Oregon School Continuous Improvement Plan-Approved 12/13/22

School Year	2022-2023
School	Creswell Middle School

School Direction Section

Vision	• Celebrate our programs, school, and successes. • Prepare all students for college, apprenticeship, or career. • Provide our educators with the resources to engage all students in meaningful instruction. • Create a place where people want to learn and work
Mission	Preparing Students for Success

Comprehensive Needs Assessment Summary

What data did our team examine? State test scores (2021-2022), I-Ready ELA and Math Benchmark Scores 2021-22 and Fall 2022, and school attendance data (2019-2020; 2020-2021, 2021-2022).

How did the team examine the different needs of all learner groups? Look at the sub groups and individual scores within the data to determine that all sub groups (and all students) are making growth.

How were inequities in student outcomes examined and brought forward in planning? During PLCs and grade level meetings, teachers and staff examine data to analyze inequities and define what will be done to address these. Students are then placed in intervention groups, essential courses, learning center courses, and designated WIN (What I Need) classes.

What needs did our data review elevate? Based on data, we need to focus on student achievement (LA and Math), as well as attendance. We need to look at our master schedule and determine how to best implement intervention for our struggling students during WIN time, as well as provide Essential Courses for students who need more support on grade level standards due to gaps in Language Arts or Math skills.

How were stakeholders involved in the needs assessment process? Teachers and staff participate in whole staff meetings, grade level and subject specific teacher meetings, Special Education meetings, etc. I-Ready and attendance data is shared every month in the "Principal's Report" at CSD Board Meetings. All stakeholders, including a student representative, have a place on the CMS SSC.

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. One major goal will be focused on "regular attenders". In addition, we will focus on improving our statewide assessment results in ELA and Math, by using the I-Ready results to track student growth more regularly and determine intervention groups. Furthermore, students will have time to work in I-Ready (both math and ELA) to fill gaps at each of their individual levels.

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	CMS will have an increase of at least 1% of all students who qualify as "regular attenders" (students who attended more than 90% of their enrolled school days). Regular attenders during the 2021-22 school year was 81% so our goal would be 82%.		
Metrics	By June 2023	By June 2024	By June 2025

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	82%	83%	84%
Goal 2	CMS will have an increase of at least 1% of all students who meet the state grade-level expectations in English Language Arts (2021-22 score was 49% and 2018-19 score was 46.7% proficient).		
Metrics	By June 2023	By June 2024	By June 2025
	50%	51%	55%
Goal 3	CMS will have an increase of at least 1% of all students who meet the state grade-level expectations in Math (2021-22 score was 30% and 2018-2019 score was 29.1% proficient).		
Metrics	By June 2022	By June 2023	By June 2024
	31%	32%	33%

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
SIA	FTE funded using SIA money: .5 EL, .5 Counselor, 1.0 FTE Intervention. These support students' academic and social emotional well-being.

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

District or School Goal this strategy supports	Goal 1: CMS will have an increase of at least 1% of all students who qualify as "regular attenders" (students who attended more than 90% of their enrolled school days). Regular attenders during the 2021-22 school year was 81% so our goal would be 82%.		
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we create a safe and engaging environment, then students will attend school regularly and more students will then qualify as "regular attenders."	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall –Adults create engaging lessons and safe classrooms (observed by school principal).	Winter–Adults create engaging lessons and safe classrooms (observed by school principal).	Spring–Adults create engaging lessons and safe classrooms (observed by school principal).
	Measures of Evidence for Students ("and" statement)	Fall-Students will attend their classes and Data Suite "regular attender" data will be at least 82%	Winter-Students will attend their classes and Data Suite "regular attender" data will be at least 82%	Spring-Students will attend their classes and Data Suite "regular attender" data will be at least 82%
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date

		Goal 1: CMS will have an increase of at least 1% of all students who qualify as "regular attenders" (students who attended more than 90% of their enrolled school days). Regular attenders during the 2021-22 school year was 81% so our goal would be 82%.	
District or School Goal this strategy supports			
	All Teachers	1. Teachers will create safe classrooms with engaging lessons for all students.	Ongoing
	All Teachers	2. Teachers will create an in-class system that encourages (and rewards) students to be present and participate daily.	Ongoing
	Principal and Registrar	3. Principal and registrar will monitor student attendance monthly.	Ongoing (monthly)
	Principal	4. Principal will reward all students who meet the "regular attender" goal (90%) with an end-of-year incentive.	June 2023
	Principal and Counselor	5. Principal and counselor will send out letters for students who are not meeting the attendance requirements.	Ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_____ Leadership _____ Talent Development X Stakeholder Engagement and Partnership X Well-Rounded, Coordinated Learning X Inclusive Policy and Practice	

