School Year	2022-2023
School	Molalla River Academy

School Direction Section

Vision	Successful graduates with the knowledge and confidence to pursue their dreams and enrich the community.
Mission	To guide students in becoming responsible lifelong learners and compassionate community members through interdisciplinary studies in the arts and sciences within a safe and nurturing environment.

Comprehensive Needs Assessment Summary

What data did our team examine? Our team examined Spring OSAS academic data, Fall baseline assessment data, and Staff, Student and Family climate and culture surveys (created by Cognia). Additionally, student incident data was reviewed for 2021-22 and 2022-23.

How did the team examine the different needs of all learner groups?
Careful attention was used to identify needs of specific groups of students, including drilling down for SPED/504 eligible students, EL students, and students experiencing poverty.

How were inequities in student outcomes examined and brought forward in planning?
Because MRA is a very small school with approximately 13% of the population qualifying for special education, overall percentage scores may be skewed. Goals were based on growth for all students, with the distinction made between goals for SPED and non-SPED students.

What needs did our data review elevate?
Academic:
Mathematics:
49% of students in grades 1-8 are below grade level in math; 27% are approaching grade level.
(Bridges: 65% and CPM 77%)

OSAS
2018-19   38% of students were meeting grade level in math
2021-22   22% of students were meeting grade level in math

Reading:
29% of students in grades 1-8 are below grade level in reading; 20% are approaching grade level based on DRA/Running Records

OSAS
2018-19   37% of students were meeting grade level in reading
2021-22   35% of students were meeting grade level in reading

On our Family Climate and Culture survey, 84% of respondents indicated Academics as what they would like MRA to be known for, and 82% selected STEAM opportunities.
Social-Emotional Learning:
As of December, 2022 there have been 62 incident referrals.
Tier 1—29
Tier 2—19
Tier 3--14
Tier 4--4

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75% of surveyed parents listed SEL as what they would like MRA to be known for.

How were stakeholders involved in the needs assessment process?
All staff and parents were surveyed, as well as students in grades 3-8. Results were originally shared with staff to review and then shared with our CIP planning committee to review.

Which needs will become priority improvement areas?
Three priority areas were identified: Academic growth in literacy and math and increased SEL instruction.

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	By 2025, 90% students will be at or above grade level in reading as measured by classroom-based assessments in year 1 and MAP growth annual assessments in subsequent years.		
Metrics	By 2022-2023	By 2023-2024	By 2024-2025
	Increase the number of non-IEP students to meeting grade level to 60% as measured through classroom-based assessments. Students on an IEP will demonstrate continued growth over the course of the year.	Increase the number of students at or above grade level in reading to 75% as measured by MAP. Students on an IEP will demonstrate continued growth over the course of the year.	Increase the number of students at or above grade level in reading to 90% as measured by MAP. Students on an IEP will demonstrate continued growth over the course of the year.
Goal 2	By 2025, 80% students will be at or above grade level in math as measured by classroom based assessments and MAP growth annual assessments in subsequent years.		
Metrics	By 2022-2023	By 2023-2024	By 2024-2025
	Increase number of students at or above grade level in math to 50% as measured by classroom-based assessments. Students on an IEP will demonstrate continued growth over the course of the year.	Increase the number of students at or above grade level in reading to 65% as measured by MAP. Students on an IEP will demonstrate continued growth over the course of the year.	Increase the number of students at or above grade level in math to 80% as measured by MAP. Students on an IEP will demonstrate continued growth over the course of the year.
Goal 3	By 2025, all staff will be trained and consistently implementing a responsive classroom framework; and all students will be receiving Tier 1 SEL lessons through adopted curriculum.		
Metrics	By 2022-2023	By 2023-2024	By 2024-2025
	Both administrators will be trained in Responsive Classroom and adopted SEL curriculum implementation.	50% of staff will be trained in Responsive Classroom and SEL curriculum will be implemented and used with fidelity.	100% of staff will be trained in Responsive Classroom and the framework will be used with fidelity.

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
Responsive Classroom	The teaching and student management philosophy of MRA is based on the Responsive Classroom framework and aligns with our mission and vision.
Character Strong or Fly Five	Character Strong and Fly Five SEL provides research based, best practices in SEL instruction, differentiated by grade level. Both curriculums align with and compliments the Responsive Classroom framework.
Measurement of Academic Progress (MAP)	For grades 2-8., MAP will be given each fall and spring to monitor student growth in reading, math, and science. Students who are not at grade level in the fall will also complete MAP in the winter to measure growth. The MAP reading fluency assessment will be given to 1st grade students prior to fall conferences and again in the spring. Kindergarten students will take the MAP reading fluency each January.
Targeted Intervention	MAP data allows for a deeper understanding of specific needs for individual students, which allows specific, targeted intervention to be implemented.

