



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

**Reynolds School District
Board of Education Regular**

June 23, 2021

7:00 PM

Virtual Meeting

I.	6:00p - Executive Session	3
	The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, ORS 192.660(2)(f) Exempt Information, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.	
II.	7:00p - Call to Order	4
	A. Pledge of Allegiance	5
	B. Land Acknowledgement	6
	C. Consider Approval of the June 23, 2021 Agenda	
III.	7:10p - Budget Hearing	7
IV.	7:30p - Board Recognition	
	A. Student Recognition	8
	B. Volunteer/Community Partner Recognition	9
	C. Staff Recognition	10
V.	7:40p - Public to be Heard	11
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
VI.	7:50p - Bargaining Group Updates	12
VII.	8:00p - Board Reports	13
	A. Board Announcements	
	i. Individual Board Members - Announcements and Reports	
	ii. Upcoming Board Meetings	
VIII.	8:10p - Superintendent's Reports	14
	A. Announcements/Reports	
	B. Student Achievement	
	i. Student Engagement	15
	ii. School and Department Improvement Plans	20
	C. Communications	
	D. Fiscal Responsibility	
	i. Financial Report	624
	ii. Enrollment Report	633

IX.	8:50p - Consent Agenda	639
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	640
	C. Intergovernmental Agreements (IGAs)	
	i. Portland Public Schools on behalf of Columbia Regional for Deaf & Hard of Hearing Classrooms	647
	ii. Portland Public Schools on behalf of Columbia Regional for Consultative and Equipment Lending Services	655
	D. Authorization to Spend in Excess of \$150,000 for 2021-22 Custodial and Nutrition Supplies	663
	E. 2021-2022 Fee Schedule	671
X.	8:55p - Action Items	
	A. Resolution 2020-2021-030 Amending the Adopted Budget	674
	B. Resolution 2020-2021-031 Adopting the Annual Budget for Fiscal Year 2021-2022	680
	C. Resolution 2020-2021-032 Declaring, Imposing, and Categorizing Taxes for Fiscal Year 2021-2022	686
	D. Resolution 2020-2021-033 Acceptance of a Seismic Rehabilitation Grant for RMS Cafeteria	689
	E. MOU with REA regarding Summer School	711
	F. MOU with OSEA regarding Summer School	720
	G. SSA Intensive Coaching Invitation	725
	H. MOU with OSEA regarding Contracting Work Out	729
	I. Authorization to Spend Over \$150,000 on Professional Development Services	733
	J. Authorization to Spend Over \$150,000 on Supplemental Mathematics Instruction Software	735
	K. Authorization to Spend Over \$150,000 on Supplemental Reading Instruction Software	737
XI.	9:15p - Board Discussion	739
XII.	9:30p - Adjourn	740

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Executive Session

Policy: [Executive Session - BDC](#)

Date: June 23, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

The Reynolds School Board and the Superintendent will recess into Executive Session at 7:00p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(f) Legal Counsel, and ORS 192.660(2)(h) Negotiations.

Executive Session is closed to the public.

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Call to Order

Policy: [Board Meetings BD/BDA](#), [Conduct of Board Meetings BDDF](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

- a. Call to Order
- b. Pledge of Allegiance
- c. Land Use Acknowledgement
- d. Approval of the June 23, 2021 Agenda

On March 17, Governor Kate Brown temporarily suspended public gatherings in response to the COVID-19 pandemic. Because of this order, Reynolds School District Board Meetings will be virtual until further notice.

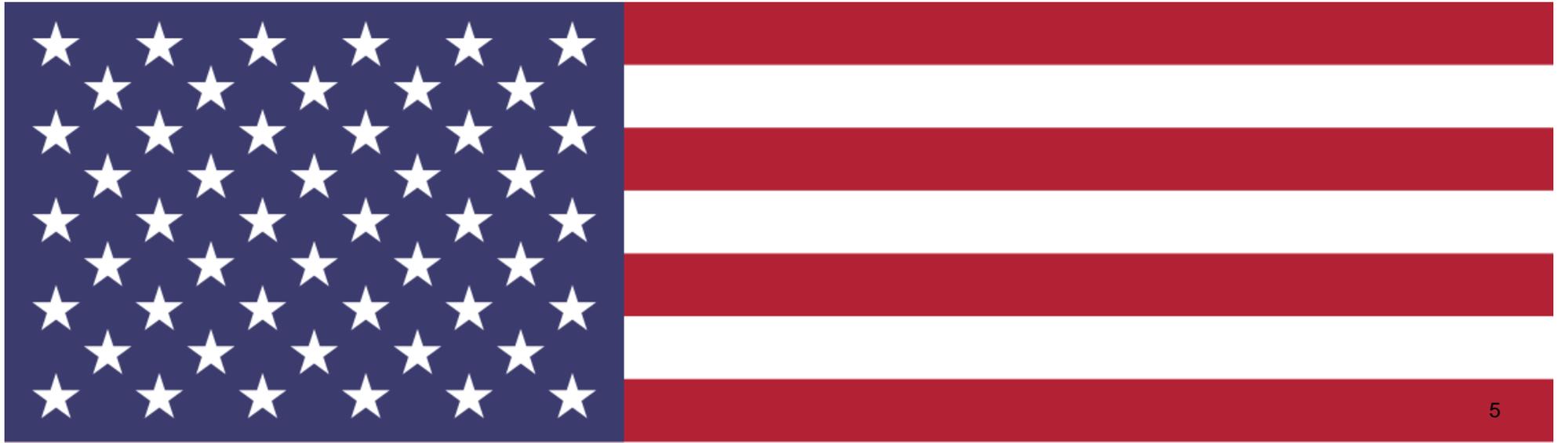
Although members of the Board are not gathered in a central, physical location, we do have a quorum present at this meeting by video-conferencing.

Land Acknowledgement:

We will open tonight's meeting by acknowledging the traditional Indigenous inhabitants of this land. The purpose of these statements is to show respect for indigenous peoples and recognize their enduring relationship to the land. Practicing acknowledgment can also raise awareness about histories that are often suppressed or forgotten.

Motion:

I move to approve the June 23, 2021 agenda as presented.



Land Use Acknowledgment & Guidelines



Approved and Apdopted on May 27, 2020

Reynolds School District expresses our gratitude and appreciation to traditional village sites of the Multnomah, Kathlamet, Clackamas, bands of Chinook, Tualatin, Kalapuya, Molalla and many other Tribes who made their homes along the Columbia River, and which is now home to a vibrant native community representing over 400 different tribal nations.

We believe that it is our responsibility as a school district to educate our students, staff and families about the true history of colonialism and the continued need to address colonialism today. This land acknowledgement will encourage our community to reflect upon the land we are standing on and engage in conversations centered in honoring the land.

Land acknowledgments will take place in conjunction with the Pledge of Allegiance, which will be recited after the Land Use Acknowledgement, during the following times:

- School Board meetings
- District-wide community meetings
- School assemblies
- Athletic Competitions
- Parent and community school evening events

Land Use Acknowledgment

We respectfully acknowledge that the land on which we are gathering today is the traditional homeland of a diverse array of indigenous tribes and bands. Multnomah County rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River, creating communities and summer encampments to harvest and use the plentiful natural resources of the area. Multnomah County is now home to a vibrant indigenous community representing over 400 different tribal nations.

We recognize Indigenous peoples as the traditional stewards of this land and acknowledge the enduring relationship between the land and the people since time immemorial. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students, families, and staff in our community.

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Regina Sampson, Interim Director of Financial Services
Subject: Budget Hearing

Policy: [Budget Adoption Procedures - DBH](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3:

We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

ORS 294.453 requires a public hearing prior to Board adoption of the budget for the upcoming school year. The Board will receive both virtual and written public comments. The Board will vote on the budget, previously approved by the Budget Committee, during the “Action Items” portion of this evening’s meeting.

Previous Board Action:

The Board holds a Budget Hearing and votes on the budget every year.

Background:

On May 13, 2021, the Superintendent and Cabinet presented the District’s 2021-2022 Proposed Budget to the Budget Committee. After public comment and additional presentations from district staff, the Budget Committee approved the proposed budget with an amendment of \$1,300,000 to the total budget and added it to the Instruction function within the General Fund.



Reynolds School Board
STUDENT RECOGNITION

June 2021

8

Lily Noblin





Reynolds School Board
COMMUNITY PARTNER OF THE MONTH
June 2021

9

Bruce & Maxine Stannard





Reynolds School Board
STAFF RECOGNITION

June 2021

**Christy Foote,
Emily Southworth-Gissel,
& Darla Lau**



To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Public to be Heard

Policy: [Public to be Heard - BDDH, Public Comment at Board Meetings - BDDH-AR](#)

Date: June 23, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

Members of the public will address the Board with comments and the Board will listen only. The Board may choose not to address a request if it does not fall within the scope of Board Governance. Oregon law prohibits the Board from discussing specific employees or their job performance.

Those wishing to speak must complete a Public Comment Form on the RSD website between Friday at 5p and Monday at 5p, before the meeting.

Those providing spoken comment will be moved from attendee to panelists during the Public Comment portion of the agenda. Each speaker will have three minutes.

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Bargaining Group Updates

Policy: [Board Meetings - BD/BDA](#), [Conduct of Board Meetings - BDDF](#)

Date: June 23, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

Each Bargaining Group, Reynolds Education Association (REA), Oregon School Employees Association, Chapter 37 (OSEA), and Reynolds Administrative Group (RAA) will provide the Board of Directors with updates.

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Board Announcements

Policy: [Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF](#)

Date: June 23, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

- A. Individual Board Member Reports or Announcements
- B. Upcoming Board Meetings
 - a. Board Business Meeting: July 21, 2021

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: Superintendent's Reports
Policy: [Board Meetings - BD/BDA](#), [Conduct of Board Meetings - BDDF](#)
Date: June 23, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

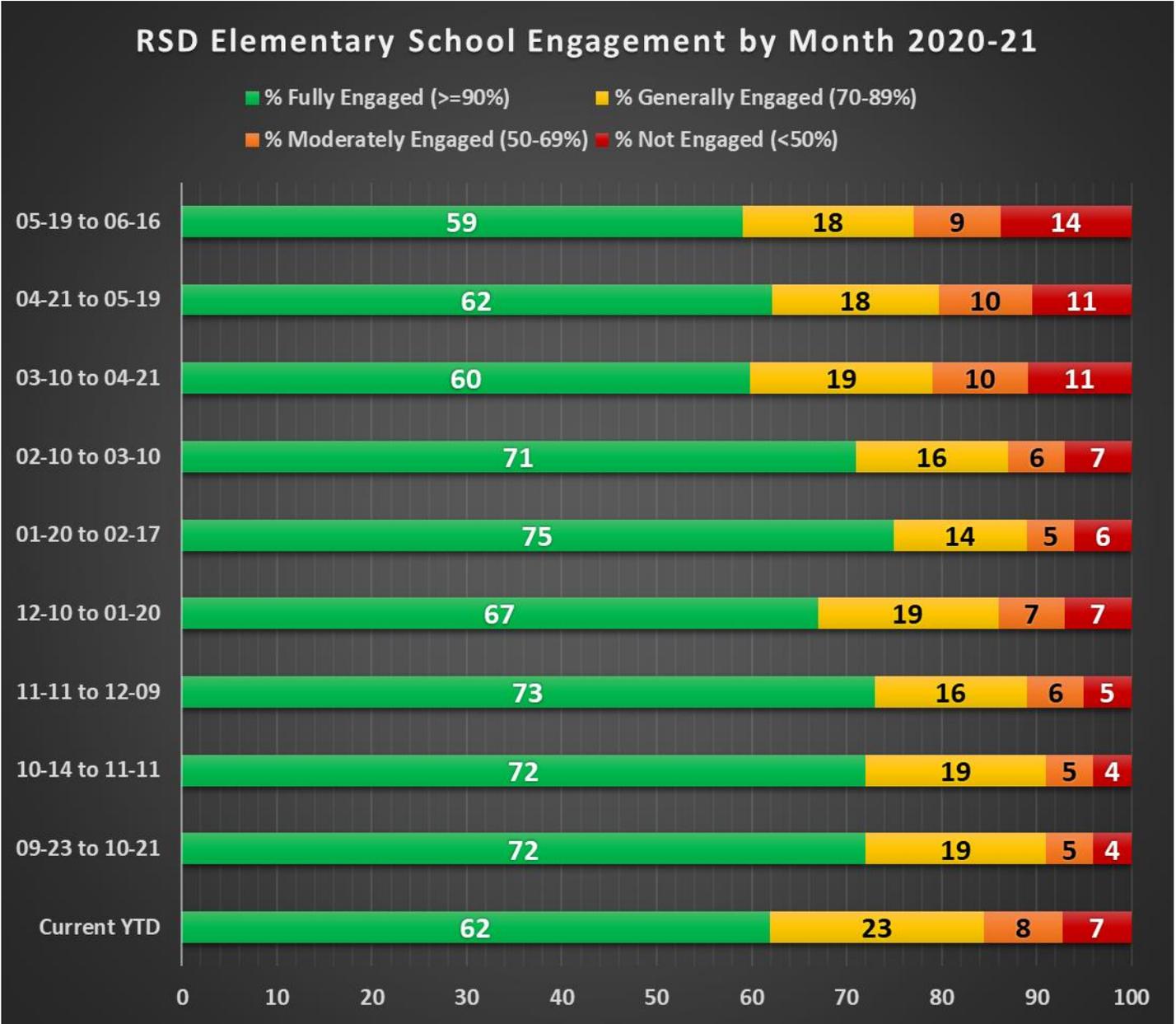
School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

Superintendent Diaz will provide announcements and reports to the board:

- A. Announcements / Reports - Dr. Danna Diaz
- B. Student Achievement
 - a. Engagement Data - Dr. Alma Charles
 - b. School and Department Improvement Plans - Dr. Sara Hahn-Huston
- C. Communications - Stephanie Field
- D. Fiscal Responsibility - Regina Sampson
 - a. Financial Report
 - b. Enrollment Report

RSD Student Engagement 2020-21



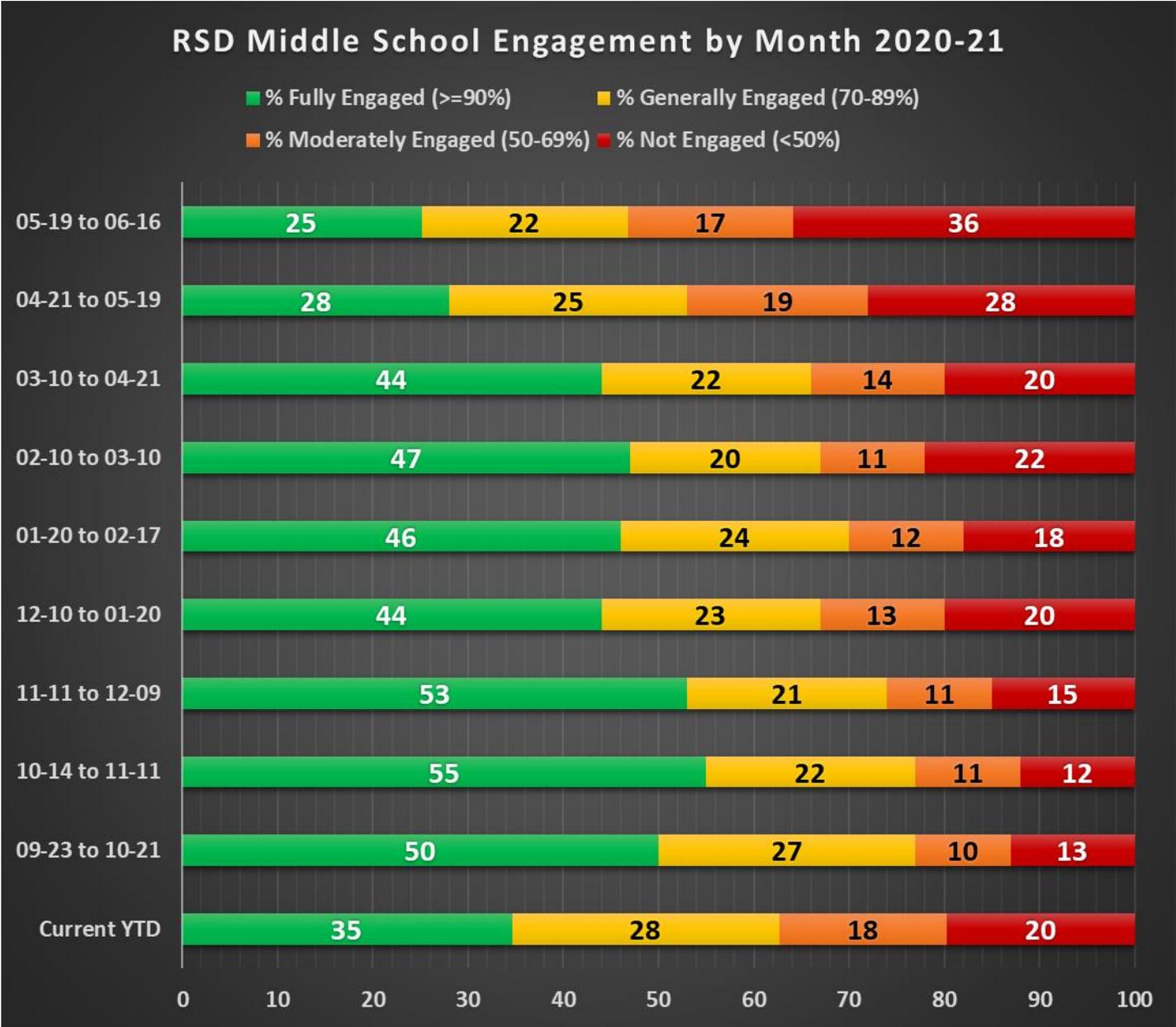
COMMENTS

RSD ELEMENTARY SCHOOLS

Fairly steady with slight drops near the end of the calendar year and school year.

Elementary schools have true daily attendance, unaffected by period attendance. This chart accurately reflects engagement.

RSD Student Engagement 2020-21



COMMENTS

RSD MIDDLE SCHOOLS

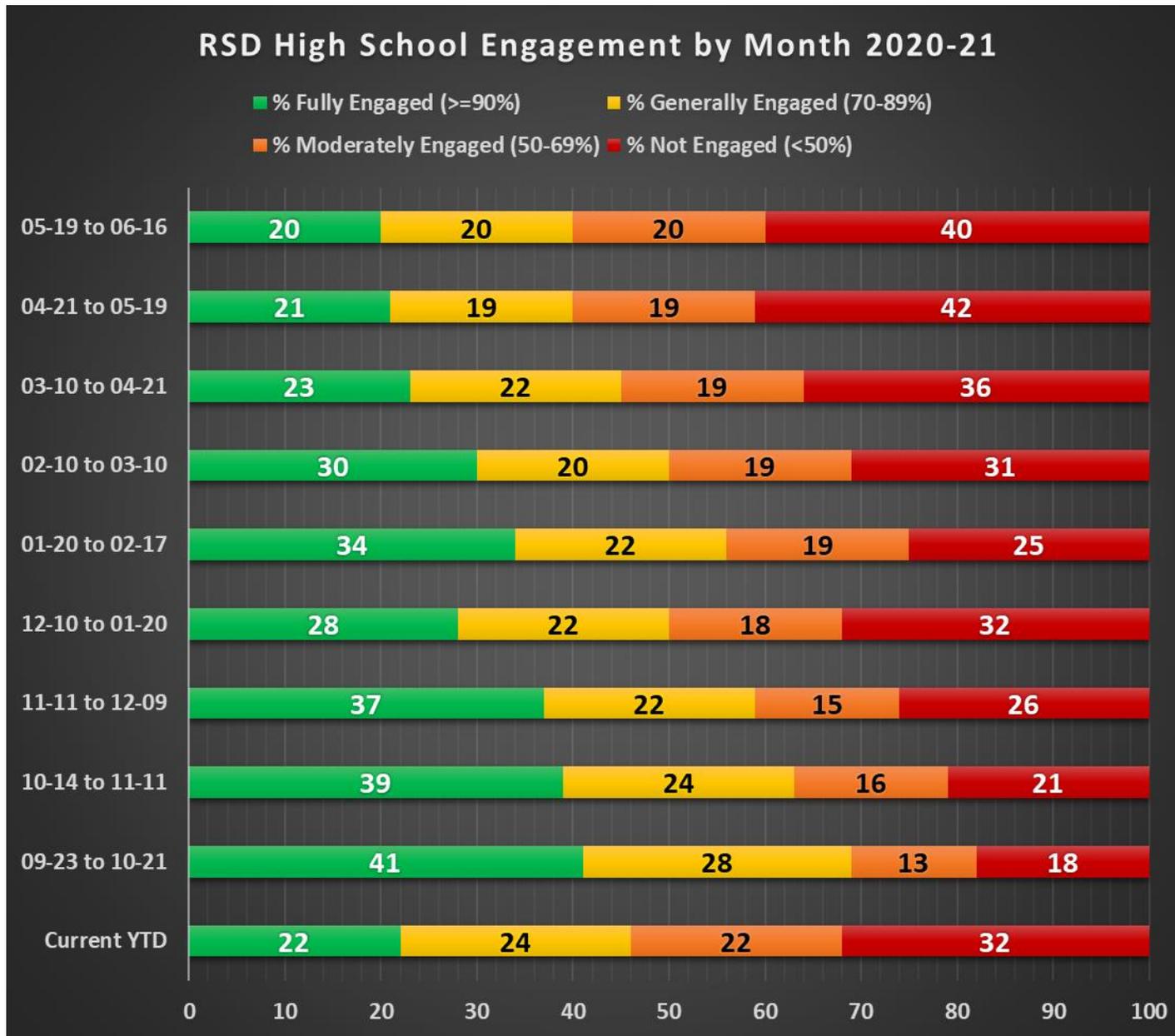
Steep drop off starting in April/Hybrid. Multiple possible factors explain the decline:

Synergy set-up: Additional periods for hybrid were added only at the middle schools. Period attendance affects how the All-Day Code Amount is calculated which, in turn, affects any reports based on daily attendance.

HB Lee: “We did have to make a major CDL schedule change in order add Hybrid. It starts an 16 hour earlier than before. This has been a factor in our attendance.”

Walt Morey: “Our new schedule has also created problems for us. We used to do CDL from 8:30-12:15, but when we began hybrid, we reduced our CDL schedule to 8:30-10:45 to allow for lunch and bus transportation to school. All students are supposed to do Homeroom/tutorial in the afternoon. What we are finding is that our CDL students aren't showing up for their afternoon classes.

RSD Student Engagement 2020-21



COMMENTS

REYNOLDS HIGH SCHOOL

Normal drop in engagement throughout the Semester.

Middle and High Schools have period attendance and block schedules which makes it difficult to get an accurate picture of daily attendance. The attendance All-Day Code Amount in Synergy calculates based on the number of periods/minutes a student is marked absent for in a day.

Students typically have 4 periods Tuesday – Friday and 1 period on Monday. If a student is present for all classes in a day, then they get a 0 Absence in their All-Day Code Amount. If a student is absent for all periods or over half the minutes/periods scheduled, they get 1 absence. Anything in-between gets a .5 absence. There are no other amount options (such as .25 or .75).

Monday (1 period homeroom / advisory) absences weigh heavily on attendance rates. Not having .25 or .75 amounts means .25 rounds up to .5 and .75 rounds up to 1.

Comprehensive Distance Learning Update

June 23, 2021

Curriculum, Instruction & Assessment

- During the last weeks of school, teachers provided feedback to the Academics Department on professional learning needs for the next school year. This feedback will inform the design of content and delivery of professional development next year.

Special Education

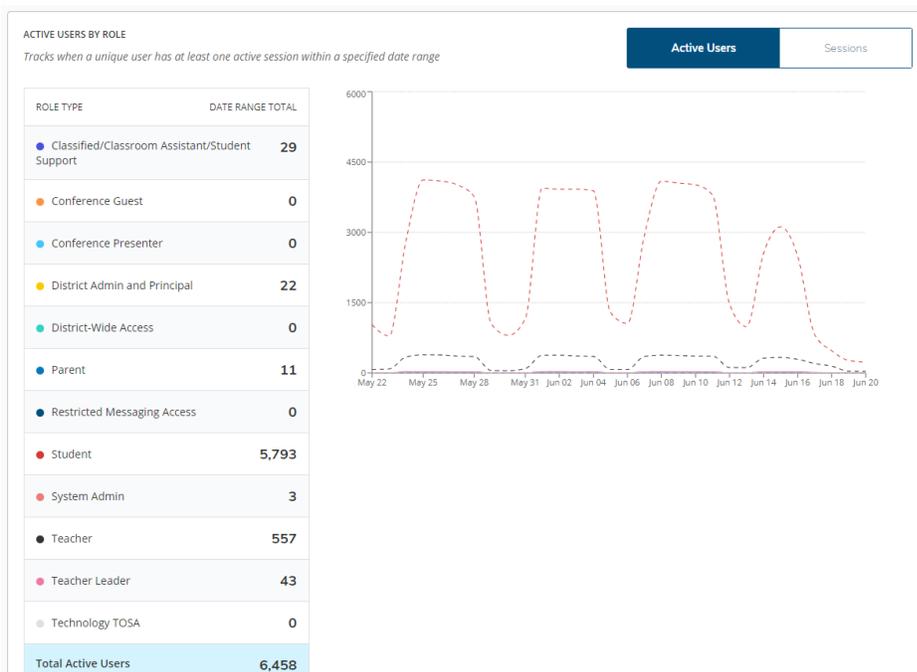
- Special Education is working on our 21-22 Professional Development plan, which is aligned to our Department Improvement Plan (DIP).

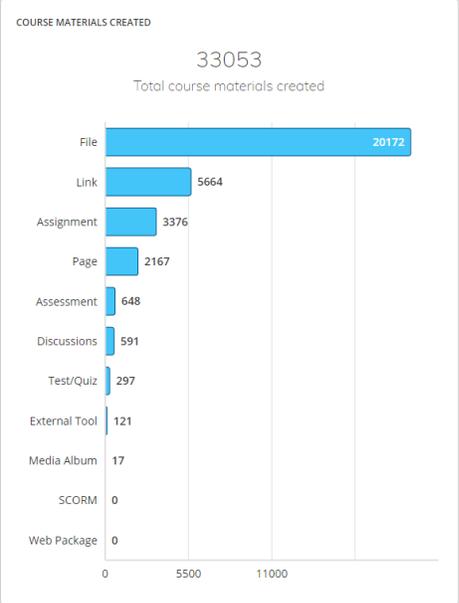
Multilingual Education

- No updates

Instructional Technology

- **Seesaw Analytics** – 3,318 students have logged into Seesaw in the past 28 days.
- Schoology Analytics:





COURSE MATERIALS BREAKDOWN

MATERIAL TYPE	SUBMISSIONS ↑	VIEWS
✍️ Assignment	37315	273870
⚙️ Assessment	23570	153428
🧩 Test/Quiz	11501	115929
💬 Discussions	6753	27640
📄 File	—	79990
🔗 Link	—	72493
🔗 External Tool	—	14558
📄 Page	—	40509
📁 Media Album	—	3934
📄 SCORM	—	—
📁 Web Package	—	—
Totals	79139	782351

To: Board of Directors

From: Dr. Sara Hahn-Huston, Executive Director of Schools

Prepared by: Sarah Winters, Administrative Assistant to the Executive Director of Schools

Subject: School/Department Improvement Plan Progress Reports

Policy: [Evaluation of Instructional Programs - IM](#)

Date: June 23, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

At the October 7th and 14th Board Work Sessions last fall, the Board of Directors had the opportunity to learn about the School Improvement Plan (SIP) and District Improvement Plan (DIP) goals set for Reynolds School District for the 2020-2021 school year.

Since that time, schools and district departments have been doing the work outlined in their plans and have made significant progress on their goals.

The Superintendent's Action Plan requires updates to the Board of Directors on progress toward SIP and DIP goals, and this report serves that purpose.

Attached, you will find documentation of the progress each building and department has made on their improvement goals.

The Cabinet and Superintendent are present to answer any questions or note any comments the Board may have upon reviewing these documents.

