

Oregon School Continuous Improvement Plan

School Year	2023-2024
School	Glide Elementary School

School Direction Section

Vision	We are committed to meeting each students’ individual needs and helping them to reach their full potential as a life-long learner and citizen.		
Mission	To provide an environment of support for limitless growth.		
Comprehensive Needs Assessment Summary			
What data did our team examine? -K-6 DIBELS Data -3-6 grade Smarter Balanced Data -Attendance Data -School Climate, Staff, and Parent Surveys -State School Report Card			
How did the team examine the different needs of all learner groups? The team used disaggregated data to discuss general education students, special education students, ELL students, students of color, and students of poverty.			
How were inequities in student outcomes examined and brought forward in planning? We looked at disaggregated data, such as data provided in our State School Report Card, and looked for inequities in growth and achievement.			
What needs did our data review elevate? Student support in the areas of reading and mathematics Regular Attendance			
How were stakeholders involved in the needs assessment process? -Staff and Parent Surveys -Site Council Meetings -Annual Title Meeting -Staff Meetings			
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: <i>All students will meet their annual growth targets in math.</i> Metrics are outlined for the year(s) to come.			
Goal 1	Glide Elementary will work to increase our daily average attendance over the next three years from 61% to 88%.		
Metrics	By 2023-2024	By 2024-2025	By 2025-2026
	72% (3% increase) Regular attender rate by 23-24	81% (2% increase) Regular attender rate by 24-25	88% (2% increase) Regular attender rate by 25-26

Goal 2	Glide Elementary will work to increase the percentage of students meeting the state grade- level expectations for mathematics over the next three years from 29%-47%.		
Metrics	By 2023-2024	By 2024-2025	By 2025-2026
	36% of students will meet the grade level expectation.	40% of students will meet the grade level expectation.	47% of students will meet the grade level expectation.
Goal 3	Glide Elementary will work to increase the percentage of students meeting the state grade- level expectations in reading over the next three years from 31%-45%.		
Metrics	By 2023-2024	By 2024-2025	By 2025-2026
	35% of students will meet the grade level expectation.	40% of students will meet the grade level expectation.	45% of students will meet the grade level expectation.

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
Title One	Engages students and families, and fosters a partnership between school and families.
Early Literacy Grant	

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

<i>District or School Goal this strategy supports</i>	Goal 1:Glide Elementary will work to increase our daily average attendance over the next three years from 61% to 88%.			
<i>What are we going to do?</i>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we track attendance data for all students then we can provide feedback and information to parents to help resolve attendance issues, and student attendance will increase , students will develop good attendance practices, and will understand the relationship between attendance and school success.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Attendance tracking SST meeting notes Parent outreach	Winter Attendance tracking SST meeting notes Parent outreach	Spring Attendance tracking SST meeting notes Parent outreach
	Measures of Evidence for Students (“and” statement)	Fall Reduced absences from previous month	Winter Reduced absences from previous quarter	Spring Reduced absences from previous quarter

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	SST Team	1. Develop Attendance Plan	Winter 2024
	Climate Committee	2. Family engagement nights	Winter & Spring 2024
	Admin	3. Coffee with the Principal (Share Attendance Plan)	Fall, Winter, & Spring 2024
	All Staff	4. a. Take attendance promptly b. Parent outreach- scripted phone calls, conferences, etc	2023-2024
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <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 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal 2: Glide Elementary will work to increase the percentage of students meeting the state grade- level expectations for mathematics over the next three years from 29%-47%.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we use best practices to teach grade level math standards then teachers will emphasize fact fluency, implement higher level thinking skills, use common vocabulary, district adopted curriculum that is viable and guaranteed, and students' math skills will improve across all standards.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall PLC meeting notes	Winter PLC meeting notes	Spring PLC meeting notes
	Measures of Evidence for Students ("and" statement)	Fall Curriculum based fall assessment	Winter Curriculum based winter assessment	Spring Curriculum based Spring assessment

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Principal	1. Instructional Walk Throughs/ PLC Implementation PD	23-24
	PLC Teams	2. Focused intervention time twice a week. Use of intervention/ enrichment program with fidelity.	23-24
	PLC Teams	3. Gather and review math data in PLCI teams. Identify areas of strengths and weaknesses.	23-24
	All Staff	4. Adopt new math curriculum and professional development to implement.	24-25
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <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 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal 3: Glide Elementary will work to increase the percentage of students meeting the state grade- level expectations in reading over the next three years from 31%-45%.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we use best practices to teach grade level reading standards then teachers will emphasize the five pillars of reading instruction, create small group instructional groups that support core instruction in grades K-2, implement higher level thinking skills, use common instructional practices and routines, and use district adopted curriculum that is viable and guaranteed, and students' reading skills will improve across all standards.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall PLC Team Meeting Notes SST Meeting Notes	Winter PLC Team Meeting Notes SST Meeting Notes	Spring PLC Team Meeting Notes SST Meeting Notes
	Measures of Evidence for Students ("and" statement)	Fall DIBELS Benchmark Data Dibels Progress Monitoring Data Curricular Assessments	Winter DIBELS Benchmark Data Dibels Progress Monitoring Data Curricular Assessments	Spring DIBELS Benchmark Data Dibels Progress Monitoring Data Curricular Assessments
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal	1. Instructional Walk Throughs/ PLC Implementation PD		Ongoing
	Climate Committee	2. Family Engagement Nights		2024
	K-2 & Title Staff	3. ECRI Training		23-24
	All Staff	4. Bi-monthly PLC Team and focused interventions for all students twice a week.		23-24
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <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 Routines

The chart below does not need to be completed prior to installation of school self-monitoring routines. It 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?

	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?
<i>Per for ma nce Up dat es</i>						