

# Oregon School Continuous Improvement Plan Template

School Year	2025-26
School	Philomath Elementary

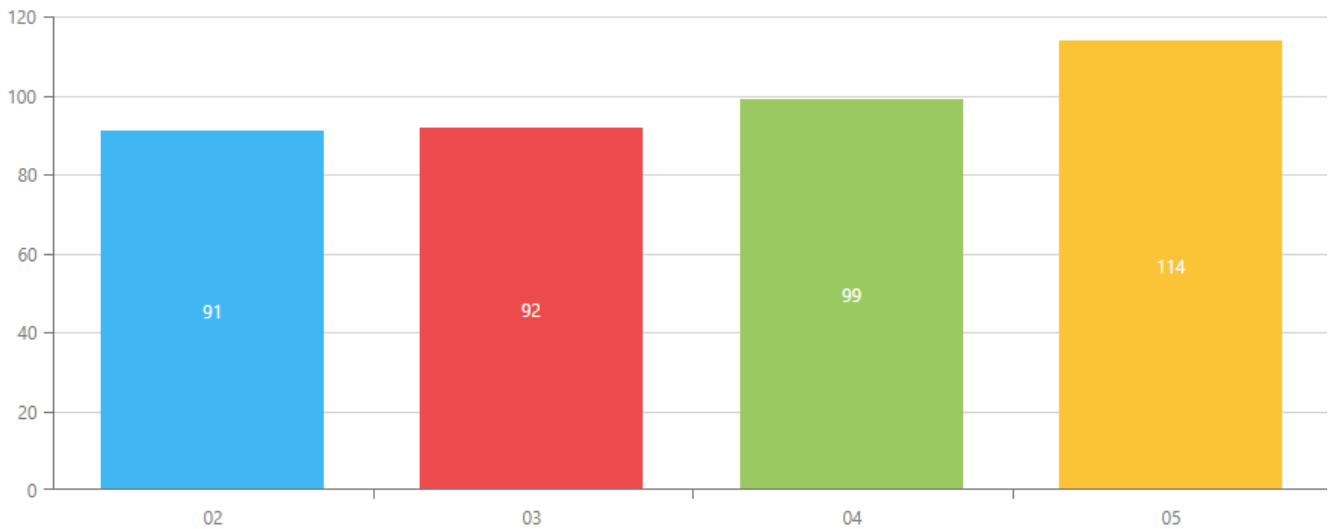
## School Direction Section

Vision	Graduate EVERY student and transition each into a job, training or college.
Mission	Together we nurture, respect, and challenge all individuals to become responsible, independent, life-long learners. <a href="#">Team Mission Shirts at PES</a>

