

Continuous Improvement Plan Philomath School District 17J

School Year	2024-2025
School	Clemens Primary School (CPS)

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 as they grow into responsible life-long learners.

Comprehensive Needs Assessment Summary

Our Title IA team examined enrollment, attendance, and benchmark assessment data for all enrolled students

Enrollment/Demographic Data:

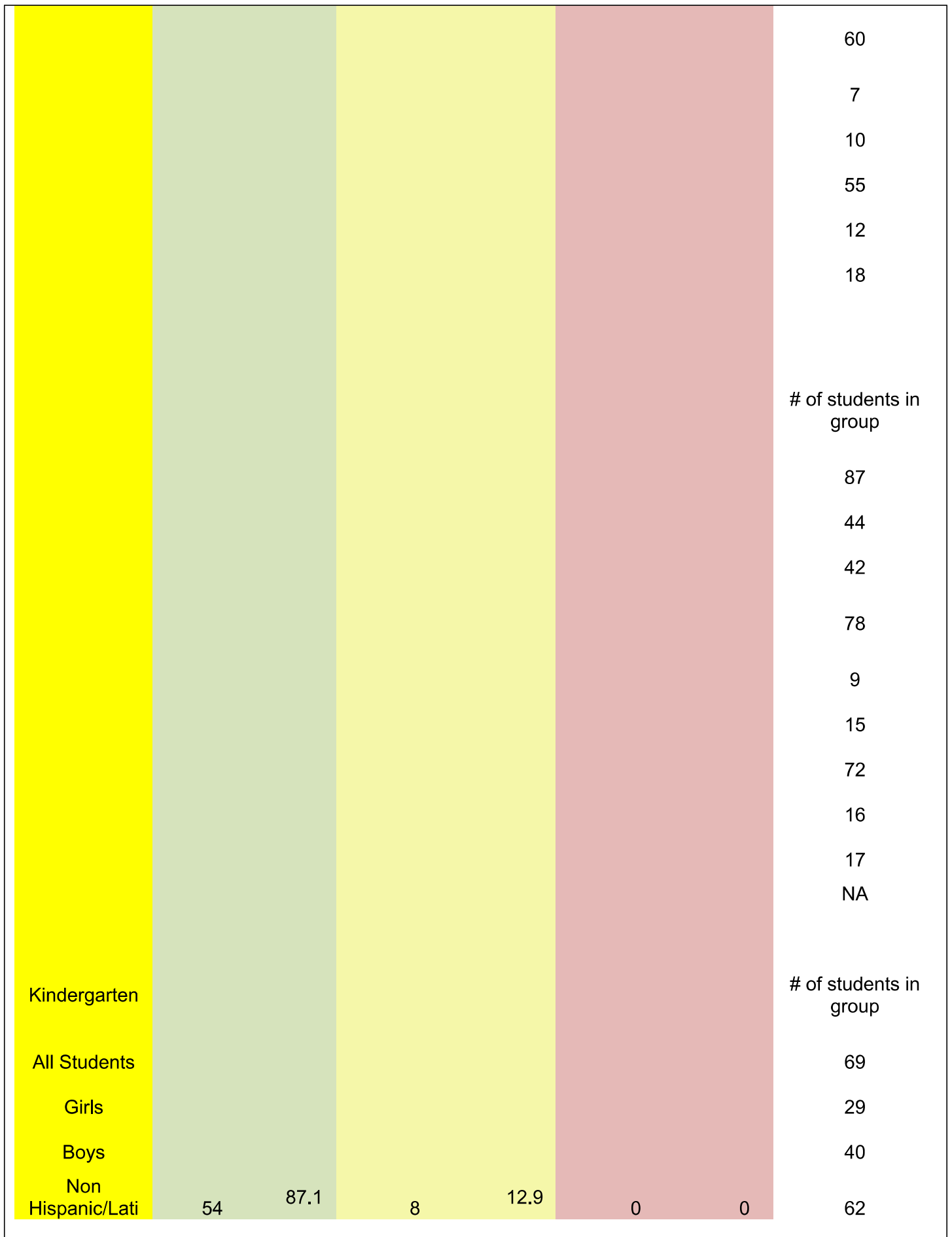
Grade Level	Gender			Ethnicity	ELD	SpEd	504	Economically Disadvantaged
	F	M	N B					
Kindergarten	31	44	*		*	14	*	
Asian				*				
Hispanic				9				
Hawaiian/PI				*				
Multi				*				
White				62				
				75				
	F	M	N B					
1st	46	43	*		*	20	*	*
Asian				*				
Hispanic				9				
Hawaiian/PI				*				
Multi				5				
White				75				
				90				
Overall Total				165	*	34	*	38

Attendance Data 2024-2025:

Kindergarten	1st Grade
91.85%	91.7%

Benchmark Assessment Data: Reading Fall 2024

Kindergarten	At or Above Grade Level		One Grade Level Below		Two or More Grades Below		# of students in group
		%		%		%	
All Students	27	40.30	40	59.70	0	0	67
Girls	10	35.71	18	64.29	0	0	28
Boys	17	43.59	22	56.41	0	0	39



							7
							12
							57
							13
							16
First Grade							students in group
All Students							89
Girls							45
Boys							43
Non Hispanic/Latino							79
Hispanic/Latino							10
Other Race							16
White							73
SpEd							16
<90% Attendance							20
ELL							
GROUP							
Kindergarten							Difference
1 st Grade	17.24%	81.61%	1.15%	64.04%	35.69%	0%	+46.46%
							+46.80%
<p>How did the team examine the different needs of all learner groups? Our Title 1A team analyzed all reading data disaggregated by race/ethnicity, gender, Special Education status and attendance rate. These meetings occur three times annually (Fall, Winter and Spring) to ensure we are making progress toward reading goals.</p> <p>How were inequities in student outcomes examined and brought forward in planning? Inequities in student outcomes were brought forth by various members of the Title 1A team during our core review meetings, as well as during our PTO meetings where parents analyzed the data.</p>							

What needs did our data review elevate?