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

Reynolds School District 7

Alder Elementary

2020-2021 Formative Review with Notes



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 23
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show meaningful, average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: Assessment Data

IEP Data

MTSS Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: All teachers will use the RSD K-10 Framework for instruction for both reading and math.</p> <p>Strategy's Expected Result/Impact: Clarity of instruction Focus on the priority standards for the grade level</p> <p>Staff Responsible for Monitoring: Building Admin PLC Leads</p> <p>Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>0%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Grade level PLC's meet weekly and share information from student work and participation.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>5%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>Grade level PLC's meet weekly and share information from student work and participation. The information is shared with admin team.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>40%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> <p>Grade level PLC's meet weekly and share information from student work and participation. The information is shared with admin team, and notes are taken as needed to improve instructional delivery and student engagement.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Grade level teams will continue to meet and share information about student's progress on assigned work. The instructional coach will provide additional support and professional development to better instructional practices.</p> </div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: English Language Development and SPED support provided through real-time opportunities within the general education setting</p> <p>Strategy's Expected Result/Impact: English Language development increase for all students Access to grade level content standards</p> <p>Staff Responsible for Monitoring: ELD and SPED staff General Education teachers Building Administrators</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching</p>	<p>Dec  5% December Evidence of Progress SPED, ELD, met with grade level PLCs to plan for inclusion practices in CDL and share teaching strategies to support students.</p> <p>Mar  5% March Evidence of Progress SPED, ELD, met with grade level PLCs to plan for inclusion practices in CDL and share teaching strategies to support students.</p> <p>May  40% May Evidence of Progress Hybrid impacted grade level meeting times with ELD and SPED teams. SPED teachers and ELD teachers pushed into classrooms to support students. SPED created routines to support students who required behavior support.</p> <p>June  June Evidence of Progress Hybrid impacted grade level meeting times with ELD and SPED teams. SPED teachers and ELD teachers pushed into classrooms to support students. SPED created routines to support students who required 26 behavior support.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Professional Development in the use of the UDL model for instruction.</p> <p>Strategy's Expected Result/Impact: Increase in research based strategies to be used within the general education classroom that meet the learning needs of all students</p> <p>Staff Responsible for Monitoring: ELD/SPED/General Ed Teachers Building Admin</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	<div data-bbox="1260 324 2016 470"> <p>Dec December Evidence of Progress</p>  15% <p>Began providing professional development on UDL to staff. Staff met in grade level PLCs to plan and discuss a deeper understanding of UDL.</p> </div> <div data-bbox="1260 487 2016 649"> <p>Mar March Evidence of Progress</p>  10% <p>Began providing professional development on UDL to staff. Staff met in grade level PLCs to plan and discuss a deeper understanding of UDL and plan to implement in CDL classrooms.</p> </div> <div data-bbox="1260 665 2016 812"> <p>May May Evidence of Progress</p>  15% <p>Hybrid impacted grade level team planning. ELD and SPED teachers continued to meet weekly to review students needs. 27</p> </div> <div data-bbox="1260 828 2016 974"> <p>June June Evidence of Progress</p>  <p>Hybrid offered face to face planning with ELD and SPED teachers. UDL implementation was more effective and will continue to embed UDL practices.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 1: Student Achievement

Performance Objective 2: Develop various pathways and procedures to enable each student to have access to authentic, real-world learning experiences across the curriculum and grade span.

Evaluation Data Sources: PLC's will document the authentic/real-world learning experiences available to every student.
Parent satisfaction survey.

Summative Evaluation: Some progress made toward meeting Objective

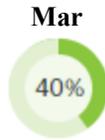
Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Gather information by grade level, in order to celebrate and identify real-world learning experiences that are taking place at Alder Elementary.</p> <p>Identify possible gaps with regard to meaningful experiences for students.</p> <p>Utilize student and stakeholder voice to help identify future opportunities.</p> <p>Strategy's Expected Result/Impact: Increased academic engagement</p> <p>Staff Responsible for Monitoring: Instructional Team PLC Teams</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	28

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December Evidence of Progress

With support of the counseling department, guest speakers and representatives from community partners participated in class discussions and parent meetings to share information and determine student needs.



March Evidence of Progress

With support of the counseling department, guest speakers and representatives from community partners participated in class discussions and parent meetings to share information and determine student needs.



May Evidence of Progress

With support of the counseling department, guest speakers and representatives from community partners participated in class discussions and parent meetings to share information and determine student needs.



June Evidence of Progress

With support of the counseling department, guest speakers and representatives from community partners participated in class discussions and parent meetings to share information and determine student needs.

<p>No Progress</p>	<p>Accomplished</p>	<p>Continue/Modify</p>	<p>Discontinue</p>
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Goal 2: Equity:

Performance Objective 1: Create a culturally responsive climate that ensures racial equity and equity in access for African American/Black, Latinx, SPED, ELD, Spanish Immersion, and other underserved students and families.

Evaluation Data Sources: Student and Family Surveys
Synergy Attendance records
The Center for Educational Effectiveness survey results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
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Strategy/Action 1: Increase in knowledge and application of Culturally Responsive Teaching practices.

Strategy's Expected Result/Impact: Provide teacher tools to ensure students see themselves in the curriculum and daily lessons

Staff Responsible for Monitoring: Principal
Assistant Principal
Equity Team

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development

Dec



December Evidence of Progress

Alder equity team meets regularly every 2 weeks to plan staff PD that includes staff from Alder Montessori program. Equity team plans and communicates to other committees the process on how they will communicate in effort to ensure equity is infused in all committees.

Principal provides PD on how to have conversations about Race on virtual classrooms, and with parents, families and community partners.

Mar



March Evidence of Progress

Alder equity team meets regularly every 2 weeks to plan staff PD that includes staff from Alder Montessori program. Equity team plans and communicates to other committees the process on how they will communicate in effort to ensure equity is infused in all committees. Equity team presented all staff professional development sharing the role of the equity team, goals, and how they related to the Reynolds School District goals.

Administrators provides PD on how to have conversations about Race on virtual classrooms. 32

May



May Evidence of Progress

Alder equity team meets regularly monthly to plan staff PD that includes staff from Alder Montessori program. Equity team plans and communicates to other committees the process on how they will communicate in effort to ensure equity is infused in all committees. Equity team presented all staff professional development sharing the role of the equity team, goals, and how they related to the Reynolds School District goals.

Equity team presented 2nd professional development to all staff that included Montessori staff, and some community partners.

June



June Evidence of Progress

Staff utilized tools to talk about race, the Courageous Conversations about Race protocol. Tier III Team looked at data disaggregated by race to better provide culturally relevant support for students.

Counseling team also discussed how race and culture impacted the students ability to access the educational environment and began reviewing questions on intake forms, through a racial lens to determine if the questions are relevant for consideration of student receiving special education services.

Teacher participated in several books studies regarding race, Black Lives Matter, and Teaching for Black Lives etc.

Strategy/Action 2 Details

Reviews

Strategy/Action 2: Increase of parent involvement and engagement in school activities.
Strategy's Expected Result/Impact: Parents become engaged in school community
Staff Responsible for Monitoring: Principal
 Assistant Principal
 Lead Secretary
Characteristics: High Levels of Collaboration and Communication, High Levels of Family and Community Involvement

Dec	December Evidence of Progress	
Mar	March Evidence of Progress	33
May	May Evidence of Progress	
June	June Evidence of Progress	



Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Develop relationships that support and foster social, emotional, and academic needs to ensure individual student success</p> <p>Strategy's Expected Result/Impact: Increase engagement of families and community partners</p> <p>Staff Responsible for Monitoring: Building Administrators Alder Equity Team</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	

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December Evidence of Progress

Families reach out to counselors, social worker, and community partner to seek support and express needs.



March Evidence of Progress

With support from the counselors, social worker, and community partners, a parent meeting was held to share and introduce all of our community partners so families know what support exists for their student and who to contact.



May Evidence of Progress

Monthly meetings with community partners were held to determine needs of families to support student engagement. Community partners provided book deliveries, food deliveries, and clothing supply and monetary give cards, from the city, to Alder families in need.

Through the above supports, ensured that we kept in touch and received information on the needs of students who were not regularly attending CDL and or Hybrid learning spaces.



June Evidence of Progress

Monthly meetings with community partners were held to determine needs of families to support student engagement. Community partners provided book deliveries, food deliveries, and clothing supply and monetary give cards, from the city, to Alder families in need.

Through the above supports, ensured that we kept in touch and received information on the needs of students who were not regularly attending CDL and or Hybrid learning spaces.



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Equity:

Performance Objective 2: Develop an Alder Equity Team that will develop a Professional Learning approach to training and conversations around Equity for the full Alder staff and community partners

Evaluation Data Sources: Staff Survey
Student/ Family Survey

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Communication

Performance Objective 1: Improve communication systems so that parents, students, teachers and administration are able to communicate effectively.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: School newsletter to families monthly and to Teachers weekly. Teacher updates to families weekly in online learning platforms.</p> <p>Strategy's Expected Result/Impact: Increase awareness of schools goals and initiatives, and improved engagement of families in their child's education</p> <p>Staff Responsible for Monitoring: Building Administrator Teachers</p>	<p>Dec December Evidence of Progress</p> <p> Started with weekly family zoom meetings, send home parent newsletters, and Remind messages sent as needed by teachers, front office staff and administrators.</p> <p>Mar March Evidence of Progress</p> <p> Continued Monthly parent meetings. At families request, created two meetings one at 4pm and the other at 6pm to capture more families.</p> <p>May May Evidence of Progress</p> <p> Continued Monthly parent meetings. At families request, created two meetings one at 4pm and the other at 6pm to capture more families.</p> <p>June June Evidence of Progress</p> <p> Continued Monthly parent meetings. At families request, created two meetings one at 4pm and the other at 6pm to capture more families.</p> <p style="text-align: right;">37</p>

Goal 4: Safety

Performance Objective 1: Increase our outreach to students and families feeling to ensure they feel safe and supported in our school community

Evaluation Data Sources: Student/Family Survey
Community Partner Feedback

Strategy/Action 1 Details	Reviews
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Strategy/Action 1: Physical outreach to families including bus stops apartment complexes and on-site parent conferences as requested and needed under Pandemic conditions.

Strategy's Expected Result/Impact: Greater engagement and participation in school-sponsored events.

Staff Responsible for Monitoring: Administration, Safety and Climate Committee

Title I Components (ORIS Domains): 3.1, 3.2, 3.3, 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement

Dec



December Evidence of Progress

Social Worker, Counselors, Greater Than Community partner delivered meals to families weekly. Home visits, socially distanced and following all required safe protocols.

Started with weekly family zoom meetings, to provide information to families regarding community partners, available resources and district level inquiries. Up to 50+ families attend.

Food boxes delivered to families in need, and food pantry provided food as well.

Clothing, gift cards, masks, toiletries, sanitizer and books given to families. Delivered to apartments complexes and had drive through events as well.

Mar



March Evidence of Progress

Social Worker, Counselors, Greater Than Community partner delivered meals to families weekly. Home visits, socially distanced and following all required safe protocols. 41

Changed to monthly family zoom meetings, to provide information to families regarding community partners, available resources and district level inquiries. Up to 50+ families attend.

Food boxes delivered to families in need, and food pantry provided food as well.

Clothing, gift cards, masks, toiletries, sanitizer and books given to families. Delivered to apartments complexes and had drive through events as well.

May



May Evidence of Progress

Social Worker, Counselors, Greater Than Community partner delivered meals to families weekly. Home visits, socially distanced and following all required safe protocols.

Changed to monthly family zoom meetings, to provide information to families regarding community partners, available resources and district level inquiries. Up to 41

Strategy/Action 1 Details

Reviews

Strategy/Action 1 Details

50+ families attend.

Food boxes delivered to families in need, and food pantry provided food as well.

Clothing, gift cards, masks, toiletries, sanitizer and books given to families. Delivered to apartments complexes and had drive through events as well.

June



June Evidence of Progress

Social Worker, Counselors, Greater Than Community partner delivered meals to families weekly. Home visits, socially distanced and following all required safe protocols.

Changed to monthly family zoom meetings, to provide information to families regarding community partners, available resources and district level inquiries. Up to 50+ families attend.

Clothing, gift cards, masks, toiletries, sanitizer and books given to families. Delivered to apartments complexes and had drive through events as well.

Reviews

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Provide PD and Implement Safety Drills and safety protocols as directed by Reynolds School District</p> <p>Strategy's Expected Result/Impact: All staff and community members are aware of and able to follow, all safety protocols.</p> <p>Staff Responsible for Monitoring: Building Administrators School Safety Committee</p> <p>Characteristics: Clear and Shared Focus, Focused Professional Development</p>	<div data-bbox="1260 292 1995 454"> <p>Dec December Evidence of Progress</p>  <p>Safety Drills and COVID-19 safety protocols shared with staff and drills taken place on time by the School Safety Committee. Full understanding of COVID-19 safety protocols by teachers, staff and families.</p> </div> <div data-bbox="1260 470 1995 698"> <p>Mar March Evidence of Progress</p>  <p>Safety Drills and COVID-19 safety protocols shared with staff and drills taken place on time by the School Safety Committee. Full understanding of COVID-19 safety protocols by teachers, staff and families. Drills conducted on time and safety committee met consistently.</p> </div> <div data-bbox="1260 714 1995 941"> <p>May May Evidence of Progress</p>  <p>Safety Drills and COVID-19 safety protocols shared with staff and drills taken place on time by the School Safety Committee. Full understanding of COVID-19 safety protocols by teachers, staff and families. Drills conducted on time and safety committee met consistently.</p> </div> <div data-bbox="1260 958 1995 1185"> <p>June June Evidence of Progress</p>  <p>Safety Drills and COVID-19 safety protocols shared with staff and drills taken place on time by the School Safety Committee. Full understanding of COVID-19 safety protocols by teachers, staff and families. Drills conducted on time and safety committee met consistently.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1201 630 1299">  <p>No Progress</p> </div> <div data-bbox="756 1201 966 1299">  <p>Accomplished</p> </div> <div data-bbox="1071 1201 1302 1299">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1201 1596 1299">  <p>Discontinue</p> </div> </div>	

Reynolds School District 7

Davis Elementary

2020-2021 Formative Review with Notes



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 46
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: Staff, students, and connected adults are working toward strengthen student achievement in ELA and Math

Evaluation Data Sources: STAR, OSAS, Dreambox, Lexia

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Clarity of instruction Focus on the priority standards for the grade level</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for students.</p> <p>Staff Responsible for Monitoring: Building Admin PLCS</p> <p>Title I Components (ORIS Domains): 3.1, 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 10px;"> <p>Teachers are meeting in PLCs to review student progress. Seesaw/Schoology assignments STAR testing Assessments Zoom class meetings</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress 48 </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Teacher have met in PLCs all year to review student progress. Seesaw/Nearpod/Schoology assignments STAR testing Assessments Zoom class meetings</p> </div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: English Language Development and Special Education support provided through co-teaching within the general ed setting during distance learning and on-site.</p> <p>Strategy's Expected Result/Impact: English Language development increase for all students Access to grade level content standards</p> <p>Staff Responsible for Monitoring: ELD and SPED staff Gen Ed teachers Building Administrators</p> <p>Title I Components (ORIS Domains): 3.4, 3.5, 3.6 - Characteristics: High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p>  <p>December Evidence of Progress</p> <p>Schedule is in place for co-teaching model PLC time is providing for ELD and SPED to collaborate and plan co-teaching opportunities. What I Need afternoon intervention block has started</p> </div> <div style="margin-bottom: 20px;"> <p>Mar</p>  <p>March Evidence of Progress</p> </div> <div style="margin-bottom: 20px;"> <p>May</p>  <p>May Evidence of Progress</p> </div> <div> <p>June</p>  <p>June Evidence of Progress</p> <p>Schedule is in place for co-teaching model PLC time is providing for ELD and SPED to collaborate and plan co-teaching opportunities. What I Need afternoon intervention. Continued WIN support during hybrid students remaining in CDL. 49</p> </div> </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Use of Lexia and Dreambox during applied/asynchronous learning time to support lagging skills and provide extension for those that are progressing more quickly through the standards.</p> <p>Strategy's Expected Result/Impact: Increase access to grade level standards and independent practice for students virtually and on-site.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 121 2016 316"> <p>Dec December Evidence of Progress</p>  <p>Data reports from Lexia and Dreambox. Usage is slowly starting to increase. Additional training is needed. School Improvement Team will discuss how to increase Lexia and Dreambox usage.</p> </div> <div data-bbox="1260 332 2016 462"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 487 2016 625"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 649 2016 812"> <p>June June Evidence of Progress</p>  <p>Data reports from Lexia and Dreambox. Usage is low, but there is buy in from teachers. Goal for next year to continue use of Lexia and Dreambox in school.</p> </div>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Professional Development in the implementation of the UDL (Universal Design for Learning) model for instruction.</p> <p>Strategy's Expected Result/Impact: Increase in research based strategies to be used within the gen ed classroom that meet the learning needs of all students</p> <p>Staff Responsible for Monitoring: Building Admin</p> <p>Title I Components (ORIS Domains): 3.2, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>UDL PD was done with staff this fall. Schedule is set up to promote UDL for students.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Training was provided. Continue to work on UDL system in the 2021-2022 school year.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	51

Goal 2: Equity

Performance Objective 1: Provide opportunities for families to engage in distance learning and on site.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: 10 classroom teachers are piloting "Academic Parent Teacher Teams," which will provide three opportunities for families to learn strategies to support a priority learning standard in their students grade level.</p> <p>Strategy's Expected Result/Impact: Increased academic and parent engagement.</p> <p>Staff Responsible for Monitoring: Building Admin APTT Coach Classroom Teachers Support Staff</p> <p>Title I Components (ORIS Domains): 3.3, 3.4, 3.5, 3.6 - Characteristics: High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p>  <p>December Evidence of Progress</p> <p>8 teachers are now participating in APTT due to CDL. Fall APTT meetings were held in October with positive feedback from families. The next round of APTT meetings will be in February.</p> </div> <div style="margin-bottom: 20px;"> <p>Mar</p>  <p>March Evidence of Progress</p> </div> <div style="margin-bottom: 20px;"> <p>May</p>  <p>May Evidence of Progress</p> </div> <div> <p>June</p>  <p>June Evidence of Progress</p> <p>Teachers held 3 APTT meetings with families. There was positive feedback from both teachers and staff. Will continue APTT internally next year at Davis.</p> </div> </div> <p style="text-align: right;">52</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Monthly parent meetings and surveys in order to gain feedback around distance learning and on-site learning when we return to the building.</p> <p>Strategy's Expected Result/Impact: Better understanding of barriers families are experiencing.</p> <p>Staff Responsible for Monitoring: Building Admin Davis Support Team</p> <p>Title I Components (ORIS Domains): 3.3, 3.6 - Characteristics: High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 121 1984 349"> <p>Dec December Evidence of Progress</p>  <p>We have been having monthly parent events to get feedback from families. We have done two building level surveys to get feedback around CDL. Latinx family group is being started this month. February parent meeting is planned.</p> </div> <div data-bbox="1260 365 1984 511"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 527 1984 673"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 690 1984 844"> <p>June June Evidence of Progress</p>  <p>Had meetings throughout the year and did surveys to get feedback from families. This feedback helped to inform the decisions that we were making for hybrid and CDL learning.</p> </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Learning opportunities provided to parents to increase capacity for families to support distance learning.</p> <p>Strategy's Expected Result/Impact: Increased student engagement. Increased family engagement.</p> <p>Staff Responsible for Monitoring: Building Admin Davis Support Team</p> <p>Title I Components (ORIS Domains): 3.3, 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <p>Dec</p>  </div> <div style="width: 80%;"> <p>December Evidence of Progress</p> <p>Our counseling and social work team has provided several learning opportunities for families to come and learn during CDL.</p> <ul style="list-style-type: none"> -SNAP presentation -How to set up a learning space in CDL/Online Study Tips -Online apps and How Tos <p>Support team is reaching out to families to support and check in on student attendance. Learning opportunities are provided as needed.</p> <p>Provided study corrals and head phones to all families to support learning at home.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 20%;"> <p>Mar</p>  </div> <div style="width: 80%;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 20%;"> <p>May</p>  </div> <div style="width: 80%;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 20%;"> <p>June</p>  </div> <div style="width: 80%;"> <p>June Evidence of Progress</p> <p>Support team provided support to families throughout the school year. (Homevisits, PD, phone calls, etc.) Monthly learning kits Book van twice a week in the community</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching practices.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Continue book study of Culturally Responsive Teaching and the Brain by Zaretta Hammond.</p> <p>Strategy's Expected Result/Impact: Shared language between staff in discussing culturally responsive teaching practices.</p> <p>Staff Responsible for Monitoring: Building Admin Davis Staff</p> <p>Title I Components (ORIS Domains): 3.2, 3.3, 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p>  <p>15%</p> </div> <div style="width: 50%;"> <p>December Evidence of Progress</p> <p>Restarting book study 1/27/21 that we started in March 2020 and paused due to CDL.</p> <p>PD has been based in CRT practices.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>Mar</p>  <p>25%</p> </div> <div style="width: 50%;"> <p>March Evidence of Progress</p> <p style="text-align: right;">55</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>May</p>  <p>35%</p> </div> <div style="width: 50%;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>June</p>  </div> <div style="width: 50%;"> <p>June Evidence of Progress</p> <p>Equity team has been started with Kayla Longanecker as the lead. Our work around CRT will continue in the fall with the goal of have buildingwide goals and looks for in classrooms.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity

Performance Objective 3: Increase in number of regular attenders.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Davis support team will provide tiered levels of support for attendance during distance learning and on-site.</p> <p>Strategy's Expected Result/Impact: Increased engagement by students and families. Increased academic outcomes.</p> <p>Staff Responsible for Monitoring: Davis Support Team</p> <p>Title I Components (ORIS Domains): 3.2, 3.3 - Characteristics: High Standards and Expectations for All Students, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 305 1354 446"> <p>Dec</p>  <p>20%</p> </div> <div data-bbox="1512 305 1900 332"> <p>December Evidence of Progress</p> </div> <div data-bbox="1396 341 1942 406"> <p>Each grade level has an assigned staff member to supports families with attendance.</p> </div> <div data-bbox="1396 438 1942 495"> <p>Working with All Hands Raised and Glenfair to increase student attendance.</p> </div> <div data-bbox="1396 527 2005 592"> <p>Attendance team is monitoring attendance data weekly and working with teachers/families to support families.</p> </div> <div data-bbox="1260 609 1354 755"> <p>Mar</p>  <p>15%</p> </div> <div data-bbox="1533 609 1879 641"> <p>March Evidence of Progress</p> </div> <div data-bbox="1260 771 1354 917"> <p>May</p>  <p>100%</p> </div> <div data-bbox="1543 771 1869 803"> <p>May Evidence of Progress</p> </div> <div data-bbox="1942 779 1984 812"> <p>56</p> </div> <div data-bbox="1260 933 1354 1079"> <p>June</p>  </div> <div data-bbox="1543 933 1869 966"> <p>June Evidence of Progress</p> </div> <div data-bbox="1396 966 1984 1096"> <p>The Davis attendance team met weekly to review attendance and set up plans to support students attendance (home visits, phone calls, incentive plans, etc.)</p> </div> <div data-bbox="1396 1096 2016 1161"> <p>The Davis support team also met weekly to discuss student and family needs to implement plans of support.</p> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Check-ins and daily classroom meetings to build relationships and provide peer interaction to students.</p> <p>Strategy's Expected Result/Impact: Increase in trust and collaboration between staff, student and families. Increased engagement and feeling of belonging in the school community</p> <p>Staff Responsible for Monitoring: Support Team Davis Staff Building Admin</p> <p>Title I Components (ORIS Domains): 3.4, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 389 2016 649"> <p>Dec December Evidence of Progress</p> <p> 45%</p> <p>Classrooms are holding four classroom meetings a week at 9:00 am.</p> <p>Mondays there are two opportunities for students to come to the "Dragon Den" and a schoolwide "Movement and Music Session" with our music and PE teacher.</p> </div> <div data-bbox="1260 665 2016 812"> <p>Mar March Evidence of Progress</p> <p> 90%</p> <p style="text-align: right;">57</p> </div> <div data-bbox="1260 828 2016 974"> <p>May May Evidence of Progress</p> <p> 100%</p> </div> <div data-bbox="1260 990 2016 1242"> <p>June June Evidence of Progress</p> <p> 100%</p> <p>Teachers held daily morning circles to promote relationship building this year. On Monday's we also provided learning opportunities for students to engage with Davis staff. Throughout the year we provided family nights, assemblies, shows virtually to promote student engagement and build relationships with Davis staff.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1266 630 1356">  0% No Progress </div> <div data-bbox="756 1266 955 1356">  100% Accomplished </div> <div data-bbox="1071 1266 1302 1356">  Continue/Modify </div> <div data-bbox="1428 1266 1606 1356">  Discontinue </div> </div>	

Goal 2: Equity

Performance Objective 4: Check-ins and daily classroom meetings to build relationships and provide peer interaction to students.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Parent Academies at the beginning of the year to support families in getting set up on their device and online learning platforms.</p> <p>Strategy's Expected Result/Impact: Increased understanding of platforms for distance learning. Building positive relationships with families.</p> <p>Staff Responsible for Monitoring: Building Admin Davis Staff</p> <p>Title I Components (ORIS Domains): 3.3, 3.4 - Characteristics: High Standards and Expectations for All Students, High Levels of Family and Community Involvement</p>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>This was completed with great success! We were successful in getting 98% of families set up with their devices during parent academies.</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress 58</p> <p>Accomplished in the fall.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Tech support provided on site at Davis by appointment.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for families to receive the support they need during distance learning.</p> <p>Staff Responsible for Monitoring: Building Admin Davis staff</p> <p>Title I Components (ORIS Domains): 3.3, 3.4 - Characteristics: High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p>  <p>35%</p> </div> <div style="width: 50%;"> <p>December Evidence of Progress</p> <p>This continues to be a service that we offer at Davis. Parents are using this service regularly. Families can also get support with technology during the book van weekly.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>Mar</p>  <p>30%</p> </div> <div style="width: 50%;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>May</p>  <p>100%</p> </div> <div style="width: 50%;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>June</p>  <p>100%</p> </div> <div style="width: 50%;"> <p>June Evidence of Progress 59</p> <p>We were able to provide tech support to families all year by appointment and phone calls.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity

Performance Objective 5: Staff are working toward increased awareness of equity issues and increased equitable practices.

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: Communication

Performance Objective 1: The Davis staff will streamline and increase communication during distance learning to ensure connected adults understand expectations and learning goals of the school.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Communication Plan for Staff: Weekly Friday Newsletter, daily morning update, and Wednesday staff meetings. Limit additional emails in order for staff to focus on teaching and support families and students.</p> <p>Strategy's Expected Result/Impact: Increased understanding of what is happening at Davis, upcoming deadlines, tasks that need to be completed, etc.</p> <p>Staff Responsible for Monitoring: Davis Admin</p> <p>Title I Components (ORIS Domains): 3.1, 3.3 - Characteristics: High Levels of Collaboration and Communication</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p>  <p>December Evidence of Progress</p> <p>The communication plan with staff is effective and information is shared in a timely manner. Here is an example of a staff newsletter: https://sway.office.com/7v4GDi03kuOm8fgq?ref=Link</p> </div> <div style="margin-bottom: 20px;"> <p>Mar</p>  <p>March Evidence of Progress</p> </div> <div style="margin-bottom: 20px;"> <p>May</p>  <p>May Evidence of Progress</p> </div> <div> <p>June</p>  <p>June Evidence of Progress</p> <p>Communication at Davis was effective this school year. The systems we put into place were effective and we will continue use next year.</p> </div> </div> <p style="text-align: right;">61</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Increase communication systems for families: Remind, phone calls, social media, and weekly newsletters with grade level specific calendars.</p> <p>Strategy's Expected Result/Impact: Increased engagement by families. Relationships building</p> <p>Staff Responsible for Monitoring: Office Staff Building Admin Teachers</p> <p>Title I Components (ORIS Domains): 3.4, 3.6 - Characteristics: High Levels of Family and Community Involvement</p>	<div data-bbox="1260 332 1354 462"> <p>Dec</p>  </div> <div data-bbox="1522 332 1900 365"> <p>December Evidence of Progress</p> </div> <div data-bbox="1396 365 2005 462"> <p>Communication with families during distance learning is effective and students have the information that they need.</p> </div> <div data-bbox="1396 495 2005 625"> <p>Here is an example of a parent newsletter that we are providing families weekly on the webpage, Facebook, and Remind: https://sway.office.com/46Rc8haa7DGIjrO5</p> </div> <div data-bbox="1260 641 1354 771"> <p>Mar</p>  </div> <div data-bbox="1543 641 1879 673"> <p>March Evidence of Progress</p> </div> <div data-bbox="1260 795 1354 925"> <p>May</p>  </div> <div data-bbox="1554 795 1869 828"> <p>May Evidence of Progress</p> </div> <div data-bbox="1942 779 1984 812"> <p>62</p> </div> <div data-bbox="1260 958 1354 1088"> <p>June</p>  </div> <div data-bbox="1543 958 1869 990"> <p>June Evidence of Progress</p> </div> <div data-bbox="1396 990 1995 1120"> <p>Weekly newsletters were shared with the community until we started hybrid learning. Then we shifted to monthly newsletters because that was what the community needed.</p> </div> <div data-bbox="1396 1153 2016 1218"> <p>We also provided a weekly Davis newscast for students and families.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 4: Fiscal Responsibility

Performance Objective 1: Use Davis budget to support increased achievement and family engagement for the Davis Community.