### Comprehensive Needs Assessment Summary

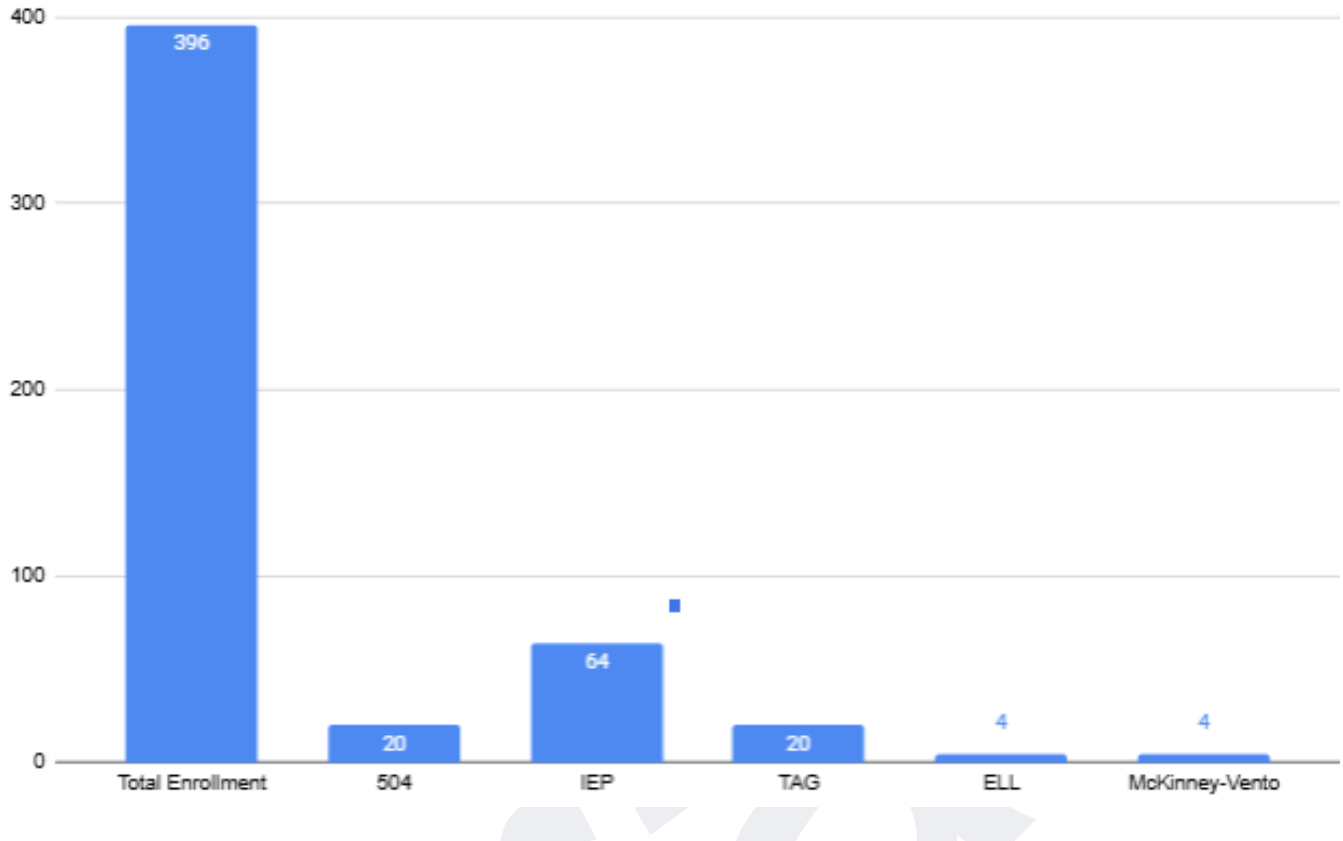
What data did our team examine?  
Who is PES?