Our data review elevated the following focus areas:

- 1 – Kindergarten students at/above grade level had a substantial decrease in skill level between their kindergarten and 1st grade years.
- 2 – Students attending school <90% have a higher percentage of below grade level performance than their regular attending peers.
- 3 – While more students in specialized categories made academic gains than not, it is still concerning that students in these categories have a lower percentage of at/above grade level performance than their peers.
- 4 – The percentage of first grade students at/above grade level by the end of the school year did not meet the 85% metric.

How were stakeholders involved in the needs assessment process?

Stakeholders were invited to review our reading data during monthly PTO meetings. Data was also shared with families in weekly newsletters with a request for families to share thoughts/concerns if they felt the need to do so.

Which needs will become priority improvement areas?

First grade students at or above grade level by the Spring term will be our focus area for the 2025-2026 school 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

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	85% of first grade students will meet their annual growth targets in reading by Spring term of each year.		
Metrics	By 2025-2026 70-75%	By 2026-2027 75-80%	By 2027-2028 80-85%
Goal 2	85% of all students will meet their annual growth targets in reading by Spring term of each year.		
Metrics	By 2025-2026 70-75%	By 2026-2027 75-80%	By 2027-2028 80-85%
Goal 3			
Metrics	By (year)	By (year)	By (year)

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
Science or Reading Training	All classified and certified staff at Clemens Primary School will be given training in the Science of Reading to support staff with the skills necessary to provide strong instruction.
Instructional Coaching for Early Literacy	Clemens Primary School will partner with our local ESD and WestEd to provide coaching for our primary level teachers. The intent is to strengthen our literacy delivery so that our students continue to make significant growth in reading.
ECRI & Heggerty for all KG-1st Classrooms	ECRI & Heggerty curriculum will be purchased for all KG-1 classrooms and will be implemented, with fidelity, daily by the classroom teacher. ECRI & Heggerty will also be used by our intervention staff to support students struggling with grade-level content.

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

District or School Goal this strategy supports	School Goal 1: All classified staff will be given Science of Reading training each month to ensure staff are providing high-leverage teaching to our students.			
What are we going to do?	<p>Strategy # 1.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we provide high quality instruction and support for classified staff in Science or Reading,</p> <p>Then students will receive explicit, research-based, instruction</p> <p>And students will meet grade level expectations by the end of the school year.</p>		
How we will know the plan is working	<p>Measures of Evidence for Adult Actions (“then” statements)</p>	<p>Fall</p> <p>Attendance data for Science of Reading training for classified.</p>	<p>Winter</p> <p>Attendance data for Science of Reading training for classified.</p>	<p>Spring</p> <p>Attendance data for Science of Reading training for classified.</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall</p> <p>STAR Early Literacy Assessment - PRF</p>	<p>Winter</p> <p>STAR Early Literacy Assessment - PRF</p>	<p>Spring</p> <p>STAR Early Literacy Assessment - PRF</p>
How we will get the work done	<p>Person or Team Responsible</p>	<p>Action Steps To be completed this year</p>		<p>Due Date</p>
	Kelsey Greydanus	1. Plan Science or Reading training for all classified staff.		August 2025
	Keri Gross	2. Assess all first-grade students using the PRF STAR CBM measure.		<p>Fall – Oct. 2, 2025</p> <p>Winter – Feb. 6, 2026</p> <p>Spring – May 29, 2026</p>
		3.		
		4.		
		5.		

	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice
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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	School Goal 2: All certified staff will work with an instructional coach from WestEd to ensure we are providing strong literacy lessons for our students.			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we learn how to strengthen our current literacy teaching practices Then students will receive high-leverage doses of literacy instruction And students will make gains on reading skills by the end of the school year.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall Observations by WestEd Coach	Winter Observations by WestEd Coach	Spring Observations by WestEd Coach
	Measures of Evidence for Students ("and" statement)	Fall STAR Early Literacy Assessment - PRF	Winter STAR Early Literacy Assessment - PRF	Spring STAR Early Literacy Assessment - PRF
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Abby Couture	1. Coordinate coaching visits and time for professional learning with our WestEd coach.		Fall, Winter and Spring terms
		2.		
		3.		
		4.		
	5.			

	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice
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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	School Goal 3: ECRI & Heggerty curriculum will be purchased for all KG-1 classrooms and will be implemented, with fidelity, daily by the classroom teacher. ECRI & Heggerty will also be used by our intervention staff to support students struggling with grade-level content.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we implement ECRI and Heggerty instruction on a daily basis Then students will be provided with a significant number of opportunities to practice grade-level content And will be able to meet grade level expectations by the end of the school year.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall Students' OTR's will be observed on a weekly basis during ECRI and/or Heggerty lessons.	Winter Students' OTR's will be observed on a weekly basis during ECRI and/or Heggerty lessons.	Spring Students' OTR's will be observed on a weekly basis during ECRI and/or Heggerty lessons.
	Measures of Evidence for Students ("and" statement)	Fall STAR Early Literacy Assessment - PRF	Winter STAR Early Literacy Assessment - PRF	Spring STAR Early Literacy Assessment - PRF
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teachers	1. Implement ECRI and Heggerty lessons with fidelity daily.		Spring 2026
	Administrator	2. Observe students' opportunities to respond (OTR)		Spring 2026
		3.		
		4.		
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 3.1, 3.2, 3.3 etc.)

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 using the chart below:

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?

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?
<h1 style="margin: 0;">SAMPLE School Self-Monitoring Routine Template</h1>						
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