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

		Goal 2: CMS will have an increase of at least 1% of all students who meet the state grade-level expectations in English Language Arts.		
District or School Goal this strategy supports				
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we teach our students standards-aligned ELA material, and assess their understanding regularly using I-Ready Benchmarks (and other classroom assessments), we will be able to differentiate our teaching and provide students the interventions they need; This will positively impact student achievement and students' state test scores in ELA.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then"	Fall –Adults teach standards-aligned ELA lessons, assess student learning and differentiate	Winter–Adults teach standards-aligned ELA lessons, assess student learning and differentiate	Spring–Adults teach standards-aligned ELA lessons, assess student learning and differentiate

District or School Goal this strategy supports	Goal 2: CMS will have an increase of at least 1% of all students who meet the state grade-level expectations in English Language Arts.			
	statements")	instruction and support (observed by principal). Staff administers I-Ready and reviews data.	instruction and support (observed by principal). Staff administers I-Ready and reviews data.	instruction and support (observed by principal). Staff administers I-Ready and reviews data.
	Measures of Evidence for Students ("and" statement)	Fall-Students will take the I-Ready Benchmark Test for ELA in order to get baseline data for the school year.	Winter-Students will take the I-Ready Benchmark Test for ELA and improve their score from the beginning of the year.	Spring-Students will take the I-Ready Benchmark Test for ELA and improve their score from the beginning of the year. This will then reflect on the state assessment in ELA (and be an improvement from last year's score).

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Teachers	1. Teachers will administer the I-Ready Benchmarks three times during the year.	Fall, Winter, Spring
	Teachers	2. Teachers will use the data from their in-class assessments, as well as the I-Ready Benchmarks, to drive their instruction and support for students.	Ongoing
	Students	3. Students will take the I-Ready Benchmarks, and statewide assessment.	Fall, Winter, Spring
	Principal	4. Statewide assessment data will be given to guardians and students.	Spring

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development X 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.)

District or School Goal this strategy supports	Goal 3: CMS will have an increase of at least 1% of all students who meet the state grade-level expectations in Math.		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we teach our students standards-aligned Math material, and assess their understanding regularly using I-Ready Benchmarks (and other classroom assessments), we will be able to differentiate our teaching and provide students the interventions they need; This will positively impact student achievement and students' state test scores in Math.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall –Adults teach standards-aligned Math lessons, assess student learning and differentiate instruction and support (observed by principal). Staff administers I-Ready Benchmarks and reviews data.	Winter–Adults teach standards-aligned Math lessons, assess student learning and differentiate instruction and support (observed by principal). Staff administers I-Ready Benchmarks and reviews data.	Spring–Adults teach standards-aligned Math lessons, assess student learning and differentiate instruction and support (observed by principal). Staff administers I-Ready Benchmarks and reviews data.
	Measures of Evidence for Students ("and" statement)	Fall-Students will take the I-Ready Benchmark test for Math in order to get baseline data for the school year.	Winter-Students will take the I-Ready Benchmark test for Math and improve their score from the beginning of the year.	Spring-Students will take the I-Ready Benchmark test for Math and improve their score from the beginning of the year. This will then reflect on the state assessment in Math (and be an improvement from last year's score).

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Teachers	1. Teachers will administer the I-Ready Benchmarks three times during the year.	Fall, Winter, Spring
	Teachers	2. Teachers will use the data from their in-class assessments, as well as the I-Ready Benchmarks, to drive their instruction and support for students.	Ongoing
	Students	3. Students will take the I-Ready Benchmarks, and statewide assessment.	Fall, Winter, Spring
	Principal	4. Statewide assessment data will be given to guardians and students.	Spring

District or School Goal this strategy supports	Goal 3: CMS will have an increase of at least 1% of all students who meet the state grade-level expectations in Math.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development X Stakeholder Engagement and Partnership X Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice

School Plan
Self-Monitoring Routines

Please describe the school plan to install quarterly plan-review/monitoring routines (see example below):

CMS will review student growth on the I-Ready Benchmark Tests in both ELA and Math during subject-specific meetings. Once students take the state assessments and scores are available, these will be compared to last year's scores and discussed with staff. In addition, attendance will be monitored monthly and included in the CMS Principal's Board Report. Attendance will be compared with last year's attendance using Data Suite.

RESULTS OF 2022-2023 GOALS

Goal 1		
Goal 2		
Goal 3		