#### Enrollment by Grade (LBL)

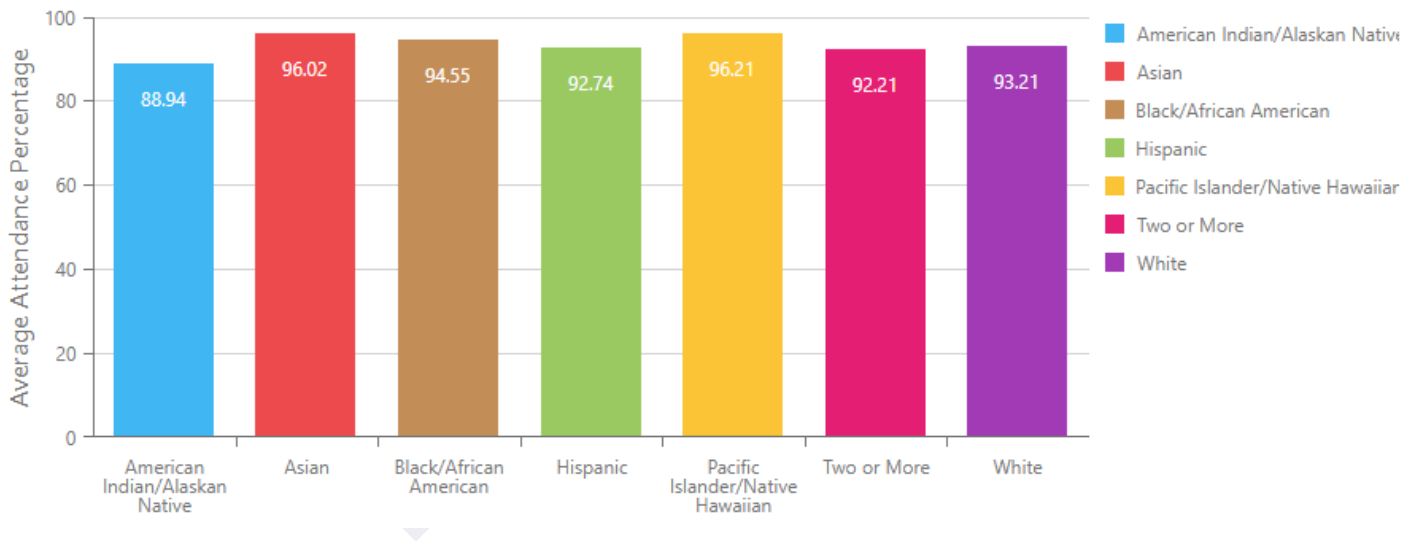


Ethnicity	Number of Students	↓	Percent of Students
White	319		80.56%
Hispanic	41		10.35%
Two or More	25		6.31%
Asian	4		1.01%
American Indian/Alaskan Native	3		0.76%
Pacific Islander/Native Hawaiian	3		0.76%
Black/African American	1		0.25%

Vision Graduate EVERY student and transition each into a job, training or college.



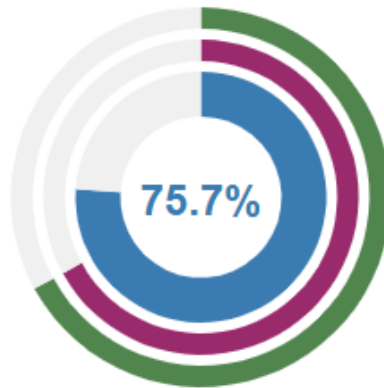
### Average Percent Attendance by Race/Ethnicity



Vision

Graduate EVERY student and transition each into a job, training or college.

### Regular Attenders



- School Average: 75.7%
- District Average: 67.4%
- State Average: 66.5%



Longitudinal (select based on group who piloted STAR in 2024-25)

Grade

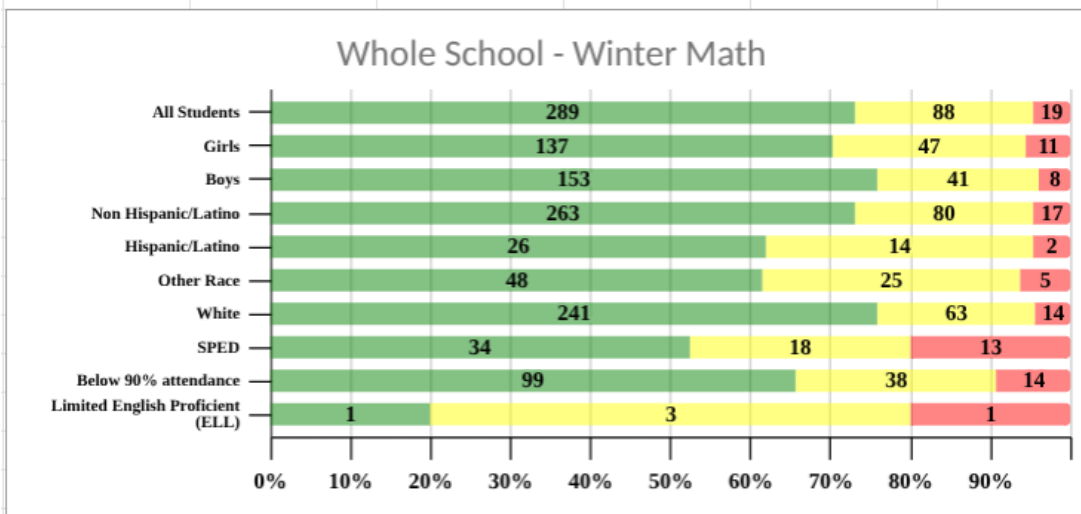
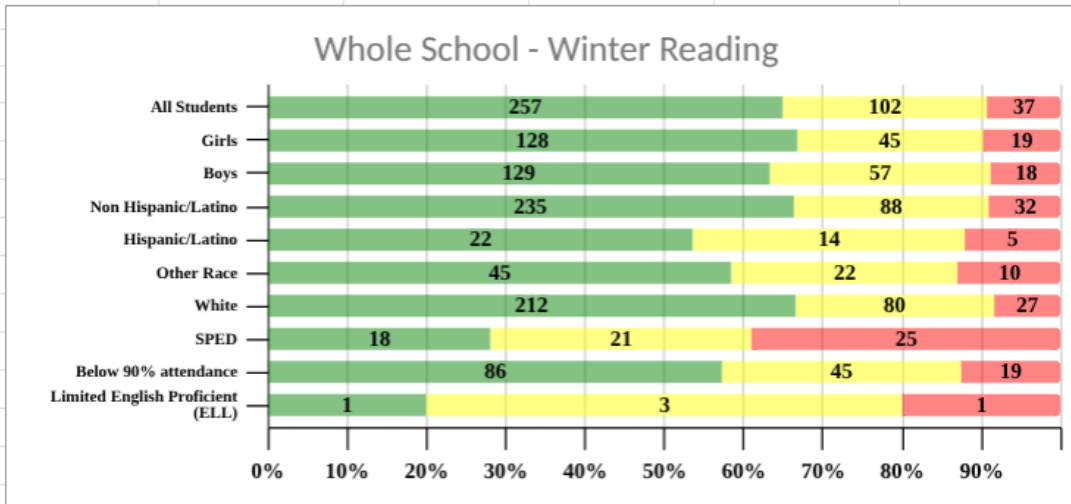
### 5th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2025-2026 School Year	5th Grade		2	2%	6	5%	10	9%	95	84%	113
2024-2025 School Year	4th Grade		0	0%	6	6%	22	21%	75	73%	103

