student Leadership Meetings	Weekly
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development __X_ Stakeholder Engagement and Partnership ____ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice	

District or School Goal this strategy supports	Goal: 3 **Indicator 4.3 Cultivating Academic Success** **By June of each year, the percentage of Shady Cove School students in grades 3rd-8th will increase their math proficiency as determined by OSAS and/or STAR 360.**			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	***IF*** **we provide time for our teachers to analyze their data,** ***THEN*** **teachers will know the standards that they need to review and/or spend more time,** ***AND*** **students will grow in the knowledge of the standards.**		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then statement")	Fall 2022-23 ● **observations** ● **walkthroughs** ● **lesson plans** ● **100% Data Meeting**	Winter 2022-23 ● **observations** ● **walkthroughs** ● **lesson plans** ● **100% Data Meeting**	Spring 2022-23 ● **observations** ● **walkthroughs** ● **lesson plans** ● **100% Data Meeting**
	Measures of Evidence for Students ("then statement")	Fall 2022-23 ● **classroom assessments** ● **district assessments**	Winter 2022-23 ● **classroom assessments** ● **district assessments**	Spring 2022-23 ● **classroom assessments** ● **district assessments**

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	**Principal/Instructional Coach**	**1. Ensure all teachers are using the Math and ELA Priority Standards, sequence and pacing.**	**December**
	Principal/Instructional Coach, Teachers	**2. Implement Math WIN (what I need time)**	**October-May, 4 x a week, 30 minutes**
	Principal/Instructional Coach	**3. Share the OSAS Targets=Clusters**	**October/November**
	Principal/Instructional Coach and Teachers	**4. Hold 100% Data Meeting.**	**3 x a year (Fall, Winter, Spring)**
	Principal/ DO	**5. Math Training with SMC professional developers K-8**	**Throughout 22-23**
	Principal/Instructional Coach/Teachers	**6. Teachers Meet in Grade Bands**	**Monthly**
	Principal	**7. Provide on Demand Creative Mathematics (Kim Sutton Training) for elementary**	**January**
	Principal	**8. Interim Assessment Training**	**December**
	Instructional Coach/Permanent Substitute	**9. Provide additional math intervention for K-5 students (5-10 minutes)**	**December**
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership _X_ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice	

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

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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?

Monitoring 2022-2023

MOY Monitoring

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?
	2/21/23	1.1 District AVID Modules	All certified staff have attended at least 2 ½ AVID modules	Staff are able to pick what modules they would like to attend (differentiated)	At a district level we need to adjust how we present these modules due to time constraints. This will limit the number of sessions staff will be able to choose from.	Groups are small for these sessions. We need to revisit what they have learned in our site staff meetings.
	2/21/21	1.1 AVID Critical Minimums	We have not addressed these with the entire staff yet. We have been modifying these in our SCS Leadership Team	We are noticing that what our minimums are don't align with what is practical due to new staff not having the training for these yet. Many returning staff members are already following the minimums.	We need to start with the basics of what is expected and model how to do strategies/INBs, Focus Note Taking, …	Modeling

2/21/23	1.1 Sharing of AVID Strategies	We started sharing what we have learned at our district trainings. This was done through bend the line and specific questions to help with the sharing.	Staff sharing with other staff and getting new ideas to try.	Continue to share.	Find new ways/strategies on how to share these strategies.
2/21/23	1.1 Modeling Strategies at Staff Meetings	When we have staff meetings we have modeled AVID strategies. This is evidences in Slide Shows.	Consistent staff meetings have not been able to take place with all staff. This makes it difficult to hold staff accountable to the strategies presented.	Consistent staff meetings.	N/A
2/21/23	2.1 Student Leadership Meetings	Weekly Calendar Event/meeting. These are taking place. Have been able to hold a few events such as a dance, can food drive, contest with student art work for a shirt, spirit weeks,...	We have an advisor, meetings are taking place, committees are being organized for different events. Struggling with the amount of time allotted during lunch.	Students will star bringing their lunch to the meeting.	Students need more guidance for how a student leadership team should function. Needs to be more student driven.
2/21/23	2.1 PTO Meetings	Monthly Calendar Event/meeting. These are taking place and there are more members of the PTO. Held a fundraiser (butter braids, Harvest Carnival, Candy Grams)	A number of parents are showing up the the meetings. Principal has been able to attend many of the meetings.	We need to do a major fundraiser (Color Run). Need to find out if this is the best time for the meetings. We also need to find out how to get more parents involved in the PTO.	We need another staff representative other than the principal. The PTO has been a very high functioning team this year that supports our school.
2/21/23	2.1 Establishing Community Partners and working with the community	We need to find more community partners and tell our school story to get more involved in the schools.	Soltermann had students write to Veterans, Junior Achievement came into Nodines class, classes collected	We need to find out what other community partners we can obtain.	N/A