Summative Evaluation: Met Objective

Goal 5: Safety

Performance Objective 1: Increase Davis' students and families feeling that Davis is a safe and welcoming school

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews																
<p>Strategy/Action 1: 4 parent teacher conference opportunities during the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Collaboration and relationships between families and Davis Staff.</p> <p>Staff Responsible for Monitoring: Davis Teachers Building Admin</p> <p>Title I Components (ORIS Domains): 3.3, 3.4, 3.6 - Characteristics: High Levels of Family and Community Involvement</p>	<table border="0"> <tr> <td data-bbox="1262 318 1360 347">Dec</td> <td data-bbox="1520 318 1896 347">December Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 354 1360 451"></td> <td data-bbox="1398 354 2001 415">Completed 3 parent teacher conferences. Planning for parent teacher conferences in March.</td> </tr> <tr> <td data-bbox="1262 477 1360 506">Mar</td> <td data-bbox="1541 477 1875 506">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 513 1360 610"></td> <td></td> </tr> <tr> <td data-bbox="1262 636 1360 665">May</td> <td data-bbox="1551 636 1864 665">May Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 672 1360 769"></td> <td></td> </tr> <tr> <td data-bbox="1262 795 1360 824">June</td> <td data-bbox="1551 795 1864 824">June Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 831 1360 928"></td> <td data-bbox="1398 786 1980 863">64 Teachers had 4 parent teacher conferences this year.</td> </tr> </table>	Dec	December Evidence of Progress		Completed 3 parent teacher conferences. Planning for parent teacher conferences in March.	Mar	March Evidence of Progress			May	May Evidence of Progress			June	June Evidence of Progress		64 Teachers had 4 parent teacher conferences this year.
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June	June Evidence of Progress																
	64 Teachers had 4 parent teacher conferences this year.																

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: On-site technology for parents during CDL.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and ease of technology use.</p> <p>Staff Responsible for Monitoring: Rojas Davis Tech Team</p> <p>Title I Components (ORIS Domains): 3.3 - Characteristics: High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>60%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>This is still provided and used frequently by families.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>0%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> <p>We provided technology support all year and it was successful</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 5: Safety

Performance Objective 2: Staff, students, and connected adults are learning together to identify and respond appropriately to feelings.

Evaluation Data Sources: Kimochis, Morning Circle

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Teachers will have 30 minutes each day for a community building circle. They will be provided MindUP Monday PowerPoint's, Kimochis lessons, and circle ideas to support this work.</p> <p>Strategy's Expected Result/Impact: Increased connection to school.</p> <p>Staff Responsible for Monitoring: Admin Counselors</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p>  <p>65%</p> </div> <div style="width: 50%;"> <p>December Evidence of Progress</p> <p>Teachers have morning meetings 4 days a week with a focus on SEL. Resources are provided to teachers.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>Mar</p>  <p>95%</p> </div> <div style="width: 50%;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>May</p>  <p>85%</p> </div> <div style="width: 50%;"> <p>May Evidence of Progress 66</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>June</p>  <p>100%</p> </div> <div style="width: 50%;"> <p>June Evidence of Progress</p> <p>Teachers provided aligned SEL to students daily at Davis including community circles, MindUP Monday, counselor visits, and the Davis news.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Reynolds School District 7

Fairview Elementary

2020-2021 Formative Review with Notes



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 68
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level priority standards that have been identified by the Reynolds School District for Comprehensive Distance Learning and possible Hybrid Learning model. 100% of students will show adequate or better growth on the established standardized assessment for the 20-21 school year.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: All teachers will use the RSD K-10 Instructional Framework for instruction for both reading and math.</p> <p>Strategy's Expected Result/Impact: Clarity and consistency of instruction, and laser-like focus on the priority standards at every grade level.</p> <p>Staff Responsible for Monitoring: Building Admin, PLC Leaders, Grade level teams</p>	<p>Dec December Evidence of Progress</p> <p> All teachers are teaching with the adopted core curricula. Unifying grade levels so all are in step with same priority standards and coordinated lessons is the next step.</p> <p>Mar March Evidence of Progress</p> <p> 100% of teachers plans are built around the RSD priority standards located in the Instructional Framework Schoology group. 70</p> <p>May May Evidence of Progress</p> <p> 100%</p> <p>June June Evidence of Progress</p> <p> See March</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: English Language Support and SPED support provided through real-time opportunities within the general ed setting. Specialists will assume roles as co-teachers and co-planners to ensure that all students have access to grade level instruction and intervention services to prepare them for that access.</p> <p>Strategy's Expected Result/Impact: English Language development strategies will benefit all students while ensuring academic English improvement for all emerging bilingual students at Fairview. Students being served through Individualized Education Plans will demonstrate growth in grade level standards as measured by district agreed upon assessment tool(s).</p> <p>Staff Responsible for Monitoring: ELD and SPED staff Gen Ed teachers Building Administrators</p>	<div data-bbox="1260 121 2016 259"> <p>Dec December Evidence of Progress</p>  <p>PLC time each week with specialist where they discuss the following weeks lessons and criteria for excellence. Share strategies to ensure that all students can perform at a level 3 (on level) on the common formative assessment for the week. Next step: incorporate more specific language targets and plan how to increase engagement where students use the academic language targeted.</p> </div> <div data-bbox="1260 430 2016 568"> <p>Mar March Evidence of Progress</p>  <p>Same as December</p> </div> <div data-bbox="1260 592 2016 755"> <p>May May Evidence of Progress</p>  <p>PD on "Every Teacher an ELD teacher" and observation drop-ins focused on student talk in CDL. Intervention service during CDL has been sporadic, at best.</p> </div> <div data-bbox="1260 771 2016 966"> <p>June June Evidence of Progress 71</p>  <p>More student talk evident in observations - especially at the younger grades. Recommendation for 21-22: ELD work closely with instructional coaches to work on developing skills for integrating ELD into core content areas.</p> </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Use of Lexia and Dreambox during Applied Learning time to fill in lagging skills for students with gaps in grade level abilities and provide extension for those that are progressing more quickly through the standards.</p> <p>Strategy's Expected Result/Impact: Increase in access to grade level standards and offer targeted practice on lagging skills - resulting in adequate to accelerated growth for all students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Specialists</p>	<div data-bbox="1260 121 2016 381"> <p>Dec December Evidence of Progress</p>  <p>All teachers have had formal Dreambox and Lexia training. 56% of students met usage requirement this week. However, 71% still show as high risk for meeting grade level reading expectations by the end of the year. Next step: increase percentage of students meeting usage requirements and teachers checking Lexia weekly to assign/directly teach lesson recommended.</p> </div> <div data-bbox="1260 397 2016 560"> <p>Mar March Evidence of Progress</p>  <p>Dreambox usage = 77%. Avg. of 3.1 lessons completed /week Lexia usage =50% logging in for recommended amount of each week.</p> </div> <div data-bbox="1260 576 2016 738"> <p>May May Evidence of Progress</p>  <p>Dreambox usage = 76%. Avg. of 3.8 lessons completed /week Lexia usage =46% logging in for recommended amount of each week.</p> </div> <div data-bbox="1260 755 2016 1015"> <p>June June Evidence of Progress</p>  <p>Usage has slipped in June. Overall, Fairview had ⁷²high rates of usage in both Dreambox and Lexia this school year. Teachers have helped students set goals and built in incentives for participation. The administrator had a weekly Dreambox and Lexia feature in his weekly memo celebrating classes and grade levels where usage and progress were stellar.</p> </div>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Ongoing Professional Development in the use of the Universal Design for Learning model for instruction. And use of UDL template for planning all instruction.</p> <p>Strategy's Expected Result/Impact: All PLCs using UDL template for planning within grade level and with specialists. Plans provided to administration weekly. Increase in research based strategies to be used within the general education classroom that meet the learning needs of all students. Higher levels of student engagement in Comprehensive Distance Learning.</p> <p>Staff Responsible for Monitoring: ELD/SPED/General Ed Teachers Building Admin</p>	<div data-bbox="1260 300 2028 625"> <p>Dec December Evidence of Progress</p>  <p>PLCs are aligning their lesson targets around the priority standards and identifying a weekly Common Formative Assessment that they will use to gauge progress. They post these plans. Start Monday PLCs with a review of the results of prior weeks PLC. Specialists are able to assist with differentiation of instruction to help ALL students succeed on CFA. Next step adding the academic language goals to the UDL weekly documentation.</p> </div> <div data-bbox="1260 641 2028 755"> <p>Mar March Evidence of Progress</p>  <p>Unable to continue the UDL template work with staff during pandemic educational climate.</p> </div> <div data-bbox="1260 803 2028 917"> <p>May May Evidence of Progress</p>  <p>Unable to continue the UDL template work with staff during pandemic educational climate.</p> </div> <div data-bbox="1260 966 2028 1218"> <p>June June Evidence of Progress</p>  <p>UDL is the foundation of powerful instructional and emotional support for all students. While we were only able to provide initial training in the fall, many teachers have embraced the UDL philosophy and a group of 10 participated in a book study with author Andratesha Fitzgerald. The staff is ready and prepared to move forward!</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1242 640 1331">  <p>No Progress</p> </div> <div data-bbox="756 1242 955 1331">  <p>Accomplished</p> </div> <div data-bbox="1071 1242 1312 1331">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1242 1606 1331">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity

Performance Objective 1: Increase of parent involvement and engagement in their children's online learning and engagement in school activities.

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Increase communication (See communication goal below)</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress See evidence in Communication Goal</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p style="text-align: right;">74</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Provide ongoing parent academies to build better understanding of the online learning platforms and tools that students will be using for CDL; and help in designing schedules and routines in the home to ensure CDL success for all children. Specific outreach will be made to ensure involvement of traditionally marginalized members of our community.</p> <p>Strategy's Expected Result/Impact: Increased communication between traditionally marginalized families and teachers/other school personnel. Parents participating fully in setting up structures to support academic progress at home. Higher levels of engagement from students.</p> <p>Staff Responsible for Monitoring: Building administration, Counselor and Social Worker, SUN partners from MFS, ELD and Sped teachers, classroom teachers.</p>	<div data-bbox="1255 347 2003 483"> <p>Dec December Evidence of Progress</p>  0% parent academies on hold due to surge of corona virus cases. </div> <div data-bbox="1255 509 1982 672"> <p>Mar March Evidence of Progress</p>  60% Although Parent academies in their original planned format were not possible, we have kept up with providing appointments for parents to come to the building for 1:1 tech support/tutorials. </div> <div data-bbox="1255 688 2003 850"> <p>May May Evidence of Progress</p>  65% Parents have become adept at navigating the online services that their children engage in. We have maintained ongoing tech support services for families throughout the school year. </div> <div data-bbox="1255 867 1961 1062"> <p>June June Evidence of Progress</p>  → With the uncertainty that we face for fall 2021 instructional programming, it will be important to maintain our tech help center for parents. Perhaps actually running the parent academies as originally planned will be a possibility. </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1084 638 1175">  0% No Progress </div> <div data-bbox="758 1084 957 1175">  100% Accomplished </div> <div data-bbox="1073 1084 1304 1175">  → Continue/Modify </div> <div data-bbox="1430 1084 1604 1175">  ✖ Discontinue </div> </div>	

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive and Anti-Racist Teaching practices

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Complete Book study of Culturally Responsive Teaching and the Brain by Zaretta Hammond. Book study of Betinna Love's book, We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom. Examine the phenomenon of White Privilege as a result of White Supremacist systems in our society that adversely affect BIPOC in our community.</p> <p>Strategy's Expected Result/Impact: Use of CRT strategies within the classroom; Deeper understanding of white privilege and the need for anti-racist pedagogy; anti-racist curriculum development in our fourth and fifth grade classrooms. Students heightened level of interest in education due to relevancy of content, examination of controversy, and empowerment through knowledge and self-expression. Note to board and district administration - this work will necessarily be controversial in our community. We will need your support and collaborative proactive planning to prepare our community.</p> <p>Staff Responsible for Monitoring: District and building admin.</p>	



December Evidence of Progress

Returned to professional development - antiracism and culturally responsive teaching - that was scuttled in March when we shifted to distance learning. focusing on articles and discussion of how staff biases can create trauma in schools and how we work to change that.



March Evidence of Progress

Revisited the book study and our counseling/SEL team prepared and presented staff development in three sessions that was centered on the article: "How Trauma-Informed Are We Really?" by Paul Gorski at the Equity Literacy Institute



May Evidence of Progress

Staff re-visited what it means to be Trauma-Informed. Teachers who have participated in anti-racist teaching book studies presented to peers. Staff discussions have arrived at a place where white teachers are able to talk about white privilege and the implicit bias that comes from living in a society built around white supremacy.



June Evidence of Progress

This work is never done. As teachers work to be ~~more~~ culturally responsive and antiracist, they will inevitably need help with the conflicts that arise from stepping out of comfort and confronting endemic injustice. The community will have to be involved in this work so a true school/community partnership forms.



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Equity

Performance Objective 3: Increase in number of regular attenders and number of students accessing lessons and submitting assignments.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: CARE team to meet weekly and provide tiered levels of support</p> <p>Strategy's Expected Result/Impact: Improvement of engagement in distance learning; discovery of family needs that we can help to provide for.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Social Worker, Building Admin. Registrar, Lead Secretary.</p>	<div data-bbox="1260 251 2016 397"> <p>Dec December Evidence of Progress</p>  <p>96% regular attenders as measured by CDL metrics. Next Step: get that level of attenders IN class sessions and actively engaged with high interest lessons.</p> </div> <div data-bbox="1260 406 2016 552"> <p>Mar March Evidence of Progress</p>  <p>Care Team meets weekly to keep up with families who are having difficulties getting students online for classes. Overall regular attendance rate is 85%.</p> </div> <div data-bbox="1260 560 2016 738"> <p>May May Evidence of Progress</p>  <p>Hybrid in-person began in April. Weekly Care Team meetings ended. Regular In-person contact with students and families increased (70% of students attending hybrid). Regular attendance rate overall: 85%</p> </div> <div data-bbox="1260 747 2016 893"> <p>June June Evidence of Progress</p>  <p>Attendance and engagement were very hard to maintain during CDL. ⁷⁸</p> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Scheduled Daily "Live" Check-ins between staff and students.</p> <p>Strategy's Expected Result/Impact: Increase in trust and collaboration between staff, student and families.</p> <p>Staff Responsible for Monitoring: Teachers, CARE Team, Building Admin</p>	<div data-bbox="1260 121 2016 284"> <p>Dec December Evidence of Progress</p>  <p>Specialists collaborating with teachers to plan regular check-ins to support students in Universal Design for Learning format. Next step: start virtual Student Study Teams to increase the support for students who need it.</p> </div> <div data-bbox="1260 300 2016 381"> <p>Mar March Evidence of Progress</p>  <p>Virtual SSTs have been scheduled and are taking place.</p> </div> <div data-bbox="1260 462 2016 657"> <p>May May Evidence of Progress</p>  <p>Check in QR code for students to scan, fill out form and submit. forms go to the Counseling/SEL team and adults touch base with students who express a need when filling out a form. Primary picture based forms for early primary grades.</p> </div> <div data-bbox="1260 673 2016 787"> <p>June June Evidence of Progress</p>  <p>Recommendation - continue the QR code check in procedures in fall 2021.</p> </div> <div data-bbox="1942 779 1995 820"> <p>79</p> </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Daily Peer Interaction within the classrooms and intervention groups.</p> <p>Strategy's Expected Result/Impact: Increased engagement and feeling of belonging in the school community</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p>	<div data-bbox="1260 121 2016 414"> <p>Dec December Evidence of Progress</p>  <p>PD on Talk Routines has been presented to staff. Teachers working with ELD specialists to incorporate Talk Routines into online classes to increase student engagement. All classes at least experimenting with TRs. One class recorded and highlighted at staff meeting. Next Step: recruit more teachers to record and highlight others. This will create a natural internal accountability and support process.</p> </div> <div data-bbox="1260 430 2016 592"> <p>Mar March Evidence of Progress</p>  <p>Two more teachers have recorded lessons to use for continued PD around Talk Routines and CDL engagement. Increases in student engagement noted in informal CDL drop-ins.</p> </div> <div data-bbox="1260 609 2016 836"> <p>May May Evidence of Progress</p>  <p>With return to school we have been able to once again recite our school PRIDE pledge daily and connect with students in-person to work on development of the traits outlined in the pledge. In person instruction has focused on SEL, project-based learning and cooperative group discussions.</p> </div> <div data-bbox="1260 852 2016 990"> <p>June June Evidence of Progress</p>  <p>This is an ongoing initiative to increase student autonomy and teachers ability to create classroom structures that support student autonomy.</p> </div>

Goal 3: Communication

Performance Objective 1: Improve communication systems so that parents, students, teachers and administration are able to communicate easily.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Family monthly newsletter from school. Teacher updates to families weekly in online learning platforms.</p> <p>Strategy's Expected Result/Impact: Increase awareness of schools goals and initiatives, and improved engagement of families in their child's education</p> <p>Staff Responsible for Monitoring: Admin. Teachers</p>	<div data-bbox="1260 267 2016 527"> <p>Dec December Evidence of Progress</p>  <p>Newsletters going home monthly. Principal records video messages and sends them through Remind and email. Teachers regularly communicate with parents about class expectations. Next Steps: develop a weekly video news to share each Monday with school community (start with Principal message, Counselor and Social Worker messages, and PRIDE recognition)</p> </div> <div data-bbox="1260 544 2016 738"> <p>Mar March Evidence of Progress</p>  <p>Monthly (or more) newsletters go out in Smore. Remind messages sent weekly. Monthly "talks with the principal" done online. All Teachers sending class news home (at least monthly) and communicating regularly through online platforms.</p> </div> <div data-bbox="1260 755 2016 885"> <p>May May Evidence of Progress</p>  <p style="text-align: right;">82</p> </div> <div data-bbox="1260 909 2016 1047"> <p>June June Evidence of Progress</p>  </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Quarterly video conferences for parent to share information, and give time for Q&A.</p> <p>Strategy's Expected Result/Impact: Improved relationships between parents and building admin leading to parents seeing themselves as members of the school community and influencers in plans for their children's education.</p> <p>Staff Responsible for Monitoring: Building Admin</p>	<p>Dec December Evidence of Progress</p>  <p>Regular communication about initiatives and resources available through Remind and email. Unable to progress beyond because COVID making it impossible to start our planned parent academies. SUN planning parenting classes. Next step SUN start virtual parent leadership classes in collaboration with school Social Worker and district Liaison, Erika Larson.</p> <p>Mar March Evidence of Progress</p>  <p>two parent-teacher conferences have taken place. SUN offering virtual classes and weekly distribution of supplies. Parent leadership classes were not planned.</p> <p>May May Evidence of Progress</p>  <p>No additional evidence of progress</p> <p>June June Evidence of Progress</p>  <p>Recommendation - bring back parent leadership classes; discuss the return of APTT-type parent involvement that had begun in 2019-20 school year. 83</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Survey families after video conferences within the platform.</p> <p>Strategy's Expected Result/Impact: Receive a broader range of feedback from parents which will help in root cause analyses of Problems of Practice.</p> <p>Staff Responsible for Monitoring: Building Admin</p>	<p>Dec December Evidence of Progress  Surveys were not shared during the conferences in November.</p> <p>Mar March Evidence of Progress  surveys for families in Teams did not yield enough data to be usable.</p> <p>May May Evidence of Progress  did not send out surveys again.</p> <p>June June Evidence of Progress  Parent attendance and feedback at the principal talks was sparse. Families continue to receive information regularly from teachers and administration.</p>
Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Maintain and up-to-date webpage</p> <p>Strategy's Expected Result/Impact: Provide another vehicle for dissemination of school information.</p> <p>Staff Responsible for Monitoring: School Counselor, Lead Secretary</p>	<p>Dec December Evidence of Progress  Video messaging. Beth provided training for administrator, secretaries and counselor.</p> <p>Mar March Evidence of Progress  Continue to update webpage with current information.</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  Continue keeping website up-to-date</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Increase social media presence for Fairview School on Fairview Parent Facebook Page</p> <p>Strategy's Expected Result/Impact: Provides a wider variety of ways for families to get information about Fairview and offer feedback to the school.</p> <p>Staff Responsible for Monitoring: School Counselor and Social Worker</p>	<p>Dec December Evidence of Progress</p> <p> Facebook page established and used, but not used widely.</p> <p>Mar March Evidence of Progress</p> <p> SUN site manager manages the Parent Facebook page. Activity on the site available bilingually. Play East active on page to disseminate information about their programming. https://www.Facebook.com/groups/fairviewelementarypa</p> <p>May May Evidence of Progress</p> <p> 75 active members on Facebook page.</p> <p>June June Evidence of Progress</p> <p> Increase use of this site as a way to get out information about school events.</p>

Strategy/Action 6 Details	Reviews
<p>Strategy/Action 6: Use of Remind App, autodialer, and school messenger for updates and family two way communication</p> <p>Strategy's Expected Result/Impact: Team approach to student learning Trust Building</p> <p>Staff Responsible for Monitoring: Building Admin</p>	<p>Dec December Evidence of Progress  Remind has been very effective for two-way communication.</p> <p>Mar March Evidence of Progress  All modes of communication in use. Parents comfortable using Remind for two-way communication. Responses to Remind from school within 24 hours.</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress </p> <p style="text-align: right;">86</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 4: Safety

Performance Objective 1:

Develop ways to incorporate restorative practices into CDL and Increase the use of restorative practices when/if we return to in-person instruction.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Restorative Practices Team to meet to discuss and develop methods for CDL and beyond</p> <p>Strategy's Expected Result/Impact: Teachers designing lessons with a clear growth mindset message for ALL students.</p> <p>Staff Responsible for Monitoring: RP Team</p>	<p>Dec December Evidence of Progress</p> <p> Behavior Specialist, Counselor and Social Worker have worked with admin to provide comprehensive digital citizenship and SEL curricula. They are supporting and co-teaching in classrooms when asked. All classes are teaching SEL lessons using these materials. Next Step: work with staff to reinstitute the integration of PRIDE traits into instructional practices during CDL.</p> <p>Mar March Evidence of Progress</p> <p> Eagle PRIDE feature in weekly memo. PRIDE traits highlighted in CDL instruction and specialists co-teaching to help with this initiative.</p> <p>May May Evidence of Progress</p> <p> Staff PD segments on the PRIDE traits. Teachers share online practices that are working. Now that we are back in hybrid learning, students recite pledge daily and discuss the traits as a way to be "scholars" and always know what goals they are working to achieve.</p> <p>June June Evidence of Progress</p> <p></p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Review and revise behavior intervention strategies, systems and documentation procedures to continue to build on restorative justice as our approach to addressing unexpected behaviors.</p> <p>Strategy's Expected Result/Impact: Upon return to in-person school - all staff understanding and using systems of RJ, and far fewer students will be excluded from classroom instruction; and when exclusion happens it is for short self-regulation cooling off periods where self-regulation strategies are reinforced. Students removed from classroom settings will then be returned more quickly into welcoming environments.</p> <p>Staff Responsible for Monitoring: Building Admin, RP Team</p>	<div data-bbox="1260 324 2016 519"> <p>Dec December Evidence of Progress</p>  <p>PD on being truly trauma-informed and sensitive continues. Behavior specialist, counselor, SW all meeting with students in groups and individually to help with behavior issues. Next step: work on updating the documentation system with new Sped. TOSA .</p> </div> <div data-bbox="1260 535 2016 730"> <p>Mar March Evidence of Progress</p>  <p>Systems for responding to unexpected behaviors that happen at school are in place. No students in school at this time. Teri Pitts working on updating language in Synergy to reflect the restorative practices and inclusive language that are found in the Fairview staff handbook.</p> </div> <div data-bbox="1260 747 2016 974"> <p>May May Evidence of Progress</p>  <p>Lisa McDonald, new Fairview principal, has read the Fairview Restorative Practices documents and has meetings planned for the end of June with Jonathan Steinhoff, current principal, to go over them. She will establish a team to oversee this work and meet during the summer solidify practices and plan PD.</p> </div> <div data-bbox="1260 990 2016 1136"> <p>June June Evidence of Progress</p>  </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1153 630 1250">  <p>No Progress</p> </div> <div data-bbox="756 1153 966 1250">  <p>Accomplished</p> </div> <div data-bbox="1071 1153 1302 1250">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1153 1596 1250">  <p>Discontinue</p> </div> </div>	

Goal 4: Safety

Performance Objective 2: Use Second Step social-emotional learning program as our core SEL instruction in conjunction with anti-racist pedagogy.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Behavior Specialist, Counselor and Social Worker to provide online Second Step lessons for CDL and support in teaching the lessons.</p> <p>Strategy's Expected Result/Impact: Universal social-emotional language around the skills being taught and learned. Increase abilities to self-regulate by understanding emotions, reactions, conflict-resolution options.</p> <p>Staff Responsible for Monitoring: Building Admin, RP Team</p>	<p>Dec December Evidence of Progress</p> <p> 55%</p> <p>Second Step lessons loaded in Schoology for teachers to use. Counselor and SW offer support where needed. Digital Citizenship curriculum in place and supported by our behavior specialist. Fifth grade has begun incorporating culturally responsive texts the school purchased for them into ELA/SS instruction. Next step: fifth grade share work they are doing with third and fourth teams.</p> <p>Mar March Evidence of Progress</p> <p> 60%</p> <p>All teacher have access to Second Step lessons. Counselor and SW available for co-teaching. Behavior specialist prepared a digital citizenship curriculum and presented to teachers. He is co-teaching these lessons with third grade teachers.</p> <p>May May Evidence of Progress 89</p> <p> 75%</p> <p>100% of classes are teaching SEL during community circle time at the start of hybrid. Some use the Second Step lessons provided. Others use resources from BrainWise or "The First 40 Days" prepared for the district by Emma Forslund. Digital citizenship lessons taking place in fourth and fifth grade classes. Co-teaching digital citizenship classes with second grade teachers.</p> <p>June June Evidence of Progress</p> <p></p> <p>Counselor, SW and behavior specialist will need to assist staff with the implementation of a core SEL program in the fall - Second Step?</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Classroom teachers teach a minimum of one Second Step lesson per week and incorporate skill practice into content areas throughout the week.</p> <p>Strategy's Expected Result/Impact: Students better able to use the SEL skills they are being taught.</p> <p>Staff Responsible for Monitoring: Classroom teachers.</p>	<div data-bbox="1260 121 2016 316"> <p>Dec December Evidence of Progress</p>  <p>Lessons take place every week in every class - Monday class meeting time. Next Step: incorporating skill practice into content areas so students do not see these lessons as isolated and separate from their "scholarly" work.</p> </div> <div data-bbox="1260 332 2016 470"> <p>Mar March Evidence of Progress</p>  <p>All staff has access and initial training/exposure to Second Step online materials and Digital Citizenship materials.</p> </div> <div data-bbox="1260 487 2016 690"> <p>May May Evidence of Progress</p>  <p>100% of classes are teaching SEL during community circle time at the start of hybrid. Some use the Second Step lessons provided. Others use resources from BrainWise or "The First 40 Days" prepared for the district by Emma Forslund.</p> </div> <div data-bbox="1260 706 2016 868"> <p>June June Evidence of Progress</p>  <p>Students participation in community circle demonstrates ability to apply empathy, self-regulation, compromise, and actively listen to one another. This is true at all grades.</p> </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Fourth and fifth grades share books and resources that highlight anti-racist movements and practices.</p> <p>Strategy's Expected Result/Impact: Students and families developing a better understanding of the tenets of the Black Lives Matter movement and the true value of diversity in our schools.</p> <p>Staff Responsible for Monitoring: Fourth and Fifth grade Teachers, Counselor, Social Worker, Building Admin.</p>	<p>Dec December Evidence of Progress  Mostly happening in one fifth grade class at this time. Next step is to encourage others to use these materials within their lessons.</p> <p>Mar March Evidence of Progress  Some books have been purchased. Use of resources only at fifth grade.</p> <p>May May Evidence of Progress  No additional progress</p> <p>June June Evidence of Progress  Teams will need to learn to access the CRT library that the district has built and get support in using these books for instruction. ⁹¹</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 4: Safety

