

**Purpose:** The purpose of the School Improvement Plan (SIP) is to enhance student achievement and school performance by identifying areas for improvement and developing targeted strategies for those focused areas in support of students. In the Oregon City School District, SIPs should address each school's unique needs based on data analysis and input from various constituent groups. At the same time, the SIPs should align with our district's strategic plan's goals and specific strategies to ensure progress toward district wide [strategic plan goals](#). Regular monitoring and evaluation of SIPs is necessary to track progress, identify areas for plan improvement, and make strategic adjustments.

**School Improvement Plan:**

1. [School/Team Info](#)
2. [Strategic Plan Alignment](#)
3. [Collect & Analyze Data](#)
4. [SMART Goals](#)
6. [Planning Guidance](#)
5. [Communication](#)

★**Tip:** Create **Student Learning Growth Goals (SLGGs)** that support the SIP and align with the Strategic Plan.

## 1. School/Team Info

School Site	Administrator(s)
Redland Elementary School	<a href="#">Jennifer Bell (2021-2024)</a> ; <a href="#">Shawn Fletcher (2024-25)</a>

**Team Members:** To be effective, admin should proactively seek out and embrace diverse voices and perspectives from across the school community.

Member Name	Role	Suggested Participants
Jennifer Bell	Principal	<ul style="list-style-type: none"> <li>● Support Staff</li> <li>● Teachers</li> <li>● Volunteers</li> <li>● Building Administrators</li> <li>● Classified Staff</li> <li>● Students</li> <li>● Families / Caregivers</li> <li>● Specialists</li> <li>● Union Leadership</li> </ul>
Rachel Engstrom	Associate Principal	
Tina Lasko	Site Council Chair/1st Grade Teacher	
Dee McNamara	Site Council/ELD Teacher	
Angela Adrian	Site Council/Instructional Assistant	
Christie Smith	Site Council/Parent	
Tarin O'Brien	Site Council/Parent	
No Place for Hate Committee	Students, Staff, Families	

## 2. Strategic Plan Alignment: Goals & Metrics

# OCSD Strategic Plan Goals & Metrics 2023-2027

GOAL #1



### Instructional Excellence

We will focus on personalized, evidence-based teaching strategies that boost student participation and learning, supported by teacher training and data-driven instruction to continuously improve outcomes.

GOAL #2



### Career and College Readiness

We will work to prepare all students for future success through a comprehensive education that develops diverse skills and provides rigorous courses, real-world experiences, and career guidance.

GOAL #3



### Robust Systems for Belonging and Well-Being

We will foster safe, inclusive spaces where student voice and evidence-based wellness strategies address bullying and discrimination, ensuring everyone's well-being and belonging.

GOAL #4



### Engaged Communities

We will work to enhance opportunities and communication through strong partnerships with families, community organizations, and stakeholders, engaging them actively in the educational process and collaborative efforts to address community needs.

GOAL #5



### Safe and Engaging Learning Environments

We will create safe, engaging learning environments that foster student success and wellbeing through cultural responsiveness, positive community relationships, and empowering student voice and agency.

### 3. Collect & Analyze Data

**Collect and Analyze the Data:** What data informs your plan related to our district strategic plan and school needs? Collect all school and disaggregated focal group student data on achievement, attendance, behavior, and participation, as well as gathering parent and student feedback through interviews, surveys, and participation. Analyze the data to identify areas of strength and areas in need of improvement.

**Directions:** Identify and prioritize 4-6 student-focused areas that need significant attention based on data analysis, constituent input, and the goals of our district. Identify key demographic groups (gender, race/ethnicity, ability, and other focal groups) that need targeted attention. Add your identified areas of focus to the table below. Use the drop-down options in the table to indicate the designated focus area in alignment to district goals and priorities, and select any key student focal groups that will be targeted for support within each area.