Grade

### 3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2025-2026 School Year	3rd Grade		0	0%	8	9%	11	12%	74	80%	93
2024-2025 School Year	2nd Grade		1	1%	9	11%	11	13%	63	75%	84



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

Our Title 1A team analyzed all academic data disaggregated by race/ethnicity, gender, Special Education status and attendance rate. These meetings occur three times annually (Fall, Winter and Spring) as part of a core review structure to ensure we are making progress toward goals and refine our strategies for core instruction (including small group instruction in core and interventions).

**How were inequities in student outcomes examined and brought forward in planning?**

Our MTSS protocols and structures examine disaggregated data. Included in this process is examining inequities and thoughtfully planning resources and professional learning to address inequities (which can vary by grade level). Our district has an equity committee and staff engage in processes such as audits, walkthroughs, and plans to improve outcomes for our historically underserved and underrepresented students and families.

Vision	Graduate EVERY student and transition each into a job, training or college.
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**What needs did our data review elevate?**

The core review meetings for PES have been robust with data driving our resource brokering with groups, resources to target key areas, and professional learning goals. Within our walk-to model we have been creative in differentiating for cohorts based on greatest needs (math or reading). Here are the goals from 2025-2026

2nd Grade: Core reading goals: phonics      Core math goals: explicit instruction, quality conversations

3rd Grade: Core reading goals: phonics, morphology, fluency      Core math goals: small group rotations

4th Grade: Core reading goals: fluency      Core math goals: fact fluency

5th Grade: Core reading goals: vocabulary and fluency      Core math goals: word problem attack strategies

**How were stakeholders involved in the needs assessment process?**

Stakeholders have been invited to give input on our programming and goals as part of a dedicated Title 1 presentation in fall of 2025 and in bi-monthly PTO (parent-teacher organization) meetings where actions and activities that support academic achievement (e.g. supporting literacy events) and whole-child development are standing agenda items as part of principal report.

**Which needs will become priority improvement areas?**

At PES, we consistently prioritize and allocated resources to our 2nd grade for phonics instruction as they work to gain decoding skills. Through data analysis, our current 4th grade students have a higher number of students needing foundational skills such as decoding and fluency to support comprehension. Our robust MTSS process allows us to constantly re-evaluate these priority areas utilizing our benchmark and progress monitoring data throughout the year.

**Long Term School Goals & Metrics**

All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students

Goal 1	All Philomath Elementary School students will meet/exceed grade level expectations or meet annual growth target in language arts as assessed by STAR Reading Enterprise Assessment		
Metrics	By 2025-26	By 2026-27	By 2027-28
	> 85%	> 88%	> 92%
Goal 2	Philomath Elementary students will increase student engagement and improve attendance outcomes to align to MTSS structures of >80% will be regular attenders (90%), <15% will be tier 2 (strategic 80-89% regular attenders), and < 5% will intensive (79% and below regular attendance)  Baseline: 2024-2025 75.7%		
Metrics	By 2025-26	By 2026-27	By 2027-28
	78% Regular Attender	80% Tier 1	> 80% Tier 1, < 15 % Tier 2
Goal 3	All Philomath Elementary School students will meet/exceed grade level expectations or meet annual growth target in mathematics as assessed by STAR Math Enterprise Assessment.		
Metrics	By 2025-26	By 2026-27	By 2027-28
	>80%	>85%	88%