Performance Objective 3: Professional development for all staff to develop deeper understanding of how systems of racial oppression are embedded into schools and thus marginalize some students.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Complete two book studies: Culturally Responsive Teaching and the Brain, Zaretta Hammond; and We Want to do More Than Survive, Betinna Love.</p> <p>Strategy's Expected Result/Impact: With deepened awareness comes the desire to begin to tear down those systems and construct more inclusive, loving ones.</p> <p>Staff Responsible for Monitoring: Building Admin, and Admin Supervisor</p>	<div data-bbox="1260 406 2016 552"> <p>Dec December Evidence of Progress</p>  <p>Began this PD on 12/7. Picking up where we left off with our CRT work from before the pandemic.</p> </div> <div data-bbox="1260 568 2016 730"> <p>Mar March Evidence of Progress</p>  <p>SEL team ran three consecutive PD sessions in Jan/Feb based on article: "How Trauma-Informed are we really" by Paul Gorski. Staff worked on three commitment areas.</p> </div> <div data-bbox="1260 747 2016 974"> <p>May May Evidence of Progress</p>  <p>Continued Trauma-Informed PD presented by 92 administration and SEL team (modified the slide presentations that Deb Miller provided). Ended study with PowerPoint presentation on antiracism and implicit bias based on the work of Oregon Center for Educational Equity.</p> </div> <div data-bbox="1260 990 2016 1136"> <p>June June Evidence of Progress</p>  </div>
<div data-bbox="462 1153 630 1250">  <p>No Progress</p> </div> <div data-bbox="756 1153 966 1250">  <p>Accomplished</p> </div> <div data-bbox="1071 1153 1302 1250">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1153 1617 1250">  <p>Discontinue</p> </div>	

Reynolds School District 7

Glenfair Elementary

2020-2021 Formative Review with Notes



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation⁹⁴ in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: STAR Benchmark Assessments, Lexia assessments, Dreambox proficiency reports, and other local assessments determined by grade levels

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: Grade Level PLCs will focus on planning all units and in reviewing all unit outcomes at the individual student level. All grade levels will plan for three levels of student support as needed: 1) whole group- grade level standards exposure for all, 2) small group grade level instruction differentiated to meet student needs, and 3) intervention instruction at the level of student instruction to bring them to grade level content. Comprehensive Distance Learning allows for more PLC time, increased number of staff assigned to tutor and/or facilitate small groups, and flexibility in scheduling to allow more small groups and more individualized instruction time.</p> <p>Strategy's Expected Result/Impact: More students getting exposure to grade level content and intervention</p> <p>Staff Responsible for Monitoring: Grade Level PLCs to monitor agendas and results</p> <p>Title I Components (ORIS Domains): 3.1, 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<table border="0"> <tr> <td data-bbox="1260 592 1365 738"> <p>Dec</p>  </td> <td data-bbox="1386 592 2016 738"> <p>December Evidence of Progress</p> <p>Grade Level PLCs are meeting weekly to discuss student progress and adapt upcoming units.</p> </td> </tr> <tr> <td data-bbox="1260 747 1365 795"> <p>Mar</p> </td> <td data-bbox="1386 747 2016 812"> <p>March Evidence of Progress</p> <p style="text-align: right;">96</p> </td> </tr> <tr> <td data-bbox="1260 820 1365 868"> <p>May</p> </td> <td data-bbox="1386 820 2016 868"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 885 1365 933"> <p>June</p> </td> <td data-bbox="1386 885 2016 933"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Grade Level PLCs are meeting weekly to discuss student progress and adapt upcoming units.</p>	<p>Mar</p>	<p>March Evidence of Progress</p> <p style="text-align: right;">96</p>	<p>May</p>	<p>May Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Grade Level PLCs are meeting weekly to discuss student progress and adapt upcoming units.</p>								
<p>Mar</p>	<p>March Evidence of Progress</p> <p style="text-align: right;">96</p>								
<p>May</p>	<p>May Evidence of Progress</p>								
<p>June</p>	<p>June Evidence of Progress</p>								

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Grade levels will offer clearer, stronger, and more intentional instruction by following priority standards as identified in RSD instructional framework documents K-5.</p> <p>Strategy's Expected Result/Impact: instruction is more focused and intentional on priority standards</p> <p>Staff Responsible for Monitoring: Structure of SUN to increase academic time starting winter session</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<p>Dec  December Evidence of Progress All grade levels are following district framework documents.</p> <p>Mar  March Evidence of Progress All grade levels are following district framework documents.</p> <p>May  May Evidence of Progress All grade levels are following district framework documents.</p> <p>June  June Evidence of Progress Though instructors have utilized current instructional framework to offer comprehensive learning through CDL and hybrid models, adjustments will need to be made to adapt back to full in-person learning for the 21-22 school year.</p> <p style="text-align: right;">97</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: English Language Development and Specially Designed Instruction will be supported through collaborative planning and co-teaching in the general education setting.</p> <p>Strategy's Expected Result/Impact: all students learning together</p> <p>Staff Responsible for Monitoring: Special Education Staff, Classroom teachers, ELD Staff</p> <p>Title I Components (ORIS Domains): 3.2, 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<p>Dec  December Evidence of Progress Progress is limited in co-teaching and collaborative planning in distance learning.</p> <p>Mar  March Evidence of Progress Progress is limited in co-teaching and collaborative planning in distance learning.</p> <p>May  May Evidence of Progress Some progress has been made in the movement to hybrid learning</p> <p>June  June Evidence of Progress Training and ample time to support co-teaching and collaborative planning will need to be secured for the 2021-22 school year.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Professional development will be provided to all instructional staff for universal design for learning (UDL), a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.</p> <p>Strategy's Expected Result/Impact: impactful instruction for all learners evidence of UDL in classroom lessons evidence of UDL in teacher collaboration</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<div data-bbox="1260 121 1995 251"> <p>Dec December Evidence of Progress Professional Development was provided, but UDL model in distance learning has been placed on hold.</p>  </div> <div data-bbox="1260 276 1995 406"> <p>Mar March Evidence of Progress Professional Development was provided, but UDL model in distance learning has been placed on hold.</p>  </div> <div data-bbox="1260 430 1995 560"> <p>May May Evidence of Progress Professional Development was provided, but UDL model in distance learning has been placed on hold.</p>  </div> <div data-bbox="1260 584 1995 730"> <p>June June Evidence of Progress There will need to be further professional development and emphasis placed on embedding UDL practices into the classroom starting the 21-22 school year.</p>  </div>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Use of Lexia and Dreambox during applied/asynchronous learning time to support lagging skills and provide extension for those that are progressing more quickly through the standards</p> <p>Strategy's Expected Result/Impact: More independent practice of content at student independent learning level.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I Components (ORIS Domains): 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<div data-bbox="1260 308 1974 446"> <p>Dec December Evidence of Progress</p>  55% Grade levels have been increasing use of Lexia and Dreambox each month.</div> <div data-bbox="1260 470 1974 609"> <p>Mar March Evidence of Progress</p>  80% Grade levels have been increasing use of Lexia and Dreambox each month.</div> <div data-bbox="1260 633 1974 771"> <p>May May Evidence of Progress</p>  85% Grade levels have been increasing use of Lexia and Dreambox each month.</div> <div data-bbox="1260 795 1974 917"> <p>June June Evidence of Progress 99</p>  Continue use of Lexia and Dreambox software for summer programming and fall.</div>
<div data-bbox="462 941 514 990"></div> No Progress <div data-bbox="756 941 808 990"></div> Accomplished <div data-bbox="1071 941 1134 990"></div> Continue/Modify <div data-bbox="1428 941 1480 990"></div> Discontinue	

Goal 2: Equity

Performance Objective 1: Staff and Students at Glenfair will increase awareness and increase equitable practices

Evaluation Data Sources: CEE survey data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Staff will engage in equity discussion guided by administration using the book Culturally Responsive Teaching and the Brain.</p> <p>Strategy's Expected Result/Impact: Teaching practices to reflect cultural response and sensitivity for greater student outcomes</p> <p>Staff Responsible for Monitoring: Calendar of meetings and agenda</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 365 2016 527"> <p>Dec December Evidence of Progress</p>  <p>Staff have engaged in 2 presentations of CRT. We have 2 additional PDs scheduled. We have a deep dive team working on content. We are contracting with CFEE for 4 sessions prior to the end of the school year.</p> </div> <div data-bbox="1260 544 2016 706"> <p>Mar March Evidence of Progress</p>  <p>Staff have engaged in 3 presentations of CRT. We have 1 additional PDs scheduled. We have a deep dive team working on content. We are contracting with CFEE for 4 sessions prior to the end of the school year.</p> </div> <div data-bbox="1260 722 2016 885"> <p>May May Evidence of Progress</p>  <p>Staff have engaged in 4 presentations of CRT. We have a deep dive team working on content. We are contracting with CFEE for 4 sessions prior to the end of the school year.</p> </div> <div data-bbox="1260 901 2016 1063"> <p>June June Evidence of Progress</p>  <p>The equity work is off to a great start at Glenfair. We overcame many scheduling challenges, but were able to both launch the DRT book study/PD cycle and engage in 4 sessions of CFEE training as a staff.</p> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Glenfair will maintain a staff equity team with a goal of surfacing parent and student voice</p> <p>Strategy's Expected Result/Impact: on-going data driven professional development and student support</p> <p>Staff Responsible for Monitoring: Monthly meeting scheduled, agenda, notes, commitments</p> <p>Title I Components (ORIS Domains): 3.1, 3.3 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec  December Evidence of Progress Equity team meets weekly. Student social justice club meets weekly. The students are planning and implementing a Black History Month assembly.</p> <p>Mar  March Evidence of Progress Equity team meets weekly. Student social justice club meets weekly. The students implemented a Black History Month assembly.</p> <p>May  May Evidence of Progress Equity team meets weekly. Student social justice club meets weekly. An all school read aloud week resulted in a student led assembly about walking in our shoes.</p> <p>June  June Evidence of Progress The practices established by the equity team must remain in place- weekly meetings, assemblies, social justice club. All of these interactions have brought student voice to the surface in many things we do at Glenfair.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Students will be taught strategies to handle emotions through Social Emotional Learning curriculum (SEL) - Kimochis (identifying feelings, how to talk about feelings, appropriate ways to communicate), Zones of Regulation- (identify how you are presenting in a situation and how to get back to balance), Community Circles (to feel a part of a bigger entity or group)</p> <p>Strategy's Expected Result/Impact: Students will either choose to implement strategies or will apply strategies at teacher prompting to ensure safe and successful school experience</p> <p>Staff Responsible for Monitoring: Professional Development on SEL curriculum, check-in with teacher implementation, observations with feedback</p>	<p>Dec  December Evidence of Progress Kimochis training and monthly lessons have been going well. Students are offered a daily check-in and support through community circles.</p> <p>Mar  March Evidence of Progress Kimochis training and monthly lessons have been going well. Students are offered a daily check-in and support through community circles.</p> <p>May  May Evidence of Progress Kimochis training and monthly lessons have been going well. Students are offered a daily check-in and support through community circles. A kimochi's parent night was offered to families.</p> <p>June  June Evidence of Progress Community Circles will need to be adjusted to being back in-person for the 21-22 school year.</p>
Strategy/Action 4 Details	Reviews 102
<p>Strategy/Action 4: A social justice club for students will be offered</p> <p>Strategy's Expected Result/Impact: greater student voice</p> <p>Staff Responsible for Monitoring: Equity Committee Members</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec  December Evidence of Progress Social justice club meets weekly.</p> <p>Mar  March Evidence of Progress Social justice club meets weekly.</p> <p>May  May Evidence of Progress Social justice club meets weekly.</p> <p>June  June Evidence of Progress Keep up the amazing work of the social justice club for the 21-22 school year.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Staff professional learning groups will be created and implemented with the goal of increased understanding, awareness, and practices around anti-racist efforts.</p> <p>Goals:</p> <ul style="list-style-type: none"> - common working definition of racism - library of shared resources - increase student exposure to race in texts and content - ensure content covering racial history and current culture is examined for accuracy and to eliminate "whitewashing" <p>Strategy's Expected Result/Impact: Evidence of anti-racist conversation, decision-making, and action</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Dec December Evidence of Progress</p> <p> Much of this work is blended in the CRT work as well.</p> <p>Mar March Evidence of Progress</p> <p> Much of this work is blended in the CRT and CFEE work.</p> <p>May May Evidence of Progress</p> <p> Much of this work is blended in the CRT and CFEE work. 103</p> <p>June June Evidence of Progress</p> <p> The foundation of this work was done with the CFEE training and CRT training this year. The work should continue in the 21-22 school year.</p> </div>
 No Progress  Accomplished	 Continue/Modify  Discontinue

Goal 2: Equity

Performance Objective 2: The percentage of regular attenders will increase

Evaluation Data Sources: State Report Card Attendance Rating

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Case managers are assigned to each grade level to support attendance/virtual engagement effort. All interventions, support, and concerns are reviewed at weekly attendance meetings.</p> <p>Strategy's Expected Result/Impact: Students attending school more often</p> <p>Staff Responsible for Monitoring: Weekly meetings to review student attendance and support</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.4 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec  December Evidence of Progress Case managers are assigned. Weekly meetings occur. Many interventions and strategies have been tried (weekly planning sheet, home visits, reminder calls, etc) Students attendance is still struggling in CDL.</p> <p>Mar  March Evidence of Progress Case managers are assigned. Weekly meetings occur. Many interventions and strategies have been tried (weekly planning sheet, home visits, reminder calls, etc) Students attendance is still struggling in CDL.</p> <p>May  May Evidence of Progress Case managers are assigned. Weekly meetings occur. Many interventions and strategies have been tried (weekly planning sheet, home visits, reminder calls, etc) Students attendance is still struggling in CDL. The addition to hybrid has complicated attendance.</p> <p>June  June Evidence of Progress This will continue to be a priority at Glenfair.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: School-wide attendance system implementation with acknowledge student online engagement.</p> <ul style="list-style-type: none"> - importance of attendance communicated through newsletters and parent conferences - grizzly bears earned for classroom engagement - monthly engagement awards presented in monthly video <p>Strategy's Expected Result/Impact: Students will attend virtual school regularly</p> <p>Staff Responsible for Monitoring: Scheduled events, noting which students are receiving certificates and conference calendars</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.4 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Still working on ways to celebrate student effort adequately under current guidance of attendance vs. getting data on engagement.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Adjustments made to the goal based on attendance/engagement.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Adjustments made to the goal based on attendance/engagement.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>This will need to continue to be a focus area for Glenfair.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Communication

Performance Objective 1: Glenfair Staff will increase communication of expectations and standards of school to students and families

Evaluation Data Sources: CEE data results

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Staff written communication will include monthly school newsletters, weekly teaching and learning information (via remind), and weekly updates provided on social media.</p> <p>Strategy's Expected Result/Impact: Parents will report being more informed of school experiences</p> <p>Staff Responsible for Monitoring: Copies of newsletters documented</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3, 3.4, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec</p>  <p>December Evidence of Progress</p> <p>Families have been offered newsletters, remind messages and weekly updates.</p> </div> <div style="margin-bottom: 10px;"> <p>Mar</p>  <p>March Evidence of Progress</p> <p>Families have been offered newsletters, remind messages and weekly updates. Also, monthly family events.</p> </div> <div style="margin-bottom: 10px;"> <p>May</p>  <p>May Evidence of Progress</p> <p>Families have been offered newsletters, remind messages and weekly updates. Also, monthly family events.</p> </div> <div> <p>June</p>  <p>June Evidence of Progress</p> <p>Continue to adjust this goal for the 21-22 school year.</p> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Staff will increase family conference to four times this school year. The first conference will be an orientation for families followed by three additional conferences to set goals, update families on student engagement, and celebrate student learning</p> <p>Strategy's Expected Result/Impact: stronger connection with families</p> <p>Staff Responsible for Monitoring: classroom teachers</p> <p>Title I Components (ORIS Domains): 3.3, 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="text-align: right;">107</div> <p>Dec December Evidence of Progress  2 conferences have occurred</p> <p>Mar March Evidence of Progress  additional conferences occurred in March</p> <p>May May Evidence of Progress  All conferences were completed</p> <p>June June Evidence of Progress  All conferences were completed.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 4: Safety

Performance Objective 1: Glenfair students and families will be provided information, lessons, and practice in sharing and responding to feelings. This school year provides us with the ideal opportunity to team with parents so that school and home can help our students feel connected while in distance learning and learn and practice powerful communication tools. Monthly lessons will be provided in classrooms and through parent meetings/parent newsletter:

Month #1- All feelings are ok. All behaviors are not.

Month #2- We take a calm down breath so we can better manage and communicate mad, frustrated, disappointed and other hard-to-have feelings in helpful and healthy ways.

Month #3- We take and give re-do's as everyone can make mistakes when communicating feelings as sometimes, we yell or do other regretful actions with our upset feelings. We stop, start over and do better.

Following months will be determined based on need and in conjunction with Kimochis consultant, Ellen Dodge.

Evaluation Data Sources: Parent and student feedback

Summative Evaluation: Met Objective

Goal 4: Safety

Performance Objective 2: Increase staff understanding and use of restorative practices in problem solving student conflict.

Evaluation Data Sources: decrease in student repeat incidents

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: All staff will receive mandt training</p> <p>Strategy's Expected Result/Impact: increase restorative practice implementation in the building</p> <p>Staff Responsible for Monitoring: registration and attendance at training opportunities</p> <p>Title I Components (ORIS Domains): 3.1 - Characteristics: Focused Professional Development</p>	<table border="0"> <tr> <td data-bbox="1255 505 1367 639"> <p>Dec</p>  </td> <td data-bbox="1398 505 2011 602"> <p>December Evidence of Progress</p> <p>Monthly information to students and parents have been offered.</p> </td> </tr> <tr> <td data-bbox="1255 662 1367 797"> <p>Mar</p>  </td> <td data-bbox="1398 662 2011 732"> <p>March Evidence of Progress</p> <p>some staff attending training</p> </td> </tr> <tr> <td data-bbox="1255 824 1367 959"> <p>May</p>  </td> <td data-bbox="1398 824 2011 894"> <p>May Evidence of Progress</p> <p>working to schedule additional trainings</p> </td> </tr> <tr> <td data-bbox="1255 987 1367 1122"> <p>June</p>  </td> <td data-bbox="1398 987 2011 1057"> <p>June Evidence of Progress</p> <p>All staff need Mandt training</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Monthly information to students and parents have been offered.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>some staff attending training</p>	<p>May</p> 	<p>May Evidence of Progress</p> <p>working to schedule additional trainings</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>All staff need Mandt training</p>
<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Monthly information to students and parents have been offered.</p>								
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<p>June</p> 	<p>June Evidence of Progress</p> <p>All staff need Mandt training</p>								
<table border="0"> <tr> <td data-bbox="464 1138 516 1179"></td> <td data-bbox="758 1138 810 1179"></td> <td data-bbox="1073 1138 1125 1179"></td> <td data-bbox="1430 1138 1482 1179"></td> </tr> <tr> <td data-bbox="495 1195 638 1224">No Progress</td> <td data-bbox="789 1195 957 1224">Accomplished</td> <td data-bbox="1104 1195 1304 1224">Continue/Modify</td> <td data-bbox="1461 1195 1604 1224">Discontinue</td> </tr> </table>					No Progress	Accomplished	Continue/Modify	Discontinue	
No Progress	Accomplished	Continue/Modify	Discontinue						

Goal 4: Safety

Performance Objective 3: All programs and systems within Glenfair Elementary will ensure a safe learning environment by establishing boundaries, setting expectations, and responding to unsafe practices through restorative processes.

Evaluation Data Sources: practices provided in writing

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Safety procedures will be in writing, reviewed by students and families, and practiced throughout the year.</p> <p>Strategy's Expected Result/Impact: safety procedures will be established</p> <p>Staff Responsible for Monitoring: drills will be documented, feedback provided to staff as needed</p>	<p>Dec December Evidence of Progress  Some work has been done around this support, but less is necessary in current instructional model.</p> <p>Mar March Evidence of Progress  handbook was provided</p> <p>May May Evidence of Progress 110  handbook and response protocol was modified for hybrid</p> <p>June June Evidence of Progress  Continue to modify this work for the 21-22 school year.</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 5: Fiscal Responsibility

Performance Objective 1: Use building budget to support increased achievement and family engagement for the Glenfair Community.

Reynolds School District 7

Hartley Elementary

2020-2021 Formative Review with Notes



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 113
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goal 2: Equity	7
Goal 3: Communication	13
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Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: Assessment Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: All teachers will use the RSD K-10 Framework for instruction for both reading and math.</p> <p>Strategy's Expected Result/Impact: Clarity of instruction Laser Like Focus on the priority standards for the grade level</p> <p>Staff Responsible for Monitoring: Building Admin PLC Leads</p> <p>Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards</p>	<p>Dec December Evidence of Progress</p> <p> PLC meeting notes PD regarding Distance Learning Best Practices</p> <p>Mar March Evidence of Progress</p> <p> 115</p> <p>May May Evidence of Progress</p> <p> District K-12 Framework Focus</p> <p>June June Evidence of Progress</p> <p></p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: English Language Support and SPED support provided through real-time opportunities within the general ed setting.</p> <p>Strategy's Expected Result/Impact: English Language development increase for all students Access to grade level content standards</p> <p>Staff Responsible for Monitoring: ELD and SPED staff Gen Ed teachers Building Administrators</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching</p>	<p>Dec December Evidence of Progress</p>  <p>ELD teachers attending PLC meetings ELD teachers co-teaching with Gen Ed teachers ELD students receive extra support as needed by gen ed and ELD teacher Resource SPED model in beginning stages during CDL</p> <p>Mar March Evidence of Progress</p>  <p>SPED schedule and caseload, along with the CDL/Hybrid model, and change in model we had some barriers.</p> <p>May May Evidence of Progress</p>  <p>ELD Teacher attending PLC meetings. Partial ELD teachers co-teaching with Gen Ed teachers EL students supported as needed by staff</p> <p>June June Evidence of Progress</p>  <p>Inclusion model followed. Data collection and team conversations can be improved. Changes coming due to Title III Audit.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Use of Lexia and Dreambox during personal learning time to fill in any LAGGING skills and provide extension for those that are progressing more quickly through the standards.</p> <p>Strategy's Expected Result/Impact: Increase in access to grade level standards if lagging skills can be taught in a virtual way through these programs</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<p>Dec  70% December Evidence of Progress Dreambox and Lexia are being used effectively by more than 50% of our students. Teachers have been trained.</p> <p>Mar  70% March Evidence of Progress</p> <p>May  85% May Evidence of Progress 81% of students participating in Dreambox 75 % students participating in LEXIA</p> <p>June  June Evidence of Progress This goal should be ongoing due to gaps in learning due to past two years instructional model during DL and CDL/Hybrid Lexia /Dreambox data will be attached.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Professional Development in the USE of the UDL model for instruction.</p> <p>Strategy's Expected Result/Impact: Increase in research based strategies to be used within the gen ed classroom that meet the learning needs of all students</p> <p>Staff Responsible for Monitoring: ELD/SPED/General Ed Teachers Building Admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Dec December Evidence of Progress</p> <p> UDL introduced in Spring. No evidence of it being applied consistently in planning across the school. Due to other priority trainings, this strategy has been on the back burner.</p> <p>Mar March Evidence of Progress</p> <p> 10%</p> <p>May May Evidence of Progress</p> <p> 10% Not able to complete</p> <p>June June Evidence of Progress</p> <p> Not sure what the focused instructional model will be for the 2021-22 school year</p> <p style="text-align: right;">118</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 2: Equity

Performance Objective 1: Increase of parent involvement and engagement in school activities.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: See Communication Goals below which replicate our strategies regarding increasing parent involvement.</p>	
	<p>Dec December Evidence of Progress  Systems in place. See communication goals evidence</p>
	<p>Mar March Evidence of Progress </p>
	<p>May May Evidence of Progress  119</p>
	<p>June June Evidence of Progress </p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching practices.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Continue Book Study of Culturally Responsive Teaching and the Brain by Zaretta Hammond.</p> <p>Strategy's Expected Result/Impact: Use of CRT strategies within the classroom</p> <p>Staff Responsible for Monitoring: Building Admin</p>	<p>Dec December Evidence of Progress  Book Study completed through Ch. 7. Will complete in January</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress  120</p> <p>June June Evidence of Progress  Recommend continuing equity work with more in depth conversations about racism per EQUITY committee.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity

Performance Objective 3: Increase in number of chronic attenders.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews																
<p>Strategy/Action 1: CARE team tiered levels of support</p> <p>Strategy's Expected Result/Impact: Improvement of engagement in distance learning</p> <p>Staff Responsible for Monitoring: Teacher Counselors Building Admin Registrar</p>	<table border="0"> <tr> <td data-bbox="1262 305 1360 337">Dec</td> <td data-bbox="1520 305 1896 337">December Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 342 1360 440"></td> <td data-bbox="1398 342 1969 440">System in place to discuss students that are not engaging in learning. Continue to brainstorm other ideas for all students participation. No barriers</td> </tr> <tr> <td data-bbox="1262 464 1360 496">Mar</td> <td data-bbox="1541 464 1875 496">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 505 1360 602"></td> <td></td> </tr> <tr> <td data-bbox="1262 626 1360 659">May</td> <td data-bbox="1551 626 1864 659">May Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 667 1360 764"></td> <td></td> </tr> <tr> <td data-bbox="1262 789 1360 821">June</td> <td data-bbox="1551 789 1997 821">June Evidence of Progress 121</td> </tr> <tr> <td data-bbox="1262 829 1360 927"></td> <td data-bbox="1398 829 1986 927">Notes are in CARE team folder but are not able to be publicly shared Weekly calendar invites</td> </tr> </table>	Dec	December Evidence of Progress		System in place to discuss students that are not engaging in learning. Continue to brainstorm other ideas for all students participation. No barriers	Mar	March Evidence of Progress			May	May Evidence of Progress			June	June Evidence of Progress 121		Notes are in CARE team folder but are not able to be publicly shared Weekly calendar invites
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Mar	March Evidence of Progress																
																	
May	May Evidence of Progress																
																	
June	June Evidence of Progress 121																
	Notes are in CARE team folder but are not able to be publicly shared Weekly calendar invites																

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Daily Real-Time Check-ins between staff and students.</p> <p>Strategy's Expected Result/Impact: Increase in trust and collaboration between staff, student and family</p> <p>Staff Responsible for Monitoring: Teachers CARE TEAM Building Admin</p>	<p>Dec December Evidence of Progress</p> <p> Daily schedule has been put in place that has teachers and students checking in daily. Variety of times are available. CARE team is active and collaborating to support students and families that need more support.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Daily Schedule/Attendance</p>
Strategy/Action 3 Details	Reviews 122
<p>Strategy/Action 3: Daily Peer Interaction within the classrooms (whether online or in person)</p> <p>Strategy's Expected Result/Impact: Increased engagement and feeling of belonging in the school community</p> <p>Staff Responsible for Monitoring: Classroom Teacher</p>	<p>Dec December Evidence of Progress</p> <p> Zoom break out rooms and structure within the virtual classroom have been practices and put to use in the classrooms We also have done monthly assemblies</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Daily Schedule/Attendance</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Digital Learning Needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems, and digital content available to all students.</p> <p>Strategy's Expected Result/Impact: Access to learning for all</p> <p>Staff Responsible for Monitoring: TECH team Building Admin</p>	<p>Dec December Evidence of Progress  Parent Academy and Tech team process has been a huge support for our Hartley students. The forms we have developed have allowed us to respond in a highly efficient way.</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  Hartley Tech team served over 10 students per week in order to take away any barriers to learning. ¹²³</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Equity

Performance Objective 4: Develop a Hartley Equity Team that will develop a Professional Learning approach to training and conversations around Equity for the full Hartley Team.