An example has been provided:

Identified Areas of Focus	OCSD Student Focal Groups			
	Alignment	Gender	Race/Ethnicity	Groups/Programs
<b>EXAMPLE:</b> Attendance of High School Students	Instructional Exc... ▾	Male ▾	Multiracial ▾	Students Accessing Spe... ▾
1. Star Assessment	Instructional Exc... ▾	All Students ▾	All Students ▾	All Students ▾
2. Oregon State Assessment	Instructional Exc... ▾	All Students ▾	Historically Und... ▾	Combined Focal Groups ▾
3. Attendance	Belonging and W... ▾	All Students ▾	Historically Und... ▾	Combined Focal Groups ▾
4. Behavior (Referrals)	Belonging and W... ▾	All Students ▾	Historically Und... ▾	All Students ▾

List data source(s) used in data dig:

- [ODE 22-23 Report Card](#)
- [ODE 22-23 Detail Sheet](#)
- [Academic Conference Slideshow](#) (January, 2024 includes Star, Behavior, and Attendance Data)
- [Redland Spring 2024 Data Dive](#) (March, 2024 includes Star, Behavior, and Attendance Data)
- No Place For Hate and Historically Underserved Student Focal Group Interviews

## 4. SMART Goals

# SMART Goal: #1

By Spring 2025, there will be an increase in the percentage of students proficient of at least 5% from Spring 2024 scores (31% proficient) on the English Language Arts Oregon State Assessment, in particular for historically underserved populations (22% proficient in 2023-24).

## OCSD Strategic Plan Goal Alignment

Instructional Excellence ▾

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Apply Multi-Tiered Systems of Support (MTSS) Framework and Inquiry Cycles to address student learning needs in English Language Arts through Professional Learning Teams and Intervention Team (review classroom and Star Data - proficiency scores and SGPs)	Staff meetings and PD Days - review framework and learn data protocols	Instructional Support Specialists PLTs	PD 3 times per year Weekly PLT notes
2	PD on Student Engagement - 5Ds (student talk and building on student strengths) and strategies will be observed in 90% of literacy observations	Staff meetings and PD days (to be determined by the Instructional Leadership Team)	Instructional Support Specialist, Principal	2024-25 School Year
3	PD on Curriculum and Pedagogy - 5Ds (Implement Wonders Curriculum) and Wonders materials will be observed in 90% of literacy observations	Staff meetings and PD days (to be determined by the Instructional Leadership Team)	Instructional Support Specialist, Principal, Literacy Specialist	2024-25 School Year
4	Family Engagement - build capacity to support literacy - Art and Literacy Night; Volunteer Readers - scheduled with teachers, trained by Instructional Support Specialist	Staff Meetings and Newsletters; Volunteer Training	All - PBIS Team; Instructional Support Specialist	Fall Volunteer Reader Training; 2024-25 School Year Events
5	Explore Essential Question: How do we improve academic achievement for our historically underserved populations?	Equity trainings and research, review school data at monthly staff meetings	Diana Grindea and All	2024-25 School Year Monthly Staff Meetings and PD

### Family Engagement / Inclusion (required for at least one SIP SMART goal)

Is this strategy in alignment with the OCSD Educational Equity Policy?

Check box if goal fulfills Federal Programs requirement. Add details to the action step to ensure grant compliance.

1. What steps does the school take to remove barriers for families to participate?

2. What is the plan for continuous family engagement throughout the year?

## SMART Goal: #2

By Spring 2025, there will be an increase in the percentage of students proficient of at least 5% from Spring 2024 scores (25% proficient) on the Mathematics Oregon State Assessment, in particular for historically underserved populations (14% proficient in 2023-24).