### Initiative Alignment to Support School Goals

Initiative/Program	How this initiative/program supports the school to meet goals
<b>Early Literacy Grant</b>	Technical Support via LBLED with Literacy Leadership Cohort, Science of Reading Class Instructional Coaching, Instructional Rounds and other Professional Development as needed.
<b>Instructional Leadership Team</b>	This team will advise the building principal with our professional learning calendar at our school aligned to our Title 1 goals.
<b>Attendance Team (A-Team)</b>	New team to work on systems and data routines with data including but not limited to semester attendance celebrations, grade level celebrations, attendance letters, individual plans to increase regular attenders at PES.

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

<b>District or School Goal this strategy supports</b>	Goal 1: All classified IAs will receive Science of Reading Training each month to ensure staff are equipped to provide high-leverage teaching to our students aligned to evidence-based programs as part of our MTSS system.			
<b>What are we going to do?</b>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we provide high quality professional learning to our staff, <b>Then</b> they will be equipped to support evidenced-based instruction to targeted needs aligned to Science of Reading, <b>and</b> Students will meet/exceed grade level expectations or meet individual growth targets.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall  Attendance data for Science of Reading Training for Classified  Sessions 1-3 9/26/25 <i>Reading Models</i> 10/17/25 <i>How our Brains Learn to Read</i> 11/21/25 <i>Spelling</i>	Winter  Attendance data for Science of Reading Training for Classified  Sessions 4 & 5 1/30/26 <i>Cognitive Load</i> 2/20/26 <i>Structured Literacy Lab</i>	Spring  Attendance data for Science of Reading Training for Classified  Sessions 6-8 3/20/26 <i>Comprehension</i> 4/24/26 <i>High Impact Instructional Practices</i> 5/29/26 <i>Reading and Writing Connections</i>
	Measures of Evidence for Students (“and” statement)	Fall  STAR Reading Assessment	Winter  STAR Reading Assessment	Spring  STAR Reading Assessment
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	R. Bell	1. Plan and deliver ODE approved training each month		6/15/26
	M. Bell	2. Communicate with trainer monthly to include connected materials in trainings		6/15/26
	E. Beasley	3. Check-in w/Classified Team on trainings		6/15/26
M. Bell	4. Share lesson slides and materials with any staff that are absent on a Friday. Lead make-up sessions.		6/15/26	

<b>District or School Goal this strategy supports</b>	Goal 1: All classified IAs will receive Science of Reading Training each month to ensure staff are equipped to provide high-leverage teaching to our students aligned to evidence-based programs as part of our MTSS system.		
	Instructional Leadership Team	5. Administrative walkthroughs related to evidenced based practices as part of shared vision for teaching and learning.	5/29/26
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" 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.)

<b>District or School Goal this strategy supports</b>	Goal 1: Elevate our MTSS core system with evidenced based Small Group instruction as part of Early Literacy Grant			
<b>What are we going to do?</b>	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	<b>If</b> we Train our teachers on strategies to target small group instruction aligned to research and student need according to data, <b>Then</b> Teachers implementing the groups will drive effective instruction, <b>And</b> we will see improved student outcomes as students access targeted instruction in core and if needed, intervention.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall  Beginning discussions and brainstorming about small groups while looking at core math and reading data.	Winter  Leverage Instructional Leadership Team to Determine Focus Area for Improvement. <a href="#">PL Slides for 1-9-26</a>	Spring  Reflect on progress utilizing measures such as interim assessments and plan next steps toward our ideal state of practice.
	Measures of Evidence for Students (“and” statement)	Fall  STAR Reading and Math Assessment	Winter  STAR Reading and Math Assessment	Spring  STAR Reading and Math Assessment
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	M. Bell & E. Helpenstell	1. Grade Level teams meet to review core data in reading and math and plan and review interventions and small group instruction.		September 12, 2025 January 16, 2026 June 5, 2026
	E. Beasley	2. Launch Site-Based Instructional Leadership Team to support continuous improvement through collective efficacy.		October 15, 2026