Evaluation Data Sources: Team will be up and running by January 2021

Summative Evaluation: Exceeded Objective

Goal 3: Communication

Performance Objective 1: Increase communication systems for our families

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Twice a month family newsletter</p> <p>Strategy's Expected Result/Impact: Improved engagement of families in their child's education</p> <p>Staff Responsible for Monitoring: Pam B Building Admin</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Using SMORE program for bi-monthly newsletters</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p> <p>Newsletter was sent out twice monthly to families and we began a student newsletter this year, too!</p>
	<p>June</p> 	<p>June Evidence of Progress 125</p> <p>See Hartley Website for all newsletters</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Monthly parent ZOOM meetings to share information, but also provide time for questions and feedback.</p> <p>Strategy's Expected Result/Impact: Relationship building between parents and building admin</p> <p>Staff Responsible for Monitoring: Building Admin</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress  Monthly Parent Meetings have been done since August virtually. Time is set aside in all meetings for parent feedback and questions</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress  Parent meetings were monthly through March. April/May/June nights focused on SUN, Kindergarten registration</p> <p>June June Evidence of Progress  Small turn out for meetings. Did get good feedback. Wonder about Parent Club participation once back to "regular" school.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Survey of families 4 times per year for feedback on our service delivery this year.</p> <p>Strategy's Expected Result/Impact: Information for Hartley to improve their systems to support families</p> <p>Staff Responsible for Monitoring: District Communications Department Building Admin</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress  Asked for specific feedback during the two parent conferences (Oct and Nov)</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress  Parent conferences, CDL survey, HYBRID survey</p> <p>June June Evidence of Progress  participation rate for conferences and on CEE survey</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Parent conferences - open dialogue for meeting the needs of students</p>	<p>Dec  December Evidence of Progress Two conference schedules with goals for each conference meeting discussed by staff in advance.</p> <p>Mar  March Evidence of Progress</p> <p>May  May Evidence of Progress 70% attendance for the year for conferences.</p> <p>June  June Evidence of Progress n/a</p>
Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Increase social media presence for Hartley School. This includes membership in our Facebook Page and starting a Hartley Twitter Account.</p> <p>Strategy's Expected Result/Impact: Variety of ways for families to get information about Hartley and our programs</p> <p>Staff Responsible for Monitoring: Head Secretary Building Admin</p> <p>Characteristics: High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec  December Evidence of Progress Increase of FACEBOOK presence. Have not yet started a TWITTER account.</p> <p>Mar  March Evidence of Progress</p> <p>May  May Evidence of Progress We have our FACEBOOK page up and going. We have not yet started our TWITTER account.</p> <p>June  June Evidence of Progress Not reaching all families yet....</p>

Strategy/Action 6 Details	Reviews
<p>Strategy/Action 6: Use of Remind App, autodialer, and school messenger for updates and family two way communication</p> <p>Strategy's Expected Result/Impact: Team approach to student learning Trust Building</p> <p>Staff Responsible for Monitoring: Classroom Teacher Head Secretary Building Admin</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 324 2016 470"> <p>Dec December Evidence of Progress</p> <p> Systematic approach to communicating in regards to supply pick up, school lunch availability, and other Hartley events.</p> </div> <div data-bbox="1260 487 2016 633"> <p>Mar March Evidence of Progress</p> <p></p> </div> <div data-bbox="1260 649 2016 795"> <p>May May Evidence of Progress</p> <p> Worked well for all events this year. Teachers are now experts in the use of REMIND as well and will continue using in the years to come.</p> </div> <div data-bbox="1260 812 2016 941"> <p>June June Evidence of Progress</p> <p> Learn more how the main office can support sets of communication for specific groups. 128</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 966 640 1055">  No Progress </div> <div data-bbox="756 966 955 1055">  Accomplished </div> <div data-bbox="1071 966 1312 1055">  Continue/Modify </div> <div data-bbox="1428 966 1606 1055">  Discontinue </div> </div>	

Goal 4: Safety

Performance Objective 1: Increase of students and families feeling that Hartley is a safe and welcoming school

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Family Survey 3 times/year with a focus on perceptions of the school and our service to their family</p> <p>Strategy's Expected Result/Impact: Two way communication for improving systems</p> <p>Staff Responsible for Monitoring: Communication Dept Building Admin</p>	<div data-bbox="1260 430 2016 755"> <p>Dec December Evidence of Progress</p>  <p>No survey has been done, but conversations occur daily with families by classroom teacher in regards to working collaboratively. Parent feedback from parent meetings have all been positive and parents feel their child is being served during this pandemic. CARE team feedback has been extremely positive from the parents. They know they have a point of contact if they need anything. Hartley Resource Fair was a very positive event, as well.</p> </div> <div data-bbox="1260 771 2016 917"> <p>Mar March Evidence of Progress 129</p>  </div> <div data-bbox="1260 933 2016 1079"> <p>May May Evidence of Progress</p>  <p>CEE survey reflects positive feelings of HARTLEY and the perceptions of our school</p> </div> <div data-bbox="1260 1096 2016 1242"> <p>June June Evidence of Progress</p>  </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1250 630 1339">  <p>No Progress</p> </div> <div data-bbox="756 1250 955 1339">  <p>Accomplished</p> </div> <div data-bbox="1071 1250 1302 1339">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1250 1596 1339">  <p>Discontinue</p> </div> </div>	

Goal 4: Safety

Performance Objective 2: Increase in the number of students who demonstrate self regulation in school settings

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Professional Development for teachers in the area of co-regulation and de-escalation strategies</p> <p>Strategy's Expected Result/Impact: Staff and students using the strategies to regulation the norm</p> <p>Staff Responsible for Monitoring: Counselors Social Worker Building Admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress</p> <p> PD on hold during CDL</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p> We had 3 staff meetings that focused on regulation and de-escalation strategies. The MAY PD had to be put on hold due to Counselors being pulled for a FLIGHT TEAM training for 3 days.</p> <p>June June Evidence of Progress 130</p> <p> see May</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Use of Community Circles, Second Steps, and other social emotional lessons to build up student regulation strategies.</p>	<p>Dec December Evidence of Progress  Daily Community meetings are occurring that use our developed PBIS, RJ and SEL components.</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress  Built into schedule daily.</p> <p>June June Evidence of Progress  no added info.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Monthly Traits of focus with SEL lessons, positive referrals, and awards for traits being displayed</p> <p>Strategy's Expected Result/Impact: Positive School Climate Community Feel across the school</p> <p>Staff Responsible for Monitoring: Counselors Social Worker Building Admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress  Monthly awards based on the trait of the month. Started in October.</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress  Assemblies, positive rewards, 100% awards, etc....</p> <p>June June Evidence of Progress  End of year assembly June 8 and 9</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Restorative Practices taught within the classroom during circle time and reinforced by all staff in all venues of the school</p> <p>Strategy's Expected Result/Impact: Independent Problem solving and repair when issues arise</p> <p>Staff Responsible for Monitoring: Counselors Social Worker Building Admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">When restorative conversations are needed, staff is either leading the conversation on their own, or are asking for support from the counselors.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Limited due to CDL and HYBRID</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> </div> <div style="text-align: right; margin-top: 20px;">132</div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Design Hartley Family Night Activities- Still to be determined how to best do this in a virtual setting to start the fall 2020</p> <p>Strategy's Expected Result/Impact: Family engagement in learning</p> <p>Staff Responsible for Monitoring: Family Engagement Committee Building Admin</p> <p>Characteristics: High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 292 1365 430"> <p>Dec</p>  </div> <div data-bbox="1386 292 1890 357"> <p>December Evidence of Progress January 2021 will be the first event.</p> </div> <div data-bbox="1260 454 1365 592"> <p>Mar</p>  </div> <div data-bbox="1533 454 1890 487"> <p>March Evidence of Progress</p> </div> <div data-bbox="1260 617 1365 755"> <p>May</p>  </div> <div data-bbox="1386 617 1890 747"> <p>May Evidence of Progress Family Night in January was a huge success. SUN K/1 family night planned for May 27th. Connect to Kindergarten May 20th</p> </div> <div data-bbox="1260 779 1365 909"> <p>June</p>  </div> <div data-bbox="1533 779 1890 812"> <p>June Evidence of Progress</p> </div> <div data-bbox="1932 779 2016 812"> <p>134</p> </div>
<div data-bbox="462 925 525 974">  </div> <p>No Progress</p> <div data-bbox="756 925 819 974">  </div> <p>Accomplished</p> <div data-bbox="1071 925 1134 974">  </div> <p>Continue/Modify</p> <div data-bbox="1428 925 1491 974">  </div> <p>Discontinue</p>	

Reynolds School District 7

Margaret Scott Elementary

2020-2021 Formative Review with Notes



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Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 136
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade-level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: STAR Benchmark Assessments, Lexia assessments, Dreambox proficiency reports, and other local assessments determined by grade levels

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Grade Level PLCs will focus on planning all units and in reviewing all unit outcomes at the individual student level. All grade levels will plan for three levels of student support as needed: 1) whole group- grade-level standards exposure for all, 2) small group grade-level instruction differentiated to meet student needs, and 3) intervention instruction at the level of student instruction to bring them to grade-level content. Comprehensive Distance Learning allows for more PLC time, an increased number of staff assigned to tutor and/or facilitate small groups, and flexibility in scheduling to allow more small groups and more individualized instruction time.</p> <p>Strategy's Expected Result/Impact: More students getting exposure to grade-level content and intervention</p> <p>Staff Responsible for Monitoring: Grade Level PLCs to monitor agendas and results</p> <p>Title I Components (ORIS Domains): 3.1, 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<div data-bbox="1260 121 2016 324"> <p>Dec December Evidence of Progress</p>  <p>Grade Level PLC's meet weekly and share information from student work and participation. The information is shared with the administration team and notes/revisions take place as needed to improve instructional delivery and student engagement.</p> </div> <div data-bbox="1260 332 2016 535"> <p>Mar March Evidence of Progress</p>  <p>Grade Level PLC's meet weekly and share information from student work and participation. The information is shared with the administration team and notes/revisions take place as needed to improve instructional delivery and student engagement.</p> </div> <div data-bbox="1260 544 2016 812"> <p>May May Evidence of Progress</p>  <p>Hybrid impacted Grade Level PLC's meeting times. However grade-level teams continued to meet weekly and share information from student work and participation. The information is shared with the administration team and notes/revisions take place as needed to improve instructional delivery and student engagement. 139</p> </div> <div data-bbox="1260 820 2016 1055"> <p>June June Evidence of Progress</p>  <p>Grade Level teams will continue to meet and share information about student work and progress. With the assistance of the instructional coach next year, the academic teams will receive additional support and professional development to enhance their instructional delivery.</p> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Grade levels will offer clearer, stronger, and more intentional instruction by following priority standards as identified in RSD instructional framework documents K-5.</p> <p>Strategy's Expected Result/Impact: Instruction is more focused and intentional on priority standards</p> <p>Staff Responsible for Monitoring: Principal/Instructional Team</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> Collaborating with the curriculum and instruction department to receive training and ongoing advice and direction to best provide instruction according to the Reynolds Instructional Framework.</p> <p>Mar March Evidence of Progress</p> <p> Collaborating with the curriculum and instruction department to receive training and ongoing advice and direction to best provide instruction according to the Reynolds Instructional Framework.</p> <p>May May Evidence of Progress</p> <p> Collaborating with the curriculum and instruction department to receive training and ongoing advice and direction to best provide instruction according to the 140 Reynolds Instructional Framework.</p> <p>June June Evidence of Progress</p> <p> Collaborating with the curriculum and instruction department to receive training and ongoing advice and direction to best provide instruction according to the Reynolds Instructional Framework.</p>
<p> No Progress</p> <p> Accomplished</p> <p> Continue/Modify</p> <p> Discontinue</p>	

Goal 1: Student Achievement

Performance Objective 2: Develop various pathways and procedures to enable each student to have access to authentic, real-world learning experiences across the curriculum and grade span.

Evaluation Data Sources: PLC's will document the authentic/real-world learning experiences available to every student.

Parent satisfaction survey.

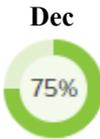
Goal 2: Equity

Performance Objective 1: To develop cultural competence within Margaret Scott which results in equity for students.

Summative Evaluation: Some progress made toward meeting Objective

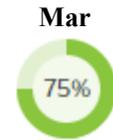
Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Analyzing data in order to identify inequities</p> <p>Modeling empathy by staff</p> <p>Character education/self-worth - Increased involvement</p> <p>Mental Health Awareness Initiative</p> <p>Strategy's Expected Result/Impact: Increased involvement</p> <p>Staff Responsible for Monitoring: Climate and Culture Committee and Counseling Department</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	

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December Evidence of Progress

The counseling and climate and culture teamwork weekly to discuss ways that we can outreach to families and meet their basic needs and help families manage under COVID conditions by offering social-emotional wellness sessions, community resources events, food service delivery, and other outreach opportunities to help eliminate student isolation.



March Evidence of Progress

The counseling and climate and culture teamwork weekly to discuss ways that we can outreach to families and meet their basic needs and help families manage under COVID conditions by offering social-emotional wellness sessions, community resources events, food service delivery, and other outreach opportunities to help eliminate student isolation.



May Evidence of Progress

Connect with students in person (Hybrid model) to get an authentic account of how students are really doing and identifying the exact social-emotional supports that students need to recover from the COVID experience. 145



June Evidence of Progress

Recovery will be ongoing for the 2021-22 school year. There will be an absence of resources over the summer months although families will be given information and referrals to community agencies that will be serving during the summer months. We the support of the counseling department we will resume activity in September 2021.



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Equity

Performance Objective 2: Create procedures to eliminate barriers so that all students can participate and experience success in high quality curricular and extracurricular programs.

Evaluation Data Sources: Examine grade reports in order to identify struggling students and attendance

Summative Evaluation: No progress made toward meeting Objective

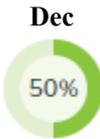
Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Establish clear and equitable grading procedures for all students.</p> <p>PLC teams will work towards grading equity (including but not limited to a minimum number of assignments, grade weighting, grade book categories, or common assessments) in order to ensure equity in grading.</p> <p>Identify possible economic barriers to participation by students in extracurricular activities or other supplemental supports.</p> <p>Examine grade reports in order to identify struggling students.</p> <p>Strategy's Expected Result/Impact: Increased overall participation in synchronous learning and applied learning activities.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Components (ORIS Domains): 3.1, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 495 2005 690"> <p>Dec December Evidence of Progress</p>  <p>Minimal progress has been made because our major focus has been student engagement and meeting students where they are keeping in mind that students and families have different entry and access points under COVID.</p> </div> <div data-bbox="1260 706 2005 901"> <p>Mar March Evidence of Progress</p>  <p>Minimal progress has been made because our major focus has been student engagement and meeting 147 students where they are keeping in mind that students and families have different entry and access points under COVID.</p> </div> <div data-bbox="1260 917 2005 1112"> <p>May May Evidence of Progress</p>  <p>Minimal progress has been made because our major focus has been student engagement and meeting students where they are keeping in mind that students and families have different entry and access points under COVID.</p> </div> <div data-bbox="1260 1128 2005 1364"> <p>June June Evidence of Progress</p>  <p>Students were in person for Hybrid for about 14 days. This allowed for more one-on-one support for students who may not have been accessing learning in the CDL model. However, students were not graded based on skills but on attendance and an active attempt to remain engaged in the learning under COVID conditions.</p> </div>
<div data-bbox="462 1380 525 1437"></div> <div data-bbox="756 1380 819 1437"></div> <div data-bbox="1071 1380 1134 1437"></div> <div data-bbox="1428 1380 1491 1437"></div>	<p>No Progress Accomplished Continue/Modify Discontinue</p>

Goal 2: Equity

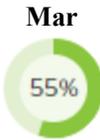
Performance Objective 3: Create a culturally responsive climate that ensures racial equity and equity in access for African American/Black, Latinx, SPED, ELD, Spanish Immersion, and other underserved students and families.

Evaluation Data Sources: Student and Family Surveys
Synergy Attendance records
The Center for Educational Effectiveness survey results

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Increase in knowledge and application of Culturally Responsive Teaching Practices.</p> <p>Strategy's Expected Result/Impact: Provide teacher tools to ensure students see themselves in the curriculum and daily lessons</p> <p>Staff Responsible for Monitoring: Principal School Climate Team</p> <p>Title I Components (ORIS Domains): 3.1, 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, High Levels of Family and Community Involvement</p>	



December Evidence of Progress
 We have developed an Equity team and our recent efforts include getting a more accurate understanding of our teaching staff and how they individually see race and the importance of culturally relevant practices.



March Evidence of Progress
 We have developed an Equity team and our recent efforts include getting a more accurate understanding of our teaching staff and how they individually see race and the importance of culturally relevant practices.



May Evidence of Progress
 We began showcasing the ethnicity, culture, and traditions of our teaching staff during our staff meeting by having individuals present their Racial Autobiography.



June Evidence of Progress
 During every staff meeting, we will ask a staff member to share their Racial Autobiography and breakout sessions will be held monthly that will highlight an area of focus around the issues of diversity, inclusion, and racial identity. 150



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Safety

Performance Objective 1: Consistently Implement restorative, trauma-informed, culturally responsive Tier 1 PBIS practices school-wide

Evaluation Data Sources: PBIS evaluation tool set, scores of 70% or higher, as recommended by the PBIS TFI scale score.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: PD focused on trauma-informed, culturally responsive, restorative implementation of Tier 1 PBIS practices provided by district TOSA.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of practices yields a safer, more respectful environment for students which increases student success and decreases trauma response.</p> <p>Staff Responsible for Monitoring: Principal, Restorative Practice TOSA, and Tier 1 PBIS team.</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> Limited evidence. We will continue to discuss the importance of showing empathy and being careful of the language we use to describe and label children and families.</p> <p>Mar March Evidence of Progress</p> <p> Limited evidence. We will continue to discuss the importance of showing empathy and being careful of the language we use to describe and label children and families.</p> <p>May May Evidence of Progress</p> <p> Limited evidence. We will continue to discuss the importance of showing empathy and being careful of the language we use to describe and label children and families.</p> <p>June June Evidence of Progress</p> <p> An end of the year meeting will take place with the entire school community that will highlight things that we have done well and things we need to work on as a school community to encourages academic achievement and excellence.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Utilize Staff PD time to define and monitor Tier 1 PBIS practices.</p> <p>Strategy's Expected Result/Impact: Defining and monitoring is expected to lead to broader consistency of practice.</p> <p>Staff Responsible for Monitoring: Principal & Climate and Culture Committee</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development, Supportive Learning Environment</p>	<div data-bbox="1260 292 1995 487"> <p>Dec December Evidence of Progress</p>  <p>Minimal work regarding our Tier I practices has occurred. Mainly due to the comprehensive distance learning framework. Tier I students are often acknowledged and celebrated through classroom meetings.</p> </div> <div data-bbox="1260 503 1995 698"> <p>Mar March Evidence of Progress</p>  <p>Minimal work regarding our Tier I practices has occurred. Mainly due to the comprehensive distance learning framework. Tier I students are often acknowledged and celebrated through classroom meetings.</p> </div> <div data-bbox="1260 714 1995 909"> <p>May May Evidence of Progress</p>  <p>Minimal work regarding our Tier I practices has occurred. Mainly due to the comprehensive distance learning framework. Tier I students are often acknowledged and celebrated through classroom meetings.</p> </div> <div data-bbox="1260 925 1995 1120"> <p>June June Evidence of Progress</p>  <p>Minimal work regarding our Tier I practices has occurred. Mainly due to the comprehensive distance learning framework. Tier I students are often acknowledged and celebrated through classroom meetings.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1144 630 1234">  <p>No Progress</p> </div> <div data-bbox="756 1144 955 1234">  <p>Accomplished</p> </div> <div data-bbox="1071 1144 1302 1234">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1144 1596 1234">  <p>Discontinue</p> </div> </div>	

Goal 3: Safety

Performance Objective 2: Increase our outreach to students and families to ensure they feel safe and supported in our school community

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Physical outreach to families including bus stops, apartment complexes, and parent conferences as requested and needed under Pandemic conditions.</p> <p>Strategy's Expected Result/Impact: Greater engagement and participation in school-sponsored events.</p> <p>Staff Responsible for Monitoring: Administration, Safety and Climate Committee</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3, 3.4 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div data-bbox="1255 516 1360 652"> <p>Dec</p>  </div> <p>December Evidence of Progress</p> <p>We have held community outreach opportunities with the support of volunteers, community agencies, and RSD transportation departments to go to neighborhood parks, apartment complexes to connect with students and families.</p> <div data-bbox="1255 732 1360 868"> <p>Mar</p>  </div> <p>March Evidence of Progress</p> <p>We have held community outreach opportunities with the support of volunteers, community agencies, and RSD transportation departments to go to neighborhood parks, apartment complexes to connect with students and families.</p> <div data-bbox="1255 948 1360 1084"> <p>May</p>  </div> <p>May Evidence of Progress</p> <p>We have held community outreach opportunities with the support of volunteers, community agencies, and RSD transportation departments to go to neighborhood parks, apartment complexes to connect with students and families. Integrated weekly distribution of food boxes to families every Thursday.</p> <div data-bbox="1255 1164 1360 1323"> <p>June</p>  </div> <p>June Evidence of Progress</p> <p>The counseling department will do a needs assessment/Post COVID work that will help to identify what is lacking in our school community.</p>
<div data-bbox="464 1344 516 1393">  </div> <p>No Progress</p> <div data-bbox="758 1344 810 1393">  </div> <p>Accomplished</p> <div data-bbox="1073 1344 1125 1393">  </div> <p>Continue/Modify</p> <div data-bbox="1430 1344 1482 1393">  </div> <p>Discontinue</p>	

Goal 4: Communication

Performance Objective 1: Improve communication systems so that parents, students, teachers, and administration are able to communicate effectively.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: School newsletter to families monthly and to Teachers weekly. Teacher updates to families weekly in online learning platforms.</p> <p>Strategy's Expected Result/Impact: Increase awareness of schools goals and initiatives, and improved engagement of families in their child's education</p> <p>Staff Responsible for Monitoring: Principal/Various Departments as needed</p> <p>Title I Components (ORIS Domains): 3.3, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, High Levels of Family and Community Involvement</p>	



Dec



December Evidence of Progress

Remind messages are sent daily by staff and administration. The counseling department sends weekly newsletters. The website has been updated with current information and teacher's frequently update Seesaw for educational purposes. Paper copies are left in grade-level bins outdoors for parents to pick up educational tools such as manipulatives, books, and school supplies!

Mar



March Evidence of Progress

Remind messages are sent daily by staff and administration. The counseling department sends weekly newsletters. The website has been updated with current information and teacher's frequently update Seesaw for educational purposes. Paper copies are left in grade-level bins outdoors for parents to pick up educational tools such as manipulatives, books, and school supplies!

May



May Evidence of Progress

The academic school day structure changed to Hybrid which allowed for more face-to-face contact with parents during pick-up and drop-off. However, ~~156~~ 156 families still elected to remain in CDL and REMIND/ZOOM were the primary methods for family communication to learn about student progress and other initiatives.

June



June Evidence of Progress

Review the Strategic Plan with the teaching staff and begin to build systems related to the plan that will highlight our goals and expected outcomes for the academic school year.



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Communication

Performance Objective 2: Streamline communication for staff to know what is happening in the community during distance learning and on-site.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Communication Plan for Staff: Weekly Friday Newsletter, Week at a Glance update, and Monday staff meetings. Limit additional emails and unnecessary communication in order for staff to focus on teaching and supporting families and students.</p> <p>Strategy's Expected Result/Impact: Increased understanding of what is happening at Margaret Scott and upcoming deadlines, tasks that need to be completed, etc.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>Title I Components (ORIS Domains): 3.1, 3.3 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<div data-bbox="1255 462 2005 597"> <p>Dec December Evidence of Progress</p>  <p>The administration has reduced daily emails to weekly emails. The emails are less often but more comprehensive.</p> </div> <div data-bbox="1255 625 2005 760"> <p>Mar March Evidence of Progress</p>  <p>The administration has reduced daily emails to weekly emails. The emails are less often but more comprehensive.</p> </div> <div data-bbox="1255 787 2005 922"> <p>May May Evidence of Progress 157</p>  <p>The administration has reduced daily emails to weekly emails. The emails are less often but more comprehensive.</p> </div> <div data-bbox="1255 950 2005 1084"> <p>June June Evidence of Progress</p>  <p>More in-person discussions and more on-the-spot decision-making will take place because all teachers will be working on-site to collaborate.</p> </div>
<div data-bbox="464 1096 516 1144"> </div> <p>No Progress</p> <div data-bbox="758 1096 810 1144"> </div> <p>Accomplished</p> <div data-bbox="1073 1096 1125 1144"> </div> <p>Continue/Modify</p> <div data-bbox="1430 1096 1482 1144"> </div> <p>Discontinue</p>	

Reynolds School District 7

Salish Ponds Elementary

2020-2021 Formative Review with Notes

Accountability Rating: Comprehensive Support Identified



158

Public Presentation Date: October 14, 2020

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 159
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goal 4: Safety	17

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Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the Star Reading and Math assessment for the 2020-2021 school year.

Evaluation Data Sources: established assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: All teachers will use the RSD, K - 10 Instructional Framework for reading and math.</p> <p>Strategy's Expected Result/Impact: This will provide teachers clarity about instruction and will allow them to focus on priority standards for their grade level.</p> <p>Staff Responsible for Monitoring: grade level PLC teams and building administration</p> <p>Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards</p>	<p>Dec  December Evidence of Progress Teachers have received training and are using the instructional framework.</p> <p>Mar  March Evidence of Progress Teachers continue to implement the instructional framework and focus on priority standards. 161</p> <p>May  May Evidence of Progress Teachers continue to implement the instructional framework and focus on priority standards.</p> <p>June  June Evidence of Progress Teachers continue to implement the instructional framework and focus on priority standards.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Students will use Lexia and Dreambox during applied learning time to support skill deficits and provide extension opportunities for those meeting the standards.</p> <p>Strategy's Expected Result/Impact: Students will have increased access to instruction designed to meet their individual needs.</p> <p>Staff Responsible for Monitoring: classroom teachers</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	<p>Dec December Evidence of Progress</p> <p> All students are provided applied learning time throughout the week and have access to Lexia and Dreambox. Admin. continue to provide professional development for staff to support teacher knowledge of technology platforms. Also, Teachers use Lexia and Dreambox as an intervention for students who are not meeting grade level standards.</p> <p>Mar March Evidence of Progress</p> <p> Teachers continue to provide time for students to use Lexia and Dreambox as an intervention. Multiple opportunities for professional development have been provided.</p> <p>May May Evidence of Progress</p> <p> Teachers continue to provide time for students to use Lexia and Dreambox as an intervention. Multiple opportunities for professional development have been provided.</p> <p>June June Evidence of Progress</p> <p> Teachers continue to provide time for students to use Lexia and Dreambox as an intervention. Multiple opportunities for professional development have been provided.</p>

Strategy/Action 3 Details	Reviews								
<p>Strategy/Action 3: Professional Development in the Implementation of UDL</p> <p>Strategy's Expected Result/Impact: Increase research based strategies to be used within the general education classroom that meet the needs of all learners.</p> <p>Staff Responsible for Monitoring: grade level PLC teams (includes specialists)</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	<table border="1"> <tr> <td data-bbox="1226 305 1386 451"> <p>Dec</p>  </td> <td data-bbox="1386 305 2028 451"> <p>December Evidence of Progress</p> <p>Certified staff have received training in the area of UDL.</p> </td> </tr> <tr> <td data-bbox="1226 467 1386 613"> <p>Mar</p>  </td> <td data-bbox="1386 467 2028 613"> <p>March Evidence of Progress</p> <p>Certified staff have received training in the area of UDL.</p> </td> </tr> <tr> <td data-bbox="1226 630 1386 776"> <p>May</p>  </td> <td data-bbox="1386 630 2028 776"> <p>May Evidence of Progress</p> <p>Certified staff have received training in the area of UDL.</p> </td> </tr> <tr> <td data-bbox="1226 792 1386 938"> <p>June</p>  </td> <td data-bbox="1386 792 2028 938"> <p>June Evidence of Progress 163</p> <p>Certified staff have received training in the area of UDL.</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Certified staff have received training in the area of UDL.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>Certified staff have received training in the area of UDL.</p>	<p>May</p> 	<p>May Evidence of Progress</p> <p>Certified staff have received training in the area of UDL.</p>	<p>June</p> 	<p>June Evidence of Progress 163</p> <p>Certified staff have received training in the area of UDL.</p>
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>									

Goal 2: Equity

Performance Objective 1: Increase parent engagement.