	Update Date	Strategy				
					can foods during the holidays for the needy. Leadership volunteered at St. Martin's church.		
	2/21/23	3.1 Math WIN Time	Taking place 4 times a week for 30 minutes each.	Having designated consistent time for WIN, having IA that support groups	Continue to provide this time. Add additional time to students with a quick 10 minute pullout practice.	We need to retrain our building sub trained to do these pull out practice tasks. Monitor that these additional pull-outs are taking place
	2/21/23	3.1 Data meetings	We have held these meetings and staff have created goals.	Good discussions during these meetings, need to continue to go back to goals throughout the year. Decisions are made using this data.	Helping staff understand the correlation between Benchmarking and State Testing. We need to show teachers the interim assessments and how they can be used.	Instructional coach is familiar with teacher's data and helps the teachers determine what may need to be focused on.
	2/21/23	3.1 Math Trainings with McCaw	Trainings have taken place and starting to see implementation into the classroom.	Pacing for MS. The new curriculum that was piloted is being implemented at the MS level. Students are engaged in math activities. Several of our elementary classes are implementing the fruit salad model	Continue to participate in these trainings. Continue to implement what is learned.	Instructional coach modeling in some classrooms.

EOY Monitoring

Perform anc e	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?

Updates						
	6/19/23	1.1 District AVID Modules	All certified staff have attended at least 4 AVID modules	Staff are able to pick what modules they would like to attend (differentiated)	We will need to provide these trainings at our own site for the following year due to the fact the district is not participating in AVID next year.	Unfortunately we will not have access to the AVID modules. We will need to find resources to provide these teaching practices to staff.
	6/19/23	1.1 AVID Critical Minimums	We decided not to share these minimums with staff.	We started providing site based trainings to get staff aligned.	We need to go back and look at what minimums we want to keep even though we are not participating in AVID next year.	Create a document that aligns/scaffolds grade levels.
	6/19/23	1.1 Sharing of AVID Strategies	Continued sharing what we have learned at our district trainings.	Staff sharing with other staff and getting new ideas to try.	Continue to share.	N/A
	6/19/23	1.1 Modeling Strategies at Staff Meetings	When we have staff meetings we have modeled AVID strategies. This is evidences in Slide Shows, Staff INB, …	Need to have consistent staff meetings with all certified staff instead of just part of the staff due to grade bands needing to be at other district meetings.	Consistent staff meetings. Provide site meetings during professional development days next year.	District provide calendared events for next year and what PD days will look like next year. Not sure how we will fit in a staff meeting during the month.
	6/19/23	2.1 Student Leadership Meetings	Weekly Calendar Event/meeting. These continue to take place. Held more events finished with the student art contest for the	Meeting during lunch. Need more structure and class advisors/officers.	We held an election for next year's Student Leadership.	We need an advisor. Brigette with mentor the new advisor.

			shirts, Grand Opening of the Outdoor Learning Area with each class,			
6/19/23	2.1 PTO Meetings	Monthly Calendar Event/meeting. Still taking place. Not as many PTO members are showing up to the meetings. Held a fundraiser (color run). Field was a success with a number of volunteers.	A number of parents/volunteers have helped out during events. There are only a couple of parents that are consistent and this is not sustainable. The Color Run was a great fundraiser.	We continue to need to find out how to get more parents involved in the PTO.	We need another staff representative other than the principal. The PTO to be a very high functioning team however, concerned that it may not have as many participants next year due to families leaving the school. We need to find times that the PTO can recruit during events.
6/19/23	2.1 Establishing Community Partners and working with the community	We continue to need to find more community partners and tell our school story to get more involved in the schools.	Nodine's class participated in Architects in the Classroom, a volunteer brunch was held to say thank you, however there were only a handful that showed up	We continue to need to find out what other community partners we can obtain.	Trying to find additional resources from the community and giving back to the community.
6/19/23	3.1 Math WIN Time	We are not moving a good portion of our on watch and strategic students to proficient	Having designated consistent time for WIN, having IA that support groups	We need to figure out how we can provide additional time at the beginning of the year for students that are on the cusp of proficient and move them.	Create a schedule that allows for the additional time.
6/19/23	3.1 Data meetings	We continued to hold these meetings and staff reviewed goals and looked at growth.	Continued to have good discussions during these meetings.	Some teacher tried the interim assessments with students.	Instructional coach will have groups for interventions up and running the first two weeks of school and then will reorganize

					after the first benchmarking.
	6/19/23	3.1 Math Trainings with McCaw	Trainings continued take place and implementation still occurring in the classroom.	Grade band PD. These were held digitally. Not sure if it is better in-person or virtual. Next year there should be PD days that may help with providing these trainings.	We need to get a district committee together to effectively implement the new elementary math curriculum for next year, create a pacing plan. Continue with MS content meetings and turn them into PLC and start Elementary PLC's	Provide professional development for our new iReady Math curriculum and on going PD.