<b>District or School Goal this strategy supports</b>	Goal 1: Elevate our MTSS core system with evidenced based Small Group instruction as part of Early Literacy Grant		
	Y. Medina	3. Professional Learning <a href="#">Philomath Instructional Touchpoint 1.pptx.pdf</a>	January 23, 2026
	E. Beasley	4. Monthly follow up with grade level PLC teams	June 15, 2026
		5. Implement 5D+ as part of teacher evaluation system launch. <a href="#">Engagement Slides for PES PL 1-30-26</a>	June 15, 2026
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" 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	

<b>District or School Goal this strategy supports</b>	Goal 2: Increase Student Engagement through actions, events, and programs that increase our student attendance at Philomath Elementary			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	<b>If</b> we proactively implement attendance systems such as identifying students with emerging attendance concerns, build strong relationships with families, and implement tiered attendance supports, <b>Then</b> students will attend school more consistently, <b>And</b> chronic absenteeism will decrease while student engagement and academic success increase.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)  Attendance data is reviewed consistently  Families are contacted early and positively  Tiered attendance supports are implemented  Positive attendance culture is visible	<p style="text-align: center;">Fall</p> <p>Attendance team established and meet monthly. Early warning list (5%) created.</p> <p>Initial outreach made to families of 5-7% percenters. Communication log started.</p> <p>Tier 1 messaging launched schoolwide. Tier 2 students begin for identified students.</p> <p>Schoolwide attendance message introduce. “Every Day Matters” Grade level recognition begins.</p>	<p style="text-align: center;">Winter</p> <p>Team monitors Tier 2 students and adjusts supports.</p> <p>Follow-up meetings held with families when attendance does not improve.</p> <p>Tier 2 and 3 supports monitored and intensified as needed.</p> <p>Continued recognition improvement. Introduce classroom attendance goals.</p>	<p style="text-align: center;">Spring</p> <p>Team reviews yearly trends and identifies students needing next-year supports.</p> <p>Final communication highlighting progress and improvement. Next steps for families.</p> <p>Intervention effectiveness reviewed and documented for future planning.</p> <p>Schoolwide recognition of attendance growth and improvement.</p>
	Measures of Evidence for Students (“and” statement)	<p style="text-align: center;">Fall</p> <p>Establish expectations, identify attendance concerns early.</p> <p><b>Attendance data:</b> -Percent of students missing 5% or more of school days identified. - List of students approaching chronic absenteeism risk.</p>	<p style="text-align: center;">Winter</p> <p>Monitor progress and adjust interventions for students with attendance concerns.</p> <p><b>Attendance Data:</b> -Reduction in chronic absenteeism rate compared to Fall. -Students in Tier 2 attendance supports</p>	<p style="text-align: center;">Spring</p> <p>Sustain improvements and evaluate impact of supports.</p> <p><b>Attendance Data:</b> -Increase in overall attendance from Fall baseline. -Reduction in chronic absenteeism rate</p>