Evaluation Data Sources: CEE and building created surveys

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Increase communication.</p> <p>Strategy's Expected Result/Impact: Families will be better informed of their students education and overall school experience.</p> <p>Staff Responsible for Monitoring: building administration</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div> <p>Dec December Evidence of Progress</p> <p> Salish Ponds administration communicate information to the community through a variety of ways. Those include, but are not limited to: email, Remind, student technology platforms, the school website, Facebook, a bi - weekly newsletter, monthly parent meetings and conferences.</p> </div> <div> <p>Mar March Evidence of Progress 164</p> <p> Salish Ponds communicates regularly to the community through email, Remind, student technology platforms, the school website, Facebook, a bi - weekly newsletter, monthly parent meetings and conferences.</p> </div> <div> <p>May May Evidence of Progress</p> <p> Salish Ponds communicates regularly to the community through email, Remind, student technology platforms, the school website, Facebook, a bi - weekly newsletter, monthly parent meetings and conferences.</p> </div> <div> <p>June June Evidence of Progress</p> <p> Salish Ponds communicates regularly to the community through email, Remind, student technology platforms, the school website, Facebook, a bi - weekly newsletter, monthly parent meetings and conferences.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity

Performance Objective 2: Increase Knowledge and Application of Culturally Responsive Teaching Practices

Evaluation Data Sources: CEE and building developed surveys

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Staff will read and discuss anti - bias and anti - racist text.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a better understanding of CRT and will apply CRT practices in their classroom.</p> <p>Staff Responsible for Monitoring: building administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p>  <p>December Evidence of Progress</p> <p>Staff read and discuss anti - bias and anti - racist text.</p> </div> <div style="margin-bottom: 20px;"> <p>Mar</p>  <p>March Evidence of Progress</p> <p>Staff regularly read and discuss anti - bias and anti - racist text.</p> </div> <div style="margin-bottom: 20px;"> <p>May</p>  <p>May Evidence of Progress</p> <p>Staff regularly read and discuss anti - bias and anti - racist text.</p> </div> <div> <p>June</p>  <p>June Evidence of Progress</p> <p>Staff regularly read and discuss anti - bias and anti - racist text.</p> </div> </div> <p style="text-align: right;">165</p>

Goal 2: Equity

Performance Objective 3: Increase Attendance

Evaluation Data Sources: Synergy Attendance Report, School Report Card

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Attendance Team Tiered Levels of Support</p> <p>Strategy's Expected Result/Impact: improved engagement in distance learning</p> <p>Staff Responsible for Monitoring: classroom teachers, Registrar, school social worker, building administration</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Family and Community Involvement</p>	<p>Dec</p> <p> December Evidence of Progress</p> <p>The Attendance Team has established a tiered system of support. The team meets weekly to discuss students and interventions to increase student engagement and connect with families during distance learning.</p> <p>Mar</p> <p> March Evidence of Progress</p> <p>The Attendance Team continues to meet regularly to discuss students and interventions to increase student engagement and connect with families during distance learning.</p> <p>May</p> <p> May Evidence of Progress</p> <p>The Attendance Team continues to meet regularly to discuss students and interventions to increase student engagement and connect with families whose students are in distance learning and hybrid.</p> <p>June</p> <p> June Evidence of Progress</p> <p>The Attendance Team continues to meet regularly to discuss students and interventions to increase student engagement and connect with families whose students are in distance learning and hybrid.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Daily Check - In with Students</p> <p>Strategy's Expected Result/Impact: increase communication and build relationships between staff and students</p> <p>Staff Responsible for Monitoring: classroom teachers, specialists and educational assistants</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> Time has been designated for staff to check in with all students daily. Each week, Admin. and specialists are scheduled to be in classrooms during community time. Counselors teach lessons in virtual classrooms. Admin. have provided professional development in the area of Social Emotional Learning (SEL) and continue to model (feelings) check - ins during each staff meeting.</p> <p>Mar March Evidence of Progress</p> <p> Teachers and support staff continue to check in with students daily. Professional development in the area of SEL is ongoing.</p> <p>May May Evidence of Progress</p> <p> Teachers and support staff continue to check in with students daily. Professional development in the area of SEL is ongoing.</p> <p>June June Evidence of Progress</p> <p> Teachers and support staff continue to check in with students daily. Professional development in the area of SEL is ongoing.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Digital learning needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems and digital content available to all students.</p> <p>Strategy's Expected Result/Impact: access to learning for all</p> <p>Staff Responsible for Monitoring: building Technology Team (includes building administration)</p> <p>Characteristics: Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> All Salish Ponds students received a device in the fall. Protocol has been established to support students who encounter barriers with technology. Our Media Assistant regularly troubleshoots issues with platforms and devices.</p> <p>Mar March Evidence of Progress</p> <p> All students have a device for distance learning. Staff continue to provide tech support to students and families.</p> <p>May May Evidence of Progress</p> <p> All students have a device for distance learning. Staff continue to provide tech support to students and families. 169</p> <p>June June Evidence of Progress</p> <p> All students have a device for distance learning. Staff continue to provide tech support to students and families.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Parent Conferences</p> <p>Strategy's Expected Result/Impact: Both teachers and parents will be better informed of how to support the needs of students.</p> <p>Staff Responsible for Monitoring: classroom teachers, specialists and building administration</p> <p>Characteristics: High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> Salish Ponds has hosted 3/4 opportunities for staff to connect with families. This included technology distribution, time to get to know families and provide an overview of class expectations and routines and discuss student progress.</p> <p>Mar March Evidence of Progress</p> <p> Salish Ponds has hosted 3/4 opportunities for staff to connect with families. This included technology distribution, time to get to know families and provide an overview of class expectations and routines and discuss student progress.</p> <p>May May Evidence of Progress</p> <p> Salish Ponds has hosted 4/4 opportunities for staff to connect with families. This included technology distribution, time to get to know families and provide an overview of class expectations and routines and discuss student progress.</p> <p>June June Evidence of Progress</p> <p> Salish Ponds has hosted 4/4 opportunities for staff to connect with families. This included technology distribution, time to get to know families and provide an overview of class expectations and routines and discuss student progress.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Use Remind, School Autodialer and Peach Jar for School Wide Updates</p> <p>Strategy's Expected Result/Impact: Parents will be provided variety of ways to access information.</p> <p>Staff Responsible for Monitoring: building administration, Registrar</p> <p>Characteristics: High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> Salish Ponds uses Remind, the Autodialer and Peach Jar to communicate schoolwide updates.</p> <p>Mar March Evidence of Progress</p> <p> Salish Ponds continues to use Remind, the Autodialer and Peach Jar to communicate schoolwide updates.</p> <p>May May Evidence of Progress</p> <p> Salish Ponds continues to use Remind, the Autodialer and Peach Jar to communicate schoolwide updates.</p> <p>June June Evidence of Progress</p> <p> Salish Ponds continues to use Remind, the Autodialer and Peach Jar to communicate schoolwide updates.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 4: Safety

Performance Objective 1: Increase perception that Salish Ponds is a safe and welcoming place.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Survey families (and staff) with a focus on perceptions of the school and our service.</p> <p>Strategy's Expected Result/Impact: two way communication for further improving systems</p> <p>Staff Responsible for Monitoring: building administration</p> <p>Characteristics: High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress The CEE Survey will be conducted in February.</p> <p>Mar March Evidence of Progress The CEE survey was administered in February.</p> <p>May May Evidence of Progress The CEE survey was administered in February.</p> <p> 175</p> <p>June June Evidence of Progress The CEE survey was administered in February.</p> <p></p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Safety

Performance Objective 2: Increase the number of students who self - regulate in the school setting.

Evaluation Data Sources: referral data

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Professional Development in the Area of Regulation and De - Escalation</p> <p>Strategy's Expected Result/Impact: Students will use strategies taught to self regulate.</p> <p>Staff Responsible for Monitoring: teachers, specialists, building administration</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress</p> <p> Admin. have provided professional development in the area of self regulation and continue to model strategies for student check ins to normalize the process for students.</p> <p>Mar March Evidence of Progress</p> <p> Admin. continue to provide professional development in the area of self regulation and model strategies for student check ins to normalize the process for students. Additionally, staff have been provided access to resources to implement said strategies.</p> <p>May May Evidence of Progress</p> <p> Admin. continue to provide professional development in the area of self regulation and model strategies for student check ins to normalize the process for students. Additionally, staff have been provided access to resources to implement said strategies.</p> <p>June June Evidence of Progress</p> <p> Admin. continue to provide professional development in the area of self regulation and model strategies for student check ins to normalize the process for students. Additionally, staff have been provided access to resources to implement said strategies.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Implement Community Circles, Second Steps and Other SEL Lessons to Support Student Regulation</p> <p>Strategy's Expected Result/Impact: Students will be further prepared to self - regulate.</p> <p>Staff Responsible for Monitoring: teachers, specialists, building administration</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment</p>	<p>Dec  December Evidence of Progress Teachers are allotted time for SEL M - F. Admin. and specialists attend virtual circles throughout the week and counselors provide additional SEL support in virtual classrooms. Admin. have provided professional development in the area of SEL and regularly model SEL strategies during staff meetings.</p> <p>Mar  March Evidence of Progress Teachers continue to provide time for SEL M - F. Admin. and specialists attend virtual circles throughout the week and counselors provide additional SEL support in virtual classrooms. Professional development in the area of SEL and modeling of SEL strategies during staff meetings is on going.</p> <p>May  May Evidence of Progress Now that students are on-site, teachers provide additional time for SEL M - F. Admin. and specialists attend virtual circles throughout the week and counselors provide additional SEL support in virtual classrooms. Professional development in the area of SEL and modeling of SEL strategies during staff meetings is on going.</p> <p>June  June Evidence of Progress Now that students are on-site, teachers provide additional time for SEL M - F. Admin. and specialists attend virtual circles throughout the week and counselors provide additional SEL support in virtual classrooms. Professional development in the area of SEL and modeling of SEL strategies during staff meetings is on going.</p>

Reynolds School District 7

Sweetbriar Elementary

2020-2021 Formative Review with Notes



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 180
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Sweetbriar: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: Renaissance star Reading & Math, Lexia, Dreambox and grade level common formative assessments.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Grade Level PLCs will work together to identify intended outcomes (priority standards) for each unit of instruction. Together they will create clear Learning Intentions and Success Criteria, formative assessments and a plan for students that are showing proficiency as well as those that are not.</p> <p>Strategy's Expected Result/Impact: Ability to differentiate instruction and be responsive in a timely manner.</p> <p>Staff Responsible for Monitoring: principal and leadership team</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress</p> <p> PLC are up and running on a regular basis. 6 week Data Team Meetings have been added to the PLC cycle</p> <p>Mar March Evidence of Progress</p> <p> PLC are up and running on a regular basis. 6 week Data Team Meetings have been added to the PLC cycle 182</p> <p>May May Evidence of Progress</p> <p> Priority standards were created at the district level.</p> <p>June June Evidence of Progress</p> <p></p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Professional Development of UDL (Universal Design for Lesson planning)</p> <p>Strategy's Expected Result/Impact: Better understanding the lesson planning tool will lead to more efficient and effective lessons.</p> <p>Staff Responsible for Monitoring: principal and instructional coaches.</p> <p>Characteristics: Effective School Leadership, Focused Professional Development, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress  Overview of UDL from district. request for training put on hold by the curriculum department.</p> <p>Mar March Evidence of Progress  researched resources for implementation.</p> <p>May May Evidence of Progress  UDL PD switched out for Culturally Responsive Teaching.</p> <p>June June Evidence of Progress  Introduce UDL as a tool for creating more units of 83 study that are aligned to Culturally Responsive Teaching.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Sweetbriar: Equity

Performance Objective 1: Decrease the equity gap between Students of Color and White Students by 13% in Reading and 8% in Math, for a gap of no more than 17% as evidenced on OSAS.

Evaluation Data Sources: CEE report

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Focused staff wide PD on Culturally Responsive Teaching</p> <p>Strategy's Expected Result/Impact: Understanding the meaning and effects of being a culturally responsive instructor will guide professional development that yields the highest effect for students.</p> <p>Staff Responsible for Monitoring: Principal & Leadership Team</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress</p> <p> Culturally Responsive Teaching and the Brain book study re-introduced</p> <p>Mar March Evidence of Progress</p> <p> book study interrupted for Hybrid planning.</p> <p>May May Evidence of Progress</p> <p> Continued book study, not completed due to planning for Hybrid/CDL 184</p> <p>June June Evidence of Progress</p> <p> Conclude book study/PD in the Fall of 2021 due to interruption caused by switch to Hybrid CDL.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Add PLC and Data Team Meeting protocol to include analysis of instructor effectiveness with groups of students other than white.</p> <p>Strategy's Expected Result/Impact: Staying focused on closing the equity gap throughout the year will inform school wide practices & policies.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">learning systems that might help disaggregate this information</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">continuing to learn systems</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Ended year with focus on data outcomes for ELD students.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress 185 </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Refine/Continue meeting protocols.</div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Sweetbriar: Equity

Performance Objective 2: Increase representation of student/family groups in physical environment, curriculum, and cultural norms

Evaluation Data Sources: representation inventory - see addendum
 curriculum diversity scope and sequence - see addendum
 Diversity Calendar - see addendum

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Increase access to parent group through the use of targeted invitations and clear opportunities for input and decision making</p> <p>Strategy's Expected Result/Impact: Increasing the diversity of Parent groups will result in events, and norms that more accurately reflect the diversity of our community.</p> <p>Staff Responsible for Monitoring: Principal and parent group president.</p> <p>Characteristics: Effective School Leadership, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>schedule of events created.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>meetings took place. 186</p> </div> </div> <div style="margin-bottom: 10px;"> <p>May May Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Extend invitations for small group discussions to Spanish speaking parents through use of family liaison.</p> </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Increase paths of communication with families through small group discussions through out the year.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Sweetbriar: Equity

Performance Objective 3: Advance understanding of how to counter systematic bias/racism in education.

Evaluation Data Sources: Wednesday PDs based on Diversity Calendar continued book study on Multicultural Teaching and the Brain

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Professional development: -understanding educations historic role in creating systems of inequity. -creating environments & relationships that embrace diversity and cultural responsiveness.</p> <p>Strategy's Expected Result/Impact: Addressing the root causes of inequities will move us from a deficit based approach to educational expectations & outcomes to an asset based approach to educational expectations & outcomes.</p> <p>Staff Responsible for Monitoring: Principal & Restorative Practices TOSA</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Staff wide PD sessions of historical and current realities in and outside of public education</p> </div> <p>Mar March Evidence of Progress 187</p> <div style="display: flex; align-items: center;">  <p>Teachers independently chose paths of PD (book study, conversation groups, etc)</p> </div> <p>May May Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Book Study, podcast and staff conversation</p> </div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>On going PD connected to the diversity calendar.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 3: Sweetbriar: Safety

Performance Objective 1: Consistently Implement restorative, trauma informed, culturally responsive Tier 1 PBIS practices school wide

Evaluation Data Sources: PBIS evaluation tool set, scores of 70% or higher, as recommended by the PBIS TFI scale score.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Monthly PD focused on trauma informed, culturally responsive, restorative implementation of Tier 1 PBIS practices provided by district TOSA.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of practices yields a safer, more respectful environment for students which increases student success and decreases trauma response.</p> <p>Staff Responsible for Monitoring: Principal, Restorative Practice TOSA, and Tier 1 PBIS team.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress District TOSA has not been hired yet.</p> <p> 0%</p> <p>Mar March Evidence of Progress District TOSA hired</p> <p> 45%</p> <p>May May Evidence of Progress Met with District TOSA to discussion direction district is moving. 188</p> <p> 100%</p> <p>June June Evidence of Progress Monthly PD is not sustainable without access to building level TOSA. Building PD will likely shift to twice a year with a smaller team over seeing PBIS practices.</p> <p></p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Utilize Staff PD time to define and monitor Tier 1 PBIS practices.</p> <p>Strategy's Expected Result/Impact: Defining and monitoring is expected to lead to broader consistency of practice.</p> <p>Staff Responsible for Monitoring: Principal & Tier 1 PBIS team.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<div data-bbox="1260 284 2016 430"> <p>Dec December Evidence of Progress</p> <p> Staff time has been used for Culturally Responsive Practices, which is more relevant to our current virtual environment than PBIS.</p> </div> <div data-bbox="1260 446 2016 592"> <p>Mar March Evidence of Progress</p> <p> Tier 1 is solidly in place for CDL</p> </div> <div data-bbox="1260 609 2016 755"> <p>May May Evidence of Progress</p> <p> Tier 1 is solidly in place for Hybrid.</p> </div> <div data-bbox="1260 771 2016 909"> <p>June June Evidence of Progress 189</p> <p></p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 925 640 1015">  No Progress </div> <div data-bbox="756 925 955 1015">  Accomplished </div> <div data-bbox="1071 925 1312 1015">  Continue/Modify </div> <div data-bbox="1428 925 1606 1015">  Discontinue </div> </div>	

Goal 3: Sweetbriar: Safety

Performance Objective 2: Consistently Implement restorative and culturally responsive Tier 2 PBIS practices school wide

Evaluation Data Sources: PBIS evaluation tool set, scores of 70% or higher, as recommended by the PBIS TFI subscale score.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Monthly meetings to define, plan, and monitor Tier 2 practices.</p> <p>Strategy's Expected Result/Impact: Defining and monitoring is expected to lead to broader consistency of practice.</p> <p>Staff Responsible for Monitoring: Principal & PBIS Tier 2 team.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  Weekly Tier 2 "student engagement" meetings. </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  Meetings and interventions continued. </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  Included SPED team. </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  Tier 2 team re-defined to include SPED team </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	190

Goal 4: Sweetbriar: Communication

Performance Objective 1: Provide 4 Parent Academies throughout the year

Evaluation Data Sources: CEE survey
Internal Surveys

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Schedule 4 parent academies based on CDL and Hybrid (when/if we move to that model) 1st - what is CDL 2nd - schoolwide Reading challenge 3rd - TBD based on internal surveys 4th - TBD based on internal surveys</p> <p>Strategy's Expected Result/Impact: parents/families will be more connected to students educational experience and be able to partner with us in a quality way.</p> <p>Staff Responsible for Monitoring: principal</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 641 2016 787"> <p>Dec December Evidence of Progress</p>  <p>1st & 2nd meetings have been completed. 3rd meeting regarding Hybrid model will take place before spring break.</p> </div> <div data-bbox="1260 803 2016 950"> <p>Mar March Evidence of Progress</p>  <p>Declining attendance at meetings as we return to Hybrid.</p> </div> <div data-bbox="1260 966 2016 1112"> <p>May May Evidence of Progress</p>  <p>3 of the 4 meetings occurred. Declining attendance lead to 4th meeting canceled.</p> </div> <div data-bbox="1260 1128 2016 1274"> <p>June June Evidence of Progress</p>  </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 4: Sweetbriar: Communication

Performance Objective 2: Provide 3 Listening and Learning sessions for families (in English and Spanish)

Evaluation Data Sources: internal survey

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: provide a minimum of 3 listening and learning sessions based on input from internal surveys -Equity in education -Health curriculum -TBD</p> <p>Strategy's Expected Result/Impact: A more collaborative experience for families and teachers.</p> <p>Staff Responsible for Monitoring: principal and leadership</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Family and Community Involvement</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Listen and learning sessions have been added to the end of student performances.</p> </div> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Parent sessions remained largely focused on Q&A192 regarding Hybrid and CDL during pandemic.</p> </div> <p>May May Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Family Liaison is in ongoing contact with families.</p> </div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Topics will be open ended at first with consecutive events based on parent interest/request.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 4: Sweetbriar: Communication

Performance Objective 3: Communicate paths of communication on a regular basis for families that speak languages other than English

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: create business cards that show how families can request a translator.</p> <p>Strategy's Expected Result/Impact: the power imbalance inherent to access to translators will be more equal thus creating trust and collaboration.</p>	<table border="0"> <tr> <td data-bbox="1260 305 1360 443"> <p>Dec</p>  </td> <td data-bbox="1396 305 2024 467"> <p>December Evidence of Progress</p> <p>information is provided on a regular basis regarding how to get assistance in other languages. Head secretary and principal currently testing most efficient paths to request an in person interpreter.</p> </td> </tr> <tr> <td data-bbox="1260 492 1360 630"> <p>Mar</p>  </td> <td data-bbox="1396 492 2024 589"> <p>March Evidence of Progress</p> <p>Paths of communication tested to experience outcomes for parents.</p> </td> </tr> <tr> <td data-bbox="1260 654 1360 792"> <p>May</p>  </td> <td data-bbox="1396 654 2024 719"> <p>May Evidence of Progress</p> <p>Cards ordered</p> </td> </tr> <tr> <td data-bbox="1260 816 1360 946"> <p>June</p>  </td> <td data-bbox="1396 784 2024 833"> <p>June Evidence of Progress</p> <p style="text-align: right;">193</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>information is provided on a regular basis regarding how to get assistance in other languages. Head secretary and principal currently testing most efficient paths to request an in person interpreter.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>Paths of communication tested to experience outcomes for parents.</p>	<p>May</p> 	<p>May Evidence of Progress</p> <p>Cards ordered</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p style="text-align: right;">193</p>
<p>Dec</p> 	<p>December Evidence of Progress</p> <p>information is provided on a regular basis regarding how to get assistance in other languages. Head secretary and principal currently testing most efficient paths to request an in person interpreter.</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p> <p>Paths of communication tested to experience outcomes for parents.</p>								
<p>May</p> 	<p>May Evidence of Progress</p> <p>Cards ordered</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p style="text-align: right;">193</p>								

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: ensure all documents, letters, phone calls and texts go to families in their "Lange to Home" preference.</p> <p>Strategy's Expected Result/Impact: Respecting the language preference provides access and shows intentionality for collaboration and communication.</p> <p>Staff Responsible for Monitoring: principal, teachers and secretaries</p> <p>Characteristics: Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">  <p>80%</p> </div> <p>principal, teachers, secretaries and parent organization regularly communicate in English, Spanish and Russian.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">  <p>70%</p> </div> <p>random audit of resources showed nearing consistency in practice.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>May May Evidence of Progress</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">  <p>100%</p> </div> <p>random audit of resources showed consistency in practice.</p> </div> </div> <div> <p>June June Evidence of Progress 194</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">  <p>100%</p> </div> <p>random audit of resources showed consistency in practice.</p> </div> </div> </div>

Reynolds School District 7
Troutdale Elementary
2020-2021 Formative Review with Notes



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Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 196
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 2020-2021 school year.

Evaluation Data Sources: STAR Benchmark Assessments, Lexia assessments, Dreambox proficiency reports, and other local assessments determined by grade levels

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: All teachers will use the RSD K-10 Framework for instruction for both reading and math.</p> <p>Strategy's Expected Result/Impact: Teachers will adjust instruction and course of intervention to increase achievement in Reading for all students.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<p>Dec December Evidence of Progress</p> <p> Teachers are engaged in PLC(s) and continue to use data within the scope and sequence of the RSD framework for instruction. Small group instruction is available for students who are not showing progress.</p> <p>Mar March Evidence of Progress 198</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Spring STAR data will serve as an indicator for how successful teachers were in adjusting their instruction to increase achievement data in Reading for all students. Window for this assessment closes on 6/4/21. Results will provide direction for the 2021-22 SIP.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: English Language Support, SPED support, and classified staff will be assigned to grade level teams to support first time instruction, community building, and synchronous small group instruction. Small group instruction will be determined by student need based on data from Common Formative Assessments, and universal screening.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and progress.</p> <p>Staff Responsible for Monitoring: Grade Level Teams, and Principal</p> <p>Problem Statements: Student Learning 1</p>	<div data-bbox="1260 121 1365 259"> <p>Dec</p>  </div> <div data-bbox="1260 276 1365 414"> <p>Mar</p>  </div> <div data-bbox="1260 430 1365 568"> <p>May</p>  </div> <div data-bbox="1260 584 1365 730"> <p>June</p>  </div> <div data-bbox="1386 121 2016 860"> <p>December Evidence of Progress</p> <p>The schedule reflects SPED and classified support at each grade level. Data is kept in a OneNote document as evidence of student engagement.</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p>Spring STAR data will serve as an indicator for how successful teachers were in adjusting their instruction to increase achievement data in Reading/Math for all students. Window for this assessment closes on 6/4/21. Results will provide direction for the 2021-22 SIP. Small group instruction was provided throughout the school year within both CDL and hybrid programming.</p> </div>

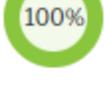
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Use of Lexia and Dreambox to individualize learning time to fill in any LAGGING skills and provide extensions for those who are progressing more quickly through the standards.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and progress.</p> <p>Staff Responsible for Monitoring: Grade Level Teams, and Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<div data-bbox="1260 243 2016 406"> <p>Dec December Evidence of Progress</p>  <p>Reports indicate that level of use is increasing throughout the school year. Incentives are provided school-wide for classes that are using these applications most frequently.</p> </div> <div data-bbox="1260 422 2016 568"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 584 2016 730"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 747 2016 876"> <p>June June Evidence of Progress</p>  <p>TES was awarded certificates each month for level 200 use.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 901 640 998">  No Progress </div> <div data-bbox="756 901 955 998">  Accomplished </div> <div data-bbox="1071 901 1312 998">  Continue/Modify </div> <div data-bbox="1428 901 1606 998">  Discontinue </div> </div>	

Goal 2: Safety

Performance Objective 1: Implementation of RSD's Culture of Care using the PBIS framework, Restorative Practices, and the Zones of Regulation.

Evaluation Data Sources: Referrals, Tiered Fidelity Inventory, Restorative Practice Opportunities Available vs. Number of Times Restorative Practices were Implemented, Suspension Data

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Tier 1 -</p> <ul style="list-style-type: none"> -Circles during the AM to build community -Teach core behavior expectations for all areas of the building or in the virtual space (i.e., operationalize respect, responsibility, safety, and kindness in each area) -Each week each class meets with the counselor to learn about the zones of regulation <p>Tier II-</p> <ul style="list-style-type: none"> -Check-in/Check-out -Solution focused groups with counselor -Small group RJ circles as behavior patterns emerge delivered by Licensed and Classified staff assigned to each grade level <p>Tier III-</p> <p>Individualized behavior support plans</p> <p>*Students understand expected behaviors and consequences/learning opportunities in the following categories: Learning Behavior, Community Behavior, Verbal Behavior, Physical Behavior, and Social Behavior.</p> <p>Strategy's Expected Result/Impact: Data drives support for students with decision rules that match need to intensity of supports. Disproportionalities in exclusionary school discipline will be reduced by 10% between white students and students of color.</p> <p>Staff Responsible for Monitoring: PBIS Team, Intervention Support Team, and SpEd case Management Team monitor data weekly.</p> <ul style="list-style-type: none"> - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement 	<div data-bbox="1260 422 1365 560"> <p>Dec</p>  </div> <p>December Evidence of Progress</p> <p>Teachers utilized the engagement form process. See addendums. This form allows us to match the intensity of support to the needs of the student. IST and SpEd continue to meet weekly to discuss students who are not engaged, demonstrating behavior that is disruptive to learning, or who do not show adequate progress.</p> <div data-bbox="1260 665 1365 803"> <p>Mar</p>  </div> <p>March Evidence of Progress</p> <p style="text-align: right;">201</p> <div data-bbox="1260 860 1365 998"> <p>May</p>  </div> <p>May Evidence of Progress</p> <div data-bbox="1260 1023 1365 1161"> <p>June</p>  </div> <p>June Evidence of Progress</p> <p>No students experienced exclusionary discipline in the 2020-21 school year.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Students who demonstrate behaviors consistent with being respectful, kind, trustworthy, and safe in the virtual setting and in the brick and mortar setting will be recognize with a weekly reward.</p> <p>Strategy's Expected Result/Impact: Students will have an added incentive to demonstrate expected behavior.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment</p>	<div data-bbox="1260 284 2016 422"> <p>Dec December Evidence of Progress  Teachers have incorporated incentives for their students to promote core behavioral expectations.</p> </div> <div data-bbox="1260 438 2016 576"> <p>Mar March Evidence of Progress </p> </div> <div data-bbox="1260 592 2016 730"> <p>May May Evidence of Progress </p> </div> <div data-bbox="1260 747 2016 893"> <p>June June Evidence of Progress  Students demonstrated expected behaviors throughout the school year and were acknowledged by receiving the Principal's Pride Award, and Citizenship Awards. ²⁰²</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 917 640 1015">  No Progress </div> <div data-bbox="756 917 955 1015">  Accomplished </div> <div data-bbox="1071 917 1312 1015">  Continue/Modify </div> <div data-bbox="1428 917 1606 1015">  Discontinue </div> </div>	

Goal 3: Equity

Performance Objective 1: Create incentive plan for improved attendance, and increase communication efforts to the families of those students who either show patterns of improved attendance or need more encouragement to improve patterns of attendance.