### OCSD Strategic Plan Goal Alignment

Instructional Excellence ▾

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Apply MTSS Framework and Inquiry Cycles to addressing student learning needs in Mathematics through Professional Learning Teams and Intervention Team (review classroom and Star Data - proficiency scores and SGPs)	Staff meetings and PD Days - review framework and learn data protocols	Instructional Support Specialists PLTs	PD 3 times per year Weekly PLT notes
2	PD on Student Engagement - 5Ds (student talk and building on student strengths) and strategies will be observed in 90% of mathematics observations	Staff meetings and PD days (to be determined by the Instructional Leadership Team)	Instructional Support Specialist, Principal	2024-25 School Year
3	PD on Curriculum and Pedagogy - 5Ds (Implement EnVision Curriculum) and Envision materials will be observed in 90% of mathematics observations	Staff meetings and PD days (to be determined by the Instructional Leadership Team)	Instructional Support Specialist, Principal, Math Specialist	2024-25 School Year
4	Family Engagement - build capacity to support mathematics learning - Math Night	Staff Meetings and Newsletters	All - PBIS Team	2024-25 School Year
5	Explore Essential Question: How do we improve academic achievement for our historically underserved populations?	Equity trainings and research, review school data at monthly staff meetings	Diana Grindea and All	2024-25 School Year Monthly Staff Meetings and PD

### Family Engagement / Inclusion (required for at least one SIP SMART goal)

- Is this strategy in alignment with the OCSD Educational Equity Policy?
- Check box if goal fulfills Federal Programs requirement. Add details to the action step to ensure grant compliance.
  1. What steps does the school take to remove barriers for families to participate?
  2. What is the plan for continuous family engagement throughout the year?

## SMART Goal: #3

By April 2025, there will be an increase from 67% (as of April 2024) to 72% or more in the percentage of students identified as regular attenders, in particular for historically underserved populations.

### OCSD Strategic Plan Goal Alignment

Belonging and Well-Being

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Apply MTSS Framework and Inquiry Cycles to Attendance and Behavior (referral) Data at regular Attendance/Care Team Meetings and Intervention Team	August Attendance Framework PD	Attendance/Care Team (Counselor, Dean, Principal, Instructional Support Specialist)	Fall PD and Weekly Attendance Meetings
2	Positive Buddies Program to identify trusted adults connected to each and every student	PBIS presentation to staff meetings and emails	PBIS and All	October launch and revisit in February
3	At least four Family Events to build connections and increase family awareness of the importance of school attendance, Family Notice of PBIS plus Behavior and Attendance Expectations - signed during first week of school	Staff Meetings and Newsletters	PBIS and All	2024-25 School Year
4	Family Engagement - Barriers to Attendance Interview and Attendance Cafe (monthly) when students are identified by the Attendance Team as Chronically Absent or On Watch (less than 90% attendance)	Barriers to Attendance training before conferences	Teachers, Counselor, Dean, Principal	2024-25 School Year
5	PD on Student Engagement - 5Ds (building on student strengths) - to recognize how all students belong and increase inclusive practices, in particular for historically underserved populations	Staff meetings and PD days (to be determined by the Instructional Leadership Team)	Instructional Support Specialist, Principal	2024-25 School Year
6	Explore Essential Question: How do we improve attendance and behavior for our historically underserved populations?	Equity trainings and research , review school data at monthly staff meetings	Diana Grindea and All	2024-25 School Year Monthly Staff Meetings and PD

**Family Engagement / Inclusion** (required for at least one SIP SMART goal)





- Is this strategy in alignment with the OCSD Educational Equity Policy?
- Check box if goal fulfills Federal Programs requirement. Add details to the action step to ensure grant compliance.
  1. What steps does the school take to remove barriers for families to participate?
  2. What is the plan for continuous family engagement throughout the year?

## 5. Planning Guidance: School Improvement Plan



The following resources have been curated to inform and support the work of creating individual school improvement plans in alignment with the OCSD strategic plan and student learning and growth goal requirements.

### OCSD Strategic Plan Goals

-  OCSD Strategic Plan 23-27.pdf
-  OCSD 23-27 Strategic Plan One Pager.pdf
- [Calendar](#)

### Student Learning Growth Goals (SLGG)

A Student Learning Growth Goal (SLGG) is a specific and measurable academic goal that a student is expected to achieve within a defined period of time. It is based on the student's current level of academic achievement and is designed to promote continuous academic growth. These goals can be based on a variety of academic areas such as reading, writing, mathematics, science, and social studies, and may incorporate both content knowledge and skills. The purpose of a student learning growth goal is to provide a clear target for academic improvement, motivate the student to engage in focused learning activities, and provide a means to measure progress towards academic growth.