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

District or School Goal this strategy supports	Goal 1: By June, 2023 60% of non-IEP students in grades 1-8 will be at or above grade level in reading. Students on an IEP will grow by a minimum of two reading levels by June, 2023.		
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we accurately measure student academic growth and identify specific gaps in knowledge and skills, then we will be able to provide targeted interventions in reading, and students will meet the reading goal of 60% of students at or above grade level by June, 2023, 75% at or above grade level by June, 2024 and 90% at or above grade level by June, 2025.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall K-8 teachers and staff will be trained to give the MAP assessment and how to read and use reports. Targeted intervention groups will be identified and started.	Winter Staff will give the MAP growth assessment and adjust targeted intervention groups appropriately.	Spring Staff will give the MAP growth assessment and adjust targeted intervention groups appropriately.
	Measures of Evidence for Students ("and" statement)	Fall Students will participate in targeted interventions groups and will monitor their progress toward growth goals.	Winter Students will participate in targeted interventions groups and will monitor their progress toward growth goals.	Spring Students will participate in targeted interventions groups and will monitor their progress toward growth goals.

District or School Goal this strategy supports	Goal 1: By June, 2023 60% of non-IEP students in grades 1-8 will be at or above grade level in reading. Students on an IEP will grow by a minimum of two reading levels by June, 2023.		
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Director/Staff	1. PD in MAP Assessments and Reports	Nov. 2022
	Burgi	2. Identify intervention groups	Nov. 2022
	Teachers/IS	3. Begin in class and pull out targeted interventions	Nov. 2022
	Teachers/IS	4. Ongoing progress monitoring and adjustment	All year
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 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal 2: By June, 2023, 50% of non-IEP students in grades 1-8 will be at or above grade level in math. Students on an IEP will demonstrate continued growth over the course of the year.		
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	If we accurately measure student academic growth and identify specific gaps in knowledge and skills, then we will be able to provide targeted interventions in math, and students will meet the reading goal of 50% of students at or above grade level by June, 2023, 65% at or above grade level by June, 2024 and 80% at or above grade level by June, 2025.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall K-8 teachers and staff will be trained to give the MAP assessment and how to read and use reports. Targeted intervention groups will be identified and started.	Winter Staff will give the MAP growth assessment and adjust targeted intervention groups appropriately.	Spring Staff will give the MAP growth assessment and adjust targeted intervention groups appropriately.

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District or School Goal this strategy supports				
	Measures of Evidence for Students ("and" statement)	Fall Students will participate in targeted interventions groups and will monitor their progress toward growth goals.	Winter Students will participate in targeted interventions groups and will monitor their progress toward growth goals.	Spring Students will participate in targeted interventions groups and will monitor their progress toward growth goals.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Director/Staff	1. PD in MAP Assessments and Reports		Nov. 2022
	Burgi/Teachers	2. Identify intervention groups		Nov. 2022
	Teachers/IS	3. Begin in class and pull out targeted interventions		Nov. 2022
	Teachers/IS	4. Ongoing progress monitoring and adjustment		All year
		5.		
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 2.1, 2.2, 2.3 etc.)

		Goal 3: By June, 2023 both Administrators will be trained in Responsive Classroom and Character Strong implementation.		
District or School Goal this strategy supports				
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we commit to the Responsive Classroom framework in all classrooms and if we implement a specific SEL lesson curriculum with fidelity, then students will receive consistent, aligned universal Tier 1 supports resulting in a decrease in disruptive behaviors, better supports for Tier 2/3 students, and a more cohesive, productive learning environment.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Teaches will follow "The First Six Weeks" from the responsive classroom framework. A Character Strong implementation committee will be formed.	Winter Associates will be provided PD through responsive classroom coaching guides. The Assistant Director will attend the national Character Strong conference.	Spring Both Directors will attend the Responsive Classroom 4 day training and will develop a plan for full implementation.
	Measures of Evidence for Students ("and" statement)	Fall Students will experience clear, consistent expectations and routines from all adults in all spaces across our campus.	Winter Tier 2/3 students will have an individualized support plan and all students will continue to have clear, consistent expectations and routines from all adults in all spaces across our campus.	Spring Students will have internalized routines and expectations and will be able to meet those 95% of the time.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	All	1. Read and apply First Six Weeks principles		October, 2022
	Associates	2. Participate in ongoing PD through RC coaching guides.		All year
	Assigned Teacher	3. Character Strong National Conference		Jan, 2023
	Directors	4. Responsive Classroom Training		June, 2023
	CS Committee	5. Character Strong committee participates in digital implementation roadmap.		All year

District or School Goal this strategy supports	Goal 3: By June, 2023 both Administrators will be trained in Responsive Classroom and Character Strong implementation.	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__x__ Leadership _x___ 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):

		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?
Performance Updates		Nov. 2022	1st Six Weeks	All teachers followed guidelines w/in 1st Six Weeks book.	Routines are well established, with some need to reinforce expected behaviors.	Reteach expectations and revisit regularly.	RC professional development by trained staff.
		January, 2023	MAP PD Character Strong				

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?