Evaluation Data Sources: Quarterly attendance reports

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Troutdale Elementary School will form an engagement committee that will monitor each student's engagement level. Implement tiered system of attendance support (i.e., Tier I- teachers will connect with families who are not engaged, Tier II- Students who continue a pattern of limited engagement will be contacted by grade level support teams, Tier III-Principal will schedule a meeting with families to develop a plan to increase engagement.</p> <p>Strategy's Expected Result/Impact: Improved patterns of attendance for all students. Staff Responsible for Monitoring: Teachers, and Engagement Committee, Grade Level Support Staff, and Principal - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment Problem Statements: Demographics 1 - Student Learning 1</p>	<p>Dec December Evidence of Progress</p> <p> See addendum for engagement form data. Additionally, the attendance committee meets weekly to develop and implement plans designed to increase student engagement for those students who fall under the categories of not engaged or moderately engaged. Letters, home visitations, phone calls, emails, etc. have all been implemented.</p> <p>Mar March Evidence of Progress</p> <p> 203</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> The engagement committee met on a weekly basis. Attendance remained above 90% for the 2020-21 school year.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Daily peer interaction within classrooms (whether online or in person).</p> <p>Strategy's Expected Result/Impact: Build a stronger classroom community and increase students emotional connections with peers.</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<p>Dec December Evidence of Progress</p> <p> Each class implements live community check-ins on a daily basis. Additionally, the school counselor conducts groups as needed.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Teachers conducted community check-in meetings both virtually and on-site for those students who chose in-person learning.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Digital Learning Needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems, and digital content available for all students. The Troutdale Elementary School Technology team will develop a form for teachers to complete that will ensure all students have access.</p> <p>Strategy's Expected Result/Impact: Increased engagement</p> <p>Staff Responsible for Monitoring: Grade Level Teachers and Tier II Technology Team</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<div data-bbox="1255 354 2028 521"> <p>Dec December Evidence of Progress</p>  85% <p>Tier II technology team has responded to all tech needs. Additionally, staff have been trained on all aspects of digital learning, and continue to receive 1 hour of tech support from the district TOSA per week.</p> </div> <div data-bbox="1255 537 2028 678"> <p>Mar March Evidence of Progress</p>  100% </div> <div data-bbox="1255 695 2028 836"> <p>May May Evidence of Progress</p>  100% <p style="text-align: right;">205</p> </div> <div data-bbox="1255 852 2028 993"> <p>June June Evidence of Progress</p>  100% <p>Students were issued devices and families received tech support throughout the 2020-21 school year. All students had their tech needs met.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1016 638 1105">  0% No Progress </div> <div data-bbox="758 1016 957 1105">  100% Accomplished </div> <div data-bbox="1073 1016 1304 1105">  → Continue/Modify </div> <div data-bbox="1430 1016 1604 1105">  ✗ Discontinue </div> </div>	

Goal 3: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching Practices.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Staff will participate in a book study to better understand the union of neuroscience and culturally responsive teaching</p> <p>Staff will apply all elements of the ready for rigor framework to develop</p> <p>Strategy's Expected Result/Impact: Classroom environment and pedagogy includes aspects of the Ready for Rigor Framework (I.e., Awareness, Learning Partnerships, Information Processing, and Community of Learners and Learning Environment), which lead to improved outcomes for students of color.</p> <p>Staff Responsible for Monitoring: Grade Level Teams, and Principal</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	<div data-bbox="1260 535 2016 828"> <p>Dec December Evidence of Progress</p>  <p>Staff have read and discussed the book- Culturally Responsive Teaching and the Brain. Additional professional development opportunities will be offered in the Spring specific to the Ready for Rigor Framework. Staff just completed a "resilience" training with a hyper-focus on toxic stress/trauma related to Covid-19 and racism. Part 2 of this training is scheduled for 2/21. 206</p> </div> <div data-bbox="1260 844 2016 974"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 998 2016 1136"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 1161 2016 1323"> <p>June June Evidence of Progress</p> <p>Staff participated in ongoing professional learning specific to SEL and RRF to prepare for students to return to the building. The mantra of reunite, renew, and thrive was achieved.</p> </div>
<div data-bbox="462 1347 514 1396"></div> <p>No Progress</p> <div data-bbox="756 1347 808 1396"></div> <p>Accomplished</p> <div data-bbox="1071 1347 1134 1396"></div> <p>Continue/Modify</p> <div data-bbox="1428 1347 1480 1396"></div> <p>Discontinue</p>	

Goal 3: Equity

Performance Objective 3: Increase of parent involvement and engagement in school activities.

Evaluation Data Sources: Survey parents on a quarterly basis.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Conduct a Parent Academies to support families in creating a home learning environment that increases student production behavior.</p> <p>Strategy's Expected Result/Impact: Enhance the skill set of parents to increase student engagement.</p> <p>Staff Responsible for Monitoring: Behavior Specialists and Principal</p> <p>Characteristics: Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>95%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Parent surveys have been conducted 3x since July 2020. Three parent academies have been held virtually specific to increasing student production behavior.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>207</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Several virtual informational sessions were offered to parents throughout the 2020-21 school year.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 4: Communication

Performance Objective 1: Increase communication systems for our families.

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: TES will host monthly parent academies based the survey results where parents provided feedback on topics that they would like to discuss including: best practices in reading instructional support, social/emotional well being, math, and writing.</p> <p>Strategy's Expected Result/Impact: Enhanced parent to child support.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<div data-bbox="1260 527 2005 722"> <p>Dec December Evidence of Progress</p>  <p>There have been 3 virtual parent academies conducted since September. Additionally, a needs survey was completed by families in December. TES was able to provide families resources in relation to technology, food, and rental assistance.</p> </div> <div data-bbox="1260 738 2005 885"> <p>Mar March Evidence of Progress</p>  <p>208</p> </div> <div data-bbox="1260 901 2005 1063"> <p>May May Evidence of Progress</p>  <p>Books were delivered via TES Book Bus program. Staff gave every student a book during the month of April during 4 different book bus opportunities. Each student got 4 books</p> </div> <div data-bbox="1260 1079 2005 1218"> <p>June June Evidence of Progress</p>  <p>Resources were provided to families including tech support, food, and rental assistance throughout the 2020-21 school year.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 4: Communication

Performance Objective 2: Conduct 4 parent conferences to open dialogue for meeting the needs of students.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Parent conference will be schedule 4 times throughout the year along with an option to meet more times if necessary.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec  December Evidence of Progress There have been 3 virtual parent academies conducted since September. Additionally, a needs survey was completed by families in December.</p> <p>Mar  March Evidence of Progress</p> <p>May  May Evidence of Progress 209</p> <p>June  June Evidence of Progress All parent conferences were conducted as scheduled.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Communication

Performance Objective 3: Survey of families 4 times per year for feedback on our service delivery.

Summative Evaluation: Met Objective

Goal 4: Communication

Performance Objective 4: Update the Troutdale Elementary School homepage with resources and information to ensure all families have their needs met.

Evaluation Data Sources: Website is maintained and updated.

Summative Evaluation: Met Objective

Reynolds School District 7

Wilkes Elementary

2020-2021 Formative Review with Notes



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Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 213
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Use of Lexia and Dreambox during personal learning time to fill in any lagging skills and provide an extension for those that are progressing more quickly through the standards.</p> <p>Strategy's Expected Result/Impact: Increase access to grade-level standards and independent practice for students virtually and on-site.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Building Admin</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress</p> <p> Professional learning for teachers in how to use both in their instruction. We have created a team of EAs to assist students who are struggling to meet the recommended usage.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress</p> <p> Our usage increased</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: English Language Support and SPED support provided through real-time opportunities within the general education setting.</p> <p>Strategy's Expected Result/Impact: Co-planning using the UDL will allow for strong first-time instruction while meeting the individual needs of each child.</p> <p>Staff Responsible for Monitoring: Administration Specialist (Sped/ELD)</p> <p>Title I Components (ORIS Domains): 3.4, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress</p> <p> During PLC ELD and SPED teachers are meeting with grade levels to plan the UDL. We are in the early stages of this due to our current state. 216</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress</p> <p> We started using the UDL but with coming back on ground it was dropped by some grade level teams</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Professional Development in the implementation of the UDL (Universal Design for Learning) model for instruction.</p> <p>Strategy's Expected Result/Impact: Increase in research-based strategies to be used within the gen ed classroom that meet the learning needs of all students.</p> <p>Staff Responsible for Monitoring: Building Admin</p> <p>Title I Components (ORIS Domains): 3.2, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Dec December Evidence of Progress</p> <p> 5% Could improve in this area.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress</p> <p> Had to put a hold on this until '21-'22</p> <p style="text-align: right;">217</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 2: Equity

Performance Objective 1: Increase of parent involvement and engagement in school activities.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: increase communication with families through Remind App</p> <p>Strategy's Expected Result/Impact: Through Remind, we are able to connect with each family and they have the option to ask questions, seek clarification, and communicate with the Principal immediately.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> Communicate with families via Remind. I have had the opportunity to exchange dialogue and answer questions on a personal level.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress</p> <p> Communicate with families via Remind. I have had the opportunity to exchange dialogue and answer questions on a personal level.</p>
Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Weekly Parent Smore Communication</p> <p>Strategy's Expected Result/Impact: Principal provides updates weekly to parents. This will result in clear communication between school and home during this non-traditional time.</p> <p>Staff Responsible for Monitoring: Admin Lead Secretary</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p style="text-align: right;">218</p>



Dec

December Evidence of Progress

Teachers have taken this over in their weekly parent communication. It was redundant information for families.

Mar

March Evidence of Progress

May

May Evidence of Progress

June

June Evidence of Progress



Did not send out weekly



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching Practices.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Weekly CRT/Equity/Anti-Racist Professional Development.</p> <p>Strategy's Expected Result/Impact: Wilkes staff members will gain cultural competence to better our teaching and learning for ALL students.</p> <p>Staff Responsible for Monitoring: Admin SEL Team (Hollis Archizel, Eileen Spindor, Nicole Gerber)</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>85%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>We have stayed focused on this work. Weekly meetings take place to review and plan PD</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> <p>220</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity

Performance Objective 3: Increase in the number of chronic attenders.

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: CARE team will reach out to families to provide support and eliminate barriers. Strategy's Expected Result/Impact: The number of chronic absences will decrease. Staff Responsible for Monitoring: Admin CARES team School Registrar Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress  We meet weekly, we need to improve on our communication/reporting back to teachers.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress </p>
Strategy/Action 2 Details	Reviews 221
<p>Strategy/Action 2: Daily Real-Time Check-ins between staff and students. Strategy's Expected Result/Impact: Increase in trust and collaboration between staff, students, and family. Staff Responsible for Monitoring: Admin Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress  house visits, principal calls, counselor calls</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress </p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Daily Peer Interaction within the classrooms (whether online or in-person). Strategy's Expected Result/Impact: Increase the collaborative school community. Staff Responsible for Monitoring: Admin Classroom teachers Specialist Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p>  <p>Mar</p> <p>May</p> <p>June</p>  </div> <div style="width: 50%;"> <p>December Evidence of Progress teachers are reaching out to families to ensure engagement. Documented in Student contact log in Synergy</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> </div> </div>
Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Digital Learning Needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems, and digital content available to all students. Strategy's Expected Result/Impact: Eliminate barriers and increase student achievement. Staff Responsible for Monitoring: Admin Media Assistant Classroom teachers CARES team Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<div style="text-align: right; margin-bottom: 20px;">222</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p>  <p>Mar</p> <p>May</p> <p>June</p>  </div> <div style="width: 50%;"> <p>December Evidence of Progress CARES team and tech team to assist families with issues.</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Communication

Performance Objective 1: Streamline communication for staff to know what is happening in the community during distance learning and on-site.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews												
<p>Strategy/Action 1: Communication Plan for Staff: Weekly Friday Newsletter, daily morning update, and Wednesday staff meetings. Limit additional emails in order for staff to focus on teaching and support families and students.</p> <p>Strategy's Expected Result/Impact: Increased understanding of what is happening at Davis, upcoming deadlines, tasks that need to be completed, etc</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Components (ORIS Domains): 3.1, 3.2 - Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<table border="0"> <tr> <td data-bbox="1255 315 1360 347">Dec</td> <td data-bbox="1520 315 1898 347">December Evidence of Progress</td> </tr> <tr> <td data-bbox="1255 347 1360 451"></td> <td data-bbox="1394 347 2003 412">Peek at the week sent out on Fridays for the upcoming week. Wednesday meetings for nuts and bolts</td> </tr> <tr> <td data-bbox="1276 477 1339 509">Mar</td> <td data-bbox="1541 477 1877 509">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1276 558 1339 591">May</td> <td data-bbox="1541 558 1856 591">May Evidence of Progress</td> </tr> <tr> <td data-bbox="1276 639 1339 672">June</td> <td data-bbox="1541 639 1856 672">June Evidence of Progress</td> </tr> <tr> <td data-bbox="1255 672 1360 763"></td> <td></td> </tr> </table>	Dec	December Evidence of Progress		Peek at the week sent out on Fridays for the upcoming week. Wednesday meetings for nuts and bolts	Mar	March Evidence of Progress	May	May Evidence of Progress	June	June Evidence of Progress		
Dec	December Evidence of Progress												
	Peek at the week sent out on Fridays for the upcoming week. Wednesday meetings for nuts and bolts												
Mar	March Evidence of Progress												
May	May Evidence of Progress												
June	June Evidence of Progress												
													

Goal 4: Safety

Performance Objective 1: Increase of students and families feeling that Wilkes is a safe and welcoming school

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews									
<p>Strategy/Action 1: Four parent-teacher conference opportunities during the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Collaboration and relationships between families and Wilkes Staff.</p> <p>Staff Responsible for Monitoring: Building Admin Teachers</p> <p>Title I Components (ORIS Domains): 3.3, 3.4, 3.6 - Characteristics: Clear and Shared Focus, High Levels of Family and Community Involvement</p>		<table border="0"> <tr> <td data-bbox="1226 475 1428 625"> <p>Dec</p>  </td> <td data-bbox="1428 475 2028 625"> <p>December Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 625 1428 690"> <p>Mar</p> </td> <td data-bbox="1428 625 2028 690"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 690 1428 755"> <p>May</p> </td> <td data-bbox="1428 690 2028 755"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 755 1428 943"> <p>June</p>  </td> <td data-bbox="1428 755 2028 943"> <p>June Evidence of Progress 225</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>May</p>	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress 225</p>
<p>Dec</p> 	<p>December Evidence of Progress</p>									
<p>Mar</p>	<p>March Evidence of Progress</p>									
<p>May</p>	<p>May Evidence of Progress</p>									
<p>June</p> 	<p>June Evidence of Progress 225</p>									
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>										

Goal 4: Safety

Performance Objective 2: Increase in the number of students who demonstrate self-regulation in school settings

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: Teach Zones for self-regulation. Strategy's Expected Result/Impact: Assist students in expressing personal needs. Staff Responsible for Monitoring: Staff Building Admin Title I Components (ORIS Domains): 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development</p>	<table border="1"> <tr> <td data-bbox="1232 444 1388 597"> <p>Dec</p>  </td> <td data-bbox="1388 444 2020 597"> <p>December Evidence of Progress Social-emotional books and resources for grade levels.</p> </td> </tr> <tr> <td data-bbox="1232 597 1388 662"> <p>Mar</p> </td> <td data-bbox="1388 597 2020 662"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 662 1388 743"> <p>May</p> </td> <td data-bbox="1388 662 2020 743"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 743 1388 912"> <p>June</p>  </td> <td data-bbox="1388 743 2020 912"> <p>June Evidence of Progress 226</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress Social-emotional books and resources for grade levels.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>May</p>	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress 226</p>
<p>Dec</p> 	<p>December Evidence of Progress Social-emotional books and resources for grade levels.</p>								
<p>Mar</p>	<p>March Evidence of Progress</p>								
<p>May</p>	<p>May Evidence of Progress</p>								
<p>June</p> 	<p>June Evidence of Progress 226</p>								
<table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No Progress</td> <td>Accomplished</td> <td>Continue/Modify</td> <td>Discontinue</td> </tr> </table>						No Progress	Accomplished	Continue/Modify	Discontinue
									
No Progress	Accomplished	Continue/Modify	Discontinue						

Reynolds School District 7

Woodland Elementary

2020-2021 Formative Review with Notes



Woodland

Elementary School

227

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 228
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goal 1: Student Achievement:	4
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Goal 3: Communication	11
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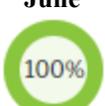
Goals

Goal 1: Student Achievement:

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: STAR, Lexia, Dreambox,

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Staff will be trained to use Lexia and Dreambox</p> <p>Strategy's Expected Result/Impact: Teachers can improve their knowledge and skills in delivery of our supplemental programming to support learning.</p> <p>Characteristics: Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development</p>	<p>Dec December Evidence of Progress</p> <p> All staff were trained in ramping up to school and many staff have made broadening their knowledge around using technology their Professional Development Goal</p> <p>Mar March Evidence of Progress</p> <p> 230</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> All staff were trained in ramping up to school and many staff have made broadening their knowledge around using technology their Professional Development Goal.- Staff have requested additional training scheduled for 8/31/21.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Students will be coached by their teachers about how to use the learning tools</p> <p>Strategy's Expected Result/Impact: Increase students abilities in Reading and Math</p> <p>Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	<div data-bbox="1260 292 1365 430"> <p>Dec</p>  </div> <div data-bbox="1386 292 2016 430"> <p>December Evidence of Progress</p> <p>Using the tools daily provides opportunities for students to have synchronous and asynchronous opportunities to use the learning tools better.</p> </div> <div data-bbox="1260 446 1365 584"> <p>Mar</p>  </div> <div data-bbox="1386 446 2016 584"> <p>March Evidence of Progress</p> </div> <div data-bbox="1260 600 1365 738"> <p>May</p>  </div> <div data-bbox="1386 600 2016 738"> <p>May Evidence of Progress</p> </div> <div data-bbox="1260 755 1365 893"> <p>June</p>  </div> <div data-bbox="1386 755 2016 893"> <p>June Evidence of Progress 231</p> <p>Using the tools daily provides opportunities for students to have synchronous and asynchronous opportunities to use the learning tools better.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 925 630 1015">  No Progress </div> <div data-bbox="756 925 955 1015">  Accomplished </div> <div data-bbox="1071 925 1302 1015">  Continue/Modify </div> <div data-bbox="1428 925 1606 1015">  Discontinue </div> </div>	

Goal 1: Student Achievement:

Performance Objective 2: Grade level Teams will work together to develop a SMART goal using the Reynolds K-10 Instructional Framework

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: We will continue our grade level PLCs to promote priority standards using the guidance from the Department of Teaching and Learning.</p> <p>Strategy's Expected Result/Impact: Alignment among grade level classes in Scope & Sequence and in scaffolding practices.</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p>  </div> <div style="width: 50%;"> <p>December Evidence of Progress</p> <p>Our PLC process remains in place and is an effective tool for grade level teams to co-plan and collaborate.</p> <p>March Evidence of Progress</p> <p style="text-align: right;">232</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p>Our PLC process remains in place and is an effective tool for grade level teams to co-plan and collaborate. We will expand our PLC process to better include specialists as we move to Universal Design in the Fall of 2021.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 2: Equity

Performance Objective 1: Increase of parent involvement and engagement in school activities.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns.</p> <p>Strategy's Expected Result/Impact: Increasing communication and communicating efficiently build trust and relationships.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>65%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>We've held a parent meeting each month of the school year. These are the first Thursday of each month and are translated in Spanish for families.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>80%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress 233</p> <p>Parent meetings were held and attended monthly by Zoom. We will expand upon this in the Fall.</p> </div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Woodland will widen its use of Remind and Twitter, in addition to the Autodialer System and our monthly newsletter, to broaden the ways parents can receive information and feel connected to the school community.</p> <p>Strategy's Expected Result/Impact: Increasing parent communication.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	<div data-bbox="1255 358 2011 495"> <p>Dec December Evidence of Progress</p>  <p>Woodland staff uses Remind as a tool to communicate and to respond to families in the language they're most comfortable. We have created a Twitter account.</p> </div> <div data-bbox="1255 516 2011 652"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1255 673 2011 812"> <p>May May Evidence of Progress</p>  <p style="text-align: right;">234</p> </div> <div data-bbox="1255 833 2011 1031"> <p>June June Evidence of Progress</p>  <p>Woodland staff uses Remind as a tool to communicate and to respond to families in the language they're most comfortable. We have created a Twitter account, but abandoned it do to a limited following from the community.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching practices.

Evaluation Data Sources: PD around Culturally Responsive Teaching and the Brain,

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Woodland Staff will do a deep dive into Culturally Responsive Teaching and the Brain by Zaretta Hammond, and we will weave other resources about expanding our anti racist work in this effort.</p> <p>Strategy's Expected Result/Impact: Staff will be more aware of creating safe spaces in schools, the brain's role in learning and keeping our bodies safe and happy, and how to translate that knowledge into improved, more culturally responsive and aware school and classroom systems.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>65%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>85%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> <p>235</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> <p>Staff in PD completed our book study of Culturally Responsive Teaching and the Brain. Its precepts are and will be a part of our PLC planning work.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity

Performance Objective 3: Increase in number of chronic attenders.

Evaluation Data Sources: Synergy SIS

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns.</p> <p>Strategy's Expected Result/Impact: Increasing communication and communicating efficiently build trust and relationships.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Woodland hosts monthly parent meetings to give updates and information, and opening a space for dialogue with parents and families.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress 236 </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Woodland hosted monthly parent meetings via Zoom to give updates and information, and opening a space for dialogue with parents and families.</div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Woodland will widen its use of Remind and Twitter, in addition to the Autodialer System and our monthly newsletter, to broaden the ways parents can receive information and feel connected to the school community.</p> <p>Strategy's Expected Result/Impact: Increasing parent communication.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	<div data-bbox="1255 354 2011 553"> <p>Dec December Evidence of Progress</p>  75% <p>Woodland teachers and staff use Remind daily to communicate class and school information to students and families. We've created and use our Twitter account for broad reminders and announcements in addition to our Auto dialer system.</p> </div> <div data-bbox="1255 570 2011 711"> <p>Mar March Evidence of Progress</p>  85% </div> <div data-bbox="1255 727 2011 868"> <p>May May Evidence of Progress</p>  95% <p style="text-align: right;">237</p> </div> <div data-bbox="1255 885 2011 1084"> <p>June June Evidence of Progress</p>  100% <p>Woodland staff uses Remind as a tool to communicate and to respond to families in the language they're most comfortable. We have created a Twitter account, but abandoned it do to a limited following from the community.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 3: Communication

Performance Objective 1: Increase communication systems for our families

Evaluation Data Sources: Monthly Parent Meetings, Newly Created Twitter feed for Woodland School, Remind, Synergy Auto Dialer.

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns.</p> <p>Strategy's Expected Result/Impact: Increasing communication and communicating efficiently build trust and relationships.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p>
	<p>238</p>	

Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: Woodland will widen its use of Remind and Twitter, in addition to the Autodialer System and our monthly newsletter, to broaden the ways parents can receive information and feel connected to the school community.</p> <p>Strategy's Expected Result/Impact: Increasing parent communication.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p>

Strategy/Action 3 Details	Reviews								
<p>Strategy/Action 3: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns.</p> <p>Strategy's Expected Result/Impact: Increasing communication and communicating efficiently build trust and relationships.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	<table border="1"> <tr> <td data-bbox="1226 350 1430 505"> <p>Dec</p>  </td> <td data-bbox="1430 350 2028 505"> <p>December Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 505 1430 659"> <p>Mar</p>  </td> <td data-bbox="1430 505 2028 659"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 659 1430 813"> <p>May</p>  </td> <td data-bbox="1430 659 2028 813"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 813 1430 982"> <p>June</p>  </td> <td data-bbox="1430 813 2028 982"> <p>June Evidence of Progress</p> <p style="text-align: right;">240</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p style="text-align: right;">240</p>
<p>Dec</p> 	<p>December Evidence of Progress</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p>								
<p>May</p> 	<p>May Evidence of Progress</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p style="text-align: right;">240</p>								
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 992 638 1081">  <p>No Progress</p> </div> <div data-bbox="758 992 957 1081">  <p>Accomplished</p> </div> <div data-bbox="1073 992 1304 1081">  <p>Continue/Modify</p> </div> <div data-bbox="1430 992 1604 1081">  <p>Discontinue</p> </div> </div>									

Goal 4: Safety

Performance Objective 1: Increase of students and families feeling that Woodland School is a safe and welcoming school

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: CEE Survey to be given to staff, 4th & 5th grade learners, and parents. Information will be give about the survey in February staff meetings and February parent meetings.</p>	<p>Dec December Evidence of Progress  The survey is open now through 2/26/21</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress  241</p> <p>June June Evidence of Progress  CEE Survey was completed by students, parents and staff.</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Safety

Performance Objective 2: Increase of parent involvement and engagement in school activities.

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns.</p> <p>Strategy's Expected Result/Impact: Increasing communication and communicating efficiently build trust and relationships.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p>

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Strategy/Action 2 Details	Reviews								
<p>Strategy/Action 2: Woodland will widen its use of Remind and Twitter, in addition to the Autodialer System and our monthly newsletter, to broaden the ways parents can receive information and feel connected to the school community.</p> <p>Strategy's Expected Result/Impact: Increasing parent communication.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	<table border="1"> <tr> <td data-bbox="1232 350 1430 505"> <p>Dec</p>  </td> <td data-bbox="1430 350 2028 505"> <p>December Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 505 1430 659"> <p>Mar</p>  </td> <td data-bbox="1430 505 2028 659"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 659 1430 813"> <p>May</p>  </td> <td data-bbox="1430 659 2028 813"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 813 1430 982"> <p>June</p>  </td> <td data-bbox="1430 813 2028 982"> <p>June Evidence of Progress</p> <p style="text-align: right;">243</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p style="text-align: right;">243</p>
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No Progress	Accomplished	Continue/Modify	Discontinue						

Reynolds School District 7

H.B. Lee Middle School

2020-2021 Formative Review with Notes



244

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 245
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 1: English Language Arts achievement will increase by 5% as measured by OSAS.