<b>District or School Goal this strategy supports</b>	Goal 2: Increase Student Engagement through actions, events, and programs that increase our student attendance at Philomath Elementary			
		<p><b>Student Behavior Indicators:</b></p> <ul style="list-style-type: none"> <li>-Students arrive on time for the first 90% of school days.</li> <li>-Reduction in early-year tardies after first month.</li> </ul> <p><b>Engagement Indicators:</b></p> <ul style="list-style-type: none"> <li>- Teacher observations of engagement during first 6 weeks.</li> <li>-Students participating in classroom routines/morning activities.</li> </ul>	<p>improve attendance by 5-10%.</p> <ul style="list-style-type: none"> <li>-Increase in number of students with 95% attendance or higher.</li> </ul> <p><b>Student Behavior Indicators:</b></p> <ul style="list-style-type: none"> <li>-Decrease in repeat tardies.</li> <li>-Students with attendance “plans” demonstrate improved attendance trends.</li> </ul> <p><b>Engagement Indicators:</b></p> <ul style="list-style-type: none"> <li>-Fewer missed assignments due to absences.</li> <li>- Students show increase in classroom discussions, group work and activities.</li> </ul>	<p>compared to previous year.</p> <ul style="list-style-type: none"> <li>-Majority of students maintain 90-95% attendance.</li> </ul> <p><b>Student Behavior Indicators:</b></p> <ul style="list-style-type: none"> <li>-Students maintain improved attendance rates.</li> <li>-Tardy rates lower than Fall baseline.</li> </ul> <p><b>Engagement Indicators:</b></p> <ul style="list-style-type: none"> <li>-Students report feeling connected to teacher and peers.</li> <li>- Students can see the relationship between consistent attendance and their success in school.</li> </ul>
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps To be completed this year</b>		<b>Due Date</b>
	M. McD	1. Launch and Sustain A-Team (attendance) meeting to identify trends and supports based on data		on-going
	M. McD	2. System Implementation (e.g. phone call/letters, attendance individual goal, home visit, etc.		on-going
	Office Team	3. Implement Attendance/Engagement activities		As needed
	Leadership Team	4. Update Title 1 Compact including regular attendance focus in partnership with staff and families <a href="#">Philomath Title 1 Compact (4).pdf</a>		Winter 2026
	Office Team	5. Attendance Celebrations (Regular Attender) <a href="#">Attendance and Celebrations 2025-26</a>		Monthly and at Semester

<b>District or School Goal this strategy supports</b>	Goal 2: Increase Student Engagement through actions, events, and programs that increase our student attendance at Philomath Elementary	
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice

<b>District or School Goal this strategy supports</b>	Goal 3: Philomath Elementary School staff at each grade level will pilot a new math core curriculum to adopt and implement in 2026-2027.			
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	<p><b>If</b> we adopt a quality core math curriculum and provide high quality professional learning to our staff,  <b>Then</b> they will be equipped to deliver evidenced-based instruction well aligned to math standards,  <b>And</b> Students will meet/exceed grade level expectations or meet individual growth targets in math.</p>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	<p style="text-align: center;">Fall</p> <p>Math adoption team meets to ensure clarity of communication and support systems are in place for piloting teachers.</p> <p>Piloting teachers have note systems in place to help track materials and keys to instruction to share with teachers using the curriculum next year.</p>	<p style="text-align: center;">Winter</p> <p>Piloting teachers get ½ day of sub coverage to meet. They share reflections, resources, and future planning.</p> <p>Information is gathered to support adoption presentation to school board.</p>	<p style="text-align: center;">Spring</p> <p>Piloting teachers have time to reflect on what math manipulatives are needed to support curriculum next year.</p> <p>All teachers receive professional learning in the new curriculum and piloting teachers share their knowledge.</p>
	Measures of Evidence for Students (“and” statement)	<p style="text-align: center;">Fall</p> <p>STAR Math Assessment</p>	<p style="text-align: center;">Winter</p> <p>STAR Math Assessment</p>	<p style="text-align: center;">Spring</p> <p>STAR Math Assessment</p>
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		
	Math Adoption Committee	1. Support at least one teacher at each grade level who will pilot the new McGraw Hill Reveal math curriculum.		6/15/2026

<b>District or School Goal this strategy supports</b>	Goal 3: Philomath Elementary School staff at each grade level will pilot a new math core curriculum to adopt and implement in 2026-2027.		
	E. Helpenstell	2. Gather parent and community input on curriculum	9/17/2025
	Math Adoption Committee	3. Present McGraw Hill Reveal math curriculum to the board for adoption.	2/19/2026
	M. Bell	4. Coordinate with teachers to ensure appropriate manipulatives are organized and ordered for each classroom for next year.	6/15/2026
	E. Beasley and Reveal PL staff	5. Coordinate first teacher training in the spring, so that teachers are ready to launch new curriculum in Sept. 2026.	6/15/26
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

## School Plan Self-Monitoring Routines

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

**Our Title I-A team will be reviewing our plan three times a year during our Core Review meetings in October, February and May. They will gather information from the other teams involved in supporting our goals including the instructional leadership team, A-Team (attendance team), and MTSS team which will provide benchmark data. Twice annual check-ins related to plans will be provided at our bi-monthly PTO Meeting (Parent-Teacher Organization) who give input to our compact, school climate events, and review outcomes.**

### Routine Example:

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>Performance Updates</i>						

SAMPLE School Self-Monitoring Routine

# Template