-  3.6.24 DRAFT Licensed Professional Growth and Evaluation Handbook (WORD).docx
-  OCSD Professional Growth Plan Form - Educator.docx

### SMART Goals

SMART goals are a framework for setting and achieving goals that are Specific, Measurable, Attainable, Reasonable, Time-bound. Each letter in the acronym SMART represents a different aspect of a well-defined goal:

**Specific:** Goals should be clear, well-defined and tied to student outcomes. They should answer the questions of who, what, when, where, and why. A specific goal will help you focus your efforts and make it easier to measure progress.

**Measurable:** Goals should be measurable so that you can track your progress and determine whether you have achieved your objective. Measuring your progress will also help you stay motivated and identify areas where you need to improve.

**Achievable:** Goals should be challenging but achievable. Set goals that require you to stretch yourself, but also make sure that they are realistic and achievable with the resources and time available to you.

**Relevant:** Goals should be relevant to your overall objectives and aligned with your values. Make sure that your goals are consistent with your personal and professional aspirations and will contribute to your long-term success.

**Time-bound:** Goals should have a deadline or timeframe for completion. This will help you stay on track and provide motivation to achieve your goal within a specific timeframe.

**Example of SMART goal:**

By June 2025, there will be a 5% increase in regular attendance (from 75% to 80%) for students accessing special education services (90%+ attendance).

By date, there will be an *increase/decrease/etc* of number/percentage for student focal group.

-  SMART Goal Format

## Action Steps

Consider PLT time, PD sessions, book studies or articles, conferences, training, PLTs, Peer feedback, coaching cycles, ILTs, district support staff/coaching, required training with roving subs etc.

## Focus on Educational Equity

### Educational Equity Focused Guiding Questions

- Whose voice is and isn't represented in this strategy?
- Who does this strategy benefit or burden?
- Is this strategy in alignment with the OCSD Educational Equity Policy?
- Does this strategy close or widen access, opportunity, and expectation gaps?

## Family Engagement

The Every Student Succeeds Act (ESSA) includes provisions that will help to ensure success for students and schools. Engaging families in the education process is one of these provisions. Engaging with families is a critical component to school planning and meeting school goals. Families, parents and guardians should be included in the planning process of the schoolwide plan and in other federally funded activities.

Our district-wide goal for Engaged Communities is to enhance opportunities and communication through strong partnerships with families, community organizations, and stakeholders, engaging them actively in the educational process and collaborative efforts to address community needs.


1. Who was involved in the development of the plan? - parent names must be included
2. What steps does the school take to remove barriers to participation?
3. What is the plan for continuous engagement throughout the year?
4. How will your school monitor who is engaged and who is not to adjust their plans throughout the year?

## Designated Staff

Include key staff members responsible for leading and/or supporting the work of the SMART goals. Ensure that the team includes voices with diverse perspectives and lived experiences.

## Timeline/Dates

### [District Calendar](#)

-  School and District Communication Plans 24-25

Set specific quarterly dates and times for:

- Implementation of strategies and action steps
- Monitoring and evaluation plan to track progress
- Identification of benchmarks and indicators of success
- Marked decision points for adjusting strategies, intensity or theory of action

## 6. Communication

**Communication Plan:** Communicating school improvement plans with staff and constituents is essential as it promotes collaboration, transparency, engagement, accountability, and continuous improvement. It allows for everyone to work together towards achieving the goals of the improvement plan, fosters transparency in decision-making, promotes constituent engagement, holds all everyone accountable for their responsibilities, and allows for continuous improvement through feedback and suggestions.

### **Directions:**

The story about your school is all about YOU and the narrative you share, promote and attend to. Come up with a communication plan and timeline for your priorities and progress.

📎 School and District Communication Plans 24-25

### **Consider including:**

Frequency and manner of communication

Who will be in charge of aspects of communication

Necessary training and understanding of policy and laws

Translation needs

Key communicators/influencers

Partners

Community Connections