2019 Baseline: 30% level 3 or 4

2021 Goal: 35% level 3 or 4

Evaluation Data Sources: OSAS

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: ELA teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their literacy skills.</p> <p>Staff Responsible for Monitoring: Administrators will review common lesson plans and provide feedback.</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>40%</p> </div> <div style="width: 80%;"> <p>Teachers meet each week to create UDL common lesson plans.</p> </div> <div style="text-align: right;"> <p>247</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="text-align: center;">  <p>30%</p> </div> <div style="width: 80%;"></div> <div style="text-align: right;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="text-align: center;">  <p>100%</p> </div> <div style="width: 80%;"></div> <div style="text-align: right;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="width: 80%;"> <p>Teachers met each week to create UDL common lesson plans.</p> </div> <div style="text-align: right;"></div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Instructional/VILs coach will work with Lee teachers to increase student engagement in literacy building activities using their ipads.</p> <p>Strategy's Expected Result/Impact: Teachers will become more fluent in using technology to expand student literacy opportunities and students will gain literacy skills.</p> <p>Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to monitor progress.</p> <p>Title I Components (ORIS Domains): 3.2, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p>	<div data-bbox="1260 121 2016 284"> <p>Dec December Evidence of Progress</p>  <p>Coach's calendar. He has worked with 7 staff with direct coaching, 4 on coaching cycles, and has dropped into every virtual classroom to look for ways to support and teach others.</p> </div> <div data-bbox="1260 300 2016 446"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 462 2016 609"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 625 2016 787"> <p>June June Evidence of Progress</p>  <p>Coach calendar. He has worked with multiple staff with direct coaching, 6 on coaching cycles, and has dropped into every virtual classroom to look for ways to support and teach others.</p> </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format.</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Asst. Principal Talus, VILS Coach Jellesma</p> <p>Title I Components (ORIS Domains): 3.2, 3.4 - Characteristics: Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	<div data-bbox="1260 121 1365 259"> <p>Dec</p>  </div> <div data-bbox="1512 121 1890 154"> <p>December Evidence of Progress</p> </div> <div data-bbox="1386 154 1995 284"> <p>We have completed two VILS PDs and 5 building directed tech PD since the beginning of the year. We are now providing 2 short shot tech PDs each month during staff meetings.</p> </div> <div data-bbox="1260 300 1365 438"> <p>Mar</p>  </div> <div data-bbox="1533 300 1890 332"> <p>March Evidence of Progress</p> </div> <div data-bbox="1260 462 1365 600"> <p>May</p>  </div> <div data-bbox="1543 462 1869 495"> <p>May Evidence of Progress</p> </div> <div data-bbox="1260 617 1365 755"> <p>June</p>  </div> <div data-bbox="1543 617 1869 649"> <p>June Evidence of Progress</p> </div> <div data-bbox="1386 649 1953 779"> <p>We have completed 3 VILS PDs and 8 building directed tech PD since the beginning of the year. Additionally, we provided short shot tech tips PD during 6 staff meetings.</p> </div>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Instructional staff will participate in professional development on designing units using UDL.</p> <p>Strategy's Expected Result/Impact: Teachers will create units that address the learning needs of all students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Components (ORIS Domains): 3.2, 3.5, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p>	<div data-bbox="1260 121 1365 259"> <p>Dec</p>  </div> <div data-bbox="1260 276 1365 414"> <p>Mar</p>  </div> <div data-bbox="1260 430 1365 568"> <p>May</p>  </div> <div data-bbox="1260 584 1365 730"> <p>June</p>  </div> <div data-bbox="1386 121 2016 259"> <p>December Evidence of Progress</p> <p>Professional development on UDL was provided during pre-service. AP Guertin-Davis has coached individual PLCs during the year.</p> </div> <div data-bbox="1386 276 2016 414"> <p>March Evidence of Progress</p> </div> <div data-bbox="1386 430 2016 568"> <p>May Evidence of Progress</p> </div> <div data-bbox="1386 584 2016 730"> <p>June Evidence of Progress</p> <p>Professional development on UDL was provided during pre-service. AP Guertin-Davis has coached individual PLCs during the year. We need to prioritize this goal in 21-22.</p> </div>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Students will use Lexia during their Enrichment period to access literacy support.</p> <p>Strategy's Expected Result/Impact: Increased literacy skills.</p> <p>Staff Responsible for Monitoring: ELA Teachers, Administration</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Students all have accounts and have taken the pre-test. 25% of students are meeting their weekly usage goal. We are shifting focus during Enrichment to increase the number of students meeting the weekly usage goal.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>40% of our students met their weekly usage goal by the end of the year. 251</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 2: ELA growth will increase as measure by OSAS

2019 Baseline: Level 3 (54% of students meeting their goal).

2021 Goal: Level 5 (60% of students meeting their goal).

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: ELA teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their literacy skills.</p> <p>Staff Responsible for Monitoring: Administrators will review PLC notes and provide feedback.</p> <p>Title I Components (ORIS Domains): 3.4, 3.5</p> <p>Problem Statements: Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec</p>  <p>40%</p> </div> <div style="margin-bottom: 10px;"> <p>Mar</p>  <p>55%</p> </div> <div style="margin-bottom: 10px;"> <p>May</p>  <p>80%</p> </div> <div> <p>June</p>  </div> </div> <div style="margin-top: 10px;"> <p>December Evidence of Progress</p> <p>Teachers meet in PLCs each Monday since September and common UDL lesson plans for Language continue to be created.</p> </div> <div style="margin-top: 10px;"> <p>March Evidence of Progress</p> </div> <div style="margin-top: 10px;"> <p>May Evidence of Progress 252</p> </div> <div style="margin-top: 10px;"> <p>June Evidence of Progress</p> <p>Teachers meet in PLCs each Monday since September and common UDL units for Language Arts were developed.</p> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Instructional/VILs coach will work with Lee teachers to increase student engagement in literacy building activities using their ipads.</p> <p>Strategy's Expected Result/Impact: Teachers will become more fluent in using technology to expand student literacy opportunities and students will gain literacy skills.</p> <p>Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to monitor progress.</p>	<div data-bbox="1260 121 2016 284"> <p>Dec December Evidence of Progress</p>  <p>Coach calendar. He has worked with 7 staff with direct coaching, 4 on coaching cycles, and has dropped into every virtual classroom to look for ways to support and teach others.</p> </div> <div data-bbox="1260 300 2016 446"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 462 2016 609"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 625 2016 787"> <p>June June Evidence of Progress</p>  <p>Coach calendar. He has worked with multiple staff with direct coaching, 6 on coaching cycles, and has dropped into every virtual classroom to look for ways to support and teach others.</p> </div>

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<p>Strategy/Action 3: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format.</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Asst. Principal Talus, VILS Coach Jellesma</p> <p>Title I Components (ORIS Domains): 3.2, 3.4 - Characteristics: Focused Professional Development, Supportive Learning Environment</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p>  </div> <div style="width: 50%;"> <p>December Evidence of Progress</p> <p>We have completed two PD with Verizon s and 5 building directed Tech PD since the beginning of the year.</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p>We have completed 3 VILS PDs and 8 building directed tech PD since the beginning of the year. Additionally, we provided short shot tech tips PD during 6 staff meetings.</p> </div> </div>
Strategy/Action 4 Details	Reviews 254
<p>Strategy/Action 4: Instructional staff will participate in professional development on designing units using UDL.</p> <p>Strategy's Expected Result/Impact: Teachers will create units that address the learning needs of all students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p> <p>Problem Statements: School Processes & Programs 1</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p>  </div> <div style="width: 50%;"> <p>December Evidence of Progress</p> <p>Professional development on UDL was provided during pre-service. AP Guertin-Davis has coached individual PLCs as well.</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p>Professional development on UDL was provided during pre-service. AP Guertin-Davis has coached individual PLCs during the year. We need to prioritize this goal in 21-22.</p> </div> </div>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Students will use Lexia during their Enrichment period to access literacy support.</p> <p>Strategy's Expected Result/Impact: Increased literacy skills.</p> <p>Staff Responsible for Monitoring: ELA Teachers, Administration</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards</p> <p>Problem Statements: Student Learning 2</p>	<div data-bbox="1255 293 2028 456"> <p>Dec December Evidence of Progress</p>  <p>Students all have accounts and have taken the pre-test. 25% of students are meeting their weekly usage goal. We are shifting focus during Enrichment to increase the number of students meeting the weekly usage goal.</p> </div> <div data-bbox="1255 477 2028 613"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1255 634 2028 771"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1255 792 2028 928"> <p>June June Evidence of Progress 255</p>  <p>40% of our students met their weekly usage goal by the end of the year.</p> </div>
<div data-bbox="464 948 516 1000"> <p>0%</p> </div> <p>No Progress</p> <div data-bbox="758 948 810 1000"> <p>100%</p> </div> <p>Accomplished</p> <div data-bbox="1073 948 1125 1000"> </div> <p>Continue/Modify</p> <div data-bbox="1430 948 1482 1000"> </div> <p>Discontinue</p>	

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 3: The percentage of students proficient on grade level reading skills by the end of the year will increase by 5% as indicated below as measured on STAR reading state benchmark assessment.

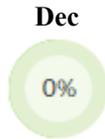
Baseline: 29.5%

Goal: 35%

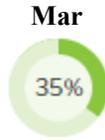
Evaluation Data Sources: STAR Assessment Proficiency Report

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: We will administer STAR four times this year and use the data to identify students instructional needs. Teachers will use this data during PLC planning time to make instructional decisions.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use data to more effectively plan interventions.</p> <p>Staff Responsible for Monitoring: Testing coordinator and administrators will support implementation.</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Student Learning 2</p>	256



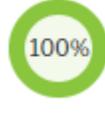
December Evidence of Progress
Teachers administered a practice testing in fall and will be administering the test to all students in February.



March Evidence of Progress



May Evidence of Progress



June Evidence of Progress
STAR was administered during the Fall, Winter, and Spring testing windows.



No Progress



Accomplished



Continue/Modify



Discontinue

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Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 4: Language proficiency for English Learners will increase as measured by gaining one or more levels on ELPA.

2019 Baseline: 25%

2021 Goal: 50%

Evaluation Data Sources: ELPA

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: ELD teachers will collaborate with other grade level teaches to develop UDL Unit Plans during their common prep time and weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their language skills.</p> <p>Staff Responsible for Monitoring: Administrators will review monthly PLC notes and provide feedback.</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Student Learning 2, 3</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  <div style="flex-grow: 1;"> <p>ELD teachers are in grade level content teams and have created common UDL lessons with their colleagues.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  <div style="flex-grow: 1;"> <p style="text-align: right;">258</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  <div style="flex-grow: 1;"> <p style="text-align: right;">258</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  <div style="flex-grow: 1;"> <p>ELD teachers are in grade level content teams and have created common UDL lessons with their colleagues.</p> </div> </div> </div>

Strategy/Action 2 Details	Reviews								
<p>Strategy/Action 2: ELD Teachers will deliver language instruction through integrated ELD core ELA and Social Studies classes.</p> <p>Strategy's Expected Result/Impact: Student will have consistent language instruction and support.</p> <p>Staff Responsible for Monitoring: PLCs, administrators.</p> <p>Title I Components (ORIS Domains): 3.2, 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication</p> <p>Problem Statements: Student Learning 2</p>	<table border="1"> <tr> <td data-bbox="1232 326 1381 472"> Dec  </td> <td data-bbox="1381 326 2022 472"> December Evidence of Progress 6 ELD teachers are assigned to Language Arts/Social Studies blocks with integrated ELD. </td> </tr> <tr> <td data-bbox="1232 472 1381 618"> Mar  </td> <td data-bbox="1381 472 2022 618"> March Evidence of Progress </td> </tr> <tr> <td data-bbox="1232 618 1381 764"> May  </td> <td data-bbox="1381 618 2022 764"> May Evidence of Progress </td> </tr> <tr> <td data-bbox="1232 764 1381 963"> June  </td> <td data-bbox="1381 764 2022 963"> June Evidence of Progress 6 ELD teachers are assigned to Language Arts/Social Studies blocks with integrated ELD. </td> </tr> </table>	Dec 	December Evidence of Progress 6 ELD teachers are assigned to Language Arts/Social Studies blocks with integrated ELD.	Mar 	March Evidence of Progress	May 	May Evidence of Progress	June 	June Evidence of Progress 6 ELD teachers are assigned to Language Arts/Social Studies blocks with integrated ELD.
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No Progress	Accomplished	Continue/Modify	Discontinue						

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 5: Math achievement for all students will increase by 5% as measured by OSAS.

2019 Baseline: 15%

2021 Goal: 20%

Evaluation Data Sources: OSAS

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Math teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their numeracy skills.</p> <p>Staff Responsible for Monitoring: Administrators will review monthly PLC notes and provide feedback.</p> <p>Title I Components (ORIS Domains): 3.4 - Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>45%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Math teachers are in grade level PLCs and have collaboratively created lessons throughout the year.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>55%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Math teachers are in grade level PLCs and have collaboratively created lessons throughout the year.</p> </div> </div> </div> <div style="text-align: right; margin-top: 20px;">260</div>

Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: Students will be provided with 1-1 ipads via the Verizon Innovative Learning program, giving them access to technology at home.</p> <p>Strategy's Expected Result/Impact: Students will be able to engage in academic activities outside school hours, increasing their academic skills.</p> <p>Staff Responsible for Monitoring: Principal, Coach, building A-Team, and district VILS team will meet regularly to assess progress.</p>	<p>Dec </p> <p>Mar </p> <p>May </p> <p>June </p>	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress See Student check out records.</p>
Strategy/Action 3 Details	Reviews	
<p>Strategy/Action 3: Instructional/VILs coach will work with Lee teachers to increase student engagement in numeracy building activities using their ipads.</p> <p>Strategy's Expected Result/Impact: Teachers will become more fluent in using technology to expand student numeracy opportunities.</p> <p>Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to monitor progress.</p>	<p>Dec </p> <p>Mar </p> <p>May </p> <p>June </p>	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress Coach calendar. He has worked with multiple staff with direct coaching, 6 on coaching cycles, and has dropped into every virtual classroom to look for ways to support and teach others.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Students will use Dreambox during Enrichment period to increase their math skills.</p> <p>Strategy's Expected Result/Impact: Students will gain numeracy skills.</p> <p>Staff Responsible for Monitoring: Principal. Math Teachers.</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p>  </div> <div style="width: 50%;"> <p>December Evidence of Progress</p> <p>Students all have Dreambox accounts and are using it for grade level content in Math and intervention during Advisory.</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p>Students all have Dreambox accounts and are using it for grade level content in Math and intervention during Advisory. Students averaged 4.5 lessons per week.</p> </div> </div>
Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format.</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Asst. Principal Talus, VILS Coach Jellesma</p> <p>Title I Components (ORIS Domains): 3.2, 3.4 - Characteristics: Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dec</p> <p>Mar</p>  <p>May</p>  <p>June</p>  </div> <div style="width: 50%;"> <p>December Evidence of Progress</p> <p>We have completed two VILS PDs and 5 building directed tech PD since the beginning of the year. We are now providing 2 short shot tech PDs each month during staff meetings.</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p>We have completed 3 VILS PDs and 8 building directed tech PD since the beginning of the year. Additionally, we provided short shot tech tips PD during 6 staff meetings.</p> </div> </div>

Strategy/Action 6 Details	Reviews								
<p>Strategy/Action 6: Instructional staff will participate in professional development on designing units using UDL.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and learning for all groups.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I Components (ORIS Domains): 3.2, 3.4 - Characteristics: High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment</p>	<table border="1"> <tr> <td data-bbox="1226 305 1507 370">Dec</td> <td data-bbox="1507 305 2028 370">December Evidence of Progress</td> </tr> <tr> <td data-bbox="1226 370 1507 548">Mar</td> <td data-bbox="1507 370 2028 548">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1226 548 1507 711">May</td> <td data-bbox="1507 548 2028 711">May Evidence of Progress</td> </tr> <tr> <td data-bbox="1226 711 1507 878">June</td> <td data-bbox="1507 711 2028 878">June Evidence of Progress</td> </tr> </table> <p>Professional development on UDL was provided during pre-service. AP Guertin-Davis has coached individual PLCs during the year. We need to prioritize this goal in 21-22.</p>	Dec	December Evidence of Progress	Mar	March Evidence of Progress	May	May Evidence of Progress	June	June Evidence of Progress
Dec	December Evidence of Progress								
Mar	March Evidence of Progress								
May	May Evidence of Progress								
June	June Evidence of Progress								
<table border="0"> <tr> <td data-bbox="464 889 516 938"></td> <td data-bbox="762 889 814 938"></td> <td data-bbox="1077 889 1129 938"></td> <td data-bbox="1434 889 1486 938"></td> </tr> <tr> <td data-bbox="499 946 636 979">No Progress</td> <td data-bbox="793 946 957 979">Accomplished</td> <td data-bbox="1108 946 1304 979">Continue/Modify</td> <td data-bbox="1465 946 1602 979">Discontinue</td> </tr> </table>						No Progress	Accomplished	Continue/Modify	Discontinue
No Progress	Accomplished	Continue/Modify	Discontinue						

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 6: Math growth will increase as measured by OSAS.

2019 Baseline: 3 (46% of students meeting the goal)

2021 Goal: 4 (55% of students meeting the goal)

Evaluation Data Sources: OSAS

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Math teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their numeracy skills.</p> <p>Staff Responsible for Monitoring: Administrators will review weekly PLC notes and provide feedback.</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>15%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>Common UDL lesson plans continue to be created by grade level teams.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>35%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>50%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> <p>Professional development on UDL was provided during pre-service. AP Guertin-Davis has coached individual PLCs during the year. We need to prioritize this goal in 21-22.</p> </div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Students will be provided with 1-1 ipads via the Verizon Innovative Learning program, giving them access to technology at home.</p> <p>Strategy's Expected Result/Impact: Students will be able to engage in academic activities outside school hours, increasing their academic skills.</p> <p>Staff Responsible for Monitoring: Principal, Coach, building A-Team, and district VILS team will meet regularly to assess progress.</p> <p>Title I Components (ORIS Domains): 3.5, 3.6 - Characteristics: High Standards and Expectations for All Students, Supportive Learning Environment</p>	<p>Dec  December Evidence of Progress All students have a 1-1 device.</p> <p>Mar  March Evidence of Progress</p> <p>May  May Evidence of Progress</p> <p>June  June Evidence of Progress See student check out records.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Instructional/VILs coach will work with Lee teachers to increase student engagement in math skill building activities using their ipads.</p> <p>Strategy's Expected Result/Impact: Teachers will become more fluent in using technology to expand student numeracy opportunities.</p> <p>Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to monitor progress.</p> <p>Title I Components (ORIS Domains): 3.2, 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment</p>	<p style="text-align: right;">265</p>

Dec



December Evidence of Progress
Our VILS coach has done coaching cycles with four teachers, coached 7 teachers, and has done drop ins on every certified staff member.

Mar

March Evidence of Progress

May

May Evidence of Progress

June

June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 7: The percentage of students proficient on grade level math skills by the end of the year will increase by 6% indicated below as measured on STAR state math benchmark assessment.

Baseline: 14%

Goal: 20%

Evaluation Data Sources: STAR Assessment Summary Report

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: We will administer STAR three times this year and use the data to identify students for Title 1 and classroom support.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use data to more effectively plan interventions.</p> <p>Staff Responsible for Monitoring: Testing coordinator and administrators will support implementation.</p> <p>- Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>15%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>Teachers all administered the practice test in the fall and are ready to administer the official test during the February testing window.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> <p>STAR was administered during the Fall, Winter and Spring windows.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity: We will create a culture of inclusivity where all our school practices and programs are culturally responsive.

Performance Objective 1: Increase to 70% the percentage of teachers who feel mostly or very confident that they understand and can implement culturally responsive strategies in their classrooms

Evaluation Data Sources: Staff survey

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews																								
<p>Strategy/Action 1: Instructional staff will read Culturally Responsive Teaching and the Brain and participate in a monthly professional development to discuss the book.</p> <p>Strategy's Expected Result/Impact: Increased use of culturally responsive teaching strategies. Increased student engagement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.6 - Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	<table border="0"> <tr> <td data-bbox="1262 402 1360 435">Dec</td> <td data-bbox="1520 402 1892 435">December Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1262 440 1360 537"></td> <td data-bbox="1402 440 1923 472">We have completed 5 chapters as a whole staff.</td> <td></td> </tr> <tr> <td data-bbox="1262 565 1360 597">Mar</td> <td data-bbox="1541 565 1879 597">March Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1262 602 1360 699"></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1262 727 1360 760">May</td> <td data-bbox="1551 727 1864 760">May Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1262 764 1360 862"></td> <td></td> <td data-bbox="1948 786 1997 818">268</td> </tr> <tr> <td data-bbox="1262 889 1360 922">June</td> <td data-bbox="1551 889 1864 922">June Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1262 927 1360 1024"></td> <td data-bbox="1402 927 1923 959">PD Calendar. We have completed all chapters.</td> <td></td> </tr> </table>	Dec	December Evidence of Progress			We have completed 5 chapters as a whole staff.		Mar	March Evidence of Progress					May	May Evidence of Progress				268	June	June Evidence of Progress			PD Calendar. We have completed all chapters.	
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May	May Evidence of Progress																								
		268																							
June	June Evidence of Progress																								
	PD Calendar. We have completed all chapters.																								

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Equity Team will meet monthly and will plan/lead 4 building wide professional development sessions for staff throughout the year that focus specifically on action steps for culturally responsive teaching strategies.</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Principal. Building Equity Team.</p> <p>Title I Components (ORIS Domains): 3.2, 3.6 - Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment</p>	<div data-bbox="1262 123 1997 256"> <p>Dec December Evidence of Progress Equity Team has conducted 2 staff development sessions and has 2 more planned for spring.</p>  </div> <div data-bbox="1262 285 1997 418"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1262 448 1997 581"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1262 610 1997 743"> <p>June June Evidence of Progress Equity Team conducted 3 staff development sessions</p>  </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Building Leadership Team will implement a Culturally Responsiveness Framework to analyze building efforts around anti-racism and equity work. We will identify additional professional development for staff, and create alignment among building committees and efforts so that our culture of care and culture of learning practices are aligned.</p> <p>Strategy's Expected Result/Impact: Staff will increase skills in culturally responsive practices. Students will be more engaged in their learning.</p> <p>Staff Responsible for Monitoring: Administrators. Leadership Team</p> <p>Title I Components (ORIS Domains): 3.1, 3.4, 3.6 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>0%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Framework was presented i pre-service and ongoing PD for Culturally Responsive teaching and the brain.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>25%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>55%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Framework was presented in pre-service and ongoing PD for Culturally Responsive Teaching and the Brain, and during Equity and Leadership Team meetings.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity: We will create a culture of inclusivity where all our school practices and programs are culturally responsive.

Performance Objective 2: By the end of the 2020-21 school year, the percentage of students who are regular attenders will increase by 7%, compared to the 2019-20 school year. (73% to 80%)

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: The Lee Student Engagement Team will meet weekly to identify students who are not regularly attending. The team will contact families to discuss strategies for engagement and provide support.</p> <p>Strategy's Expected Result/Impact: Students will attend more regularly.</p> <p>Staff Responsible for Monitoring: Engagement Team: Asst. Principals, Counselors, Social Worker, SRO, Attendance Secretary, Special Ed Case Managers.</p> <p>Title I Components (ORIS Domains): 3.3 - Characteristics: High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 2 - Perceptions 3</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>40%</p> </div> <div style="width: 80%;"> <p>Tier 3 Student Engagement Team meetings happen every Monday.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>65%</p> </div> <div style="width: 80%;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> May May Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>90%</p> </div> <div style="width: 80%;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> June June Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  </div> <div style="width: 80%;"> <p>Tier 3 Student Engagement Team meetings happen every Monday.</p> </div> </div> </div> <div style="text-align: right; margin-top: 20px;">271</div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Grade Level Teams will meet every two weeks for Tier 1 and Tier 2 meetings to identify students who need additional support to engage and be successful in CDL.</p> <p>Strategy's Expected Result/Impact: More students will attend classes regularly, learn more, and receive higher grades.</p> <p>Staff Responsible for Monitoring: Grade Level Tier Teams, Administrators.</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>December Evidence of Progress</p> <p>Tier 1 and Tier 2 meetings have been held every two weeks since October.</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>March Evidence of Progress</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>May</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>May Evidence of Progress</p> </div> </div> </div> <div> <p>June</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>June Evidence of Progress</p> <p>Tier 1 and Tier 2 meetings have been held every two weeks since October. 272</p> </div> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity: We will create a culture of inclusivity where all our school practices and programs are culturally responsive.

Performance Objective 3: Students who respond almost always true or often true to the question "my school helps me develop the technology skills I need" will increase from 61% to 80%.

Evaluation Data Sources: VILS Survey

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: Instructional Coach and school teacher Tech Team will plan student lessons on how to navigate ipad apps and other digital tools.</p> <p>Strategy's Expected Result/Impact: Students will learn more content and skills.</p> <p>Staff Responsible for Monitoring: Principal, Coach and Tech Team will meet monthly to discuss and plan..</p> <p>Problem Statements: Student Learning 2</p>	<table border="0"> <tr> <td data-bbox="1255 540 1360 678"> <p>Dec</p>  </td> <td data-bbox="1398 540 2001 646"> <p>December Evidence of Progress</p> <p>Students received instruction on using their devices in September and October.</p> </td> </tr> <tr> <td data-bbox="1255 703 1360 841"> <p>Mar</p>  </td> <td data-bbox="1539 703 2001 816"> <p>March Evidence of Progress</p> <p style="text-align: right;">273</p> </td> </tr> <tr> <td data-bbox="1255 865 1360 1003"> <p>May</p>  </td> <td data-bbox="1539 865 2001 898"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1255 1027 1360 1166"> <p>June</p>  </td> <td data-bbox="1539 1027 2001 1060"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Students received instruction on using their devices in September and October.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p style="text-align: right;">273</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p>
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No Progress	Accomplished	Continue/Modify	Discontinue						

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Instructional Coach will provide support to teachers in using ipads to increase engagement.</p> <p>Strategy's Expected Result/Impact: Teachers will use technology to increase engagement. Students will be more engaged.</p> <p>Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to assess.</p> <p>Title I Components (ORIS Domains): 3.2, 3.5 - Characteristics: High Levels of Collaboration and Communication, Focused Professional Development</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>30%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>Teachers who are struggling with using technology get 1-1 instruction from our VILS coach.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>45%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> <p>Teachers who struggled with using technology received 1-1 instruction from our VILS coach.</p> <p style="text-align: right;">275</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Communication: We will create a strong culture of community engagement.

Performance Objective 1: By the end of the 2020-21 school year, the percentage of parents who answer almost always true or often true to the question this school communicates with me about my child's progress from 60% to 80%.

Evaluation Data Sources: CEE Survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Individual parent conferences will be scheduled with each family three times during the school year.</p> <p>Strategy's Expected Result/Impact: Increase communication with families.</p> <p>Staff Responsible for Monitoring: Administrators. Advisory teachers.</p> <p>Title I Components (ORIS Domains): 3.3 - Characteristics: High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>We had parent conferences in October and November. The next will be in March.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> <div style="text-align: right; margin-right: 20px;">276</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>We had parent conferences in October, November and March.</p> </div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Teachers will use our school wide system for posting lessons in Schoology and inform families where to look for student work.</p> <p>Strategy's Expected Result/Impact: Parents will be able to support student learning at home.</p> <p>Staff Responsible for Monitoring: Teachers. Administrators.</p> <p>Title I Components (ORIS Domains): 3.3 - Characteristics: High Standards and Expectations for All Students, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<p>Dec December Evidence of Progress  All teachers organize files by order and color the same way in Schoology.</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  All teachers organize files by order and color the same way in Schoology. Teachers have communicated with parents during the school year about how to access Schoology. Parent Academies have demonstrated how to access Schoology.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Lee Student Engagement Team will meet weekly to identify students who are not regularly attending. The team will contact families to discuss strategies for engagement and provide support.</p> <p>Strategy's Expected Result/Impact: Students will attend more regularly.</p> <p>Staff Responsible for Monitoring: Engagement Team: Asst. Principals, Counselors, Social Worker, SRO, Attendance Secretary, Special Ed Case Managers.</p> <p>Title I Components (ORIS Domains): 3.3 - Characteristics: High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>55%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>The Tier 3 Student Engagement Team has met every Monday since October.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>75%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>95%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> <p>The Tier 3 Student Engagement Team has met every Monday since October.</p> <p style="text-align: right;">278</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Communication: We will create a strong culture of community engagement.

Performance Objective 2: By the end of the 2020-21 school year, the percentage of parents who answer almost always true or often true to the question I am informed about what is going on in the school will increase from 69% to 90% on the annual CEE survey.

Evaluation Data Sources: CEE Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: School will evaluate and hone home communication systems by consulting with family groups and community partners.</p> <p>Strategy's Expected Result/Impact: Families will receive information in a format that is helpful and easy to understand.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I Components (ORIS Domains): 3.3, 3.6 - Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec</p>  <p>December Evidence of Progress</p> <p>We have started regular meetings with community partners to discuss parent engagement strategies. They are working to get parents to attend our Parent Academies and Virtual Coffee with the Principal.</p> </div> <div style="margin-bottom: 10px;"> <p>Mar</p>  <p>March Evidence of Progress</p> </div> <div style="margin-bottom: 10px;"> <p>May</p>  <p>May Evidence of Progress 279</p> </div> <div> <p>June</p>  <p>June Evidence of Progress</p> <p>We had regular meetings with community partners to discuss parent engagement strategies. They are worked to get parents to attend our Parent Academies and Virtual Coffee with the Principal.</p> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Principal will provide an online Distance Learning Page using the Smore platform to increase families' ability to read the newsletter in multiple languages. Parents will be prompted to check it for updates each week.</p> <p>Strategy's Expected Result/Impact: Family who are not English dominate will get information they can understand.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Components (ORIS Domains): 3.3, 3.6 - Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<p>Dec December Evidence of Progress</p> <p> The online distance learning page was live for parents starting at the end of August. We send monthly newsletters and prompts to check it each time.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> The online distance learning page was live for parents starting at the end of August. We send monthly newsletters and prompts to check it each time.</p>

Strategy/Action 3 Details	Reviews								
<p>Strategy/Action 3: Administrators, Instructional Coach and others will provide ongoing Parent Academies to support CDL.</p> <p>Strategy's Expected Result/Impact: Families will increase their understanding of how to engage in CDL.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Components (ORIS Domains): 3.3, 3.6 - Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<table border="1"> <tr> <td data-bbox="1226 331 1388 477"> <p>Dec</p>  </td> <td data-bbox="1388 331 2028 477"> <p>December Evidence of Progress</p> <p>We have provided more than 10 Parent Academies since the beginning of the year.</p> </td> </tr> <tr> <td data-bbox="1226 477 1388 623"> <p>Mar</p>  </td> <td data-bbox="1388 477 2028 623"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 623 1388 769"> <p>May</p>  </td> <td data-bbox="1388 623 2028 769"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 769 1388 964"> <p>June</p>  </td> <td data-bbox="1388 769 2028 964"> <p>June Evidence of Progress</p> <p>We have provided more than 15 Parent Academies since the beginning of the year.</p> <p style="text-align: right;">281</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>We have provided more than 10 Parent Academies since the beginning of the year.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>We have provided more than 15 Parent Academies since the beginning of the year.</p> <p style="text-align: right;">281</p>
<p>Dec</p> 	<p>December Evidence of Progress</p> <p>We have provided more than 10 Parent Academies since the beginning of the year.</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p>								
<p>May</p> 	<p>May Evidence of Progress</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p>We have provided more than 15 Parent Academies since the beginning of the year.</p> <p style="text-align: right;">281</p>								
<table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No Progress</td> <td>Accomplished</td> <td>Continue/Modify</td> <td>Discontinue</td> </tr> </table>						No Progress	Accomplished	Continue/Modify	Discontinue
									
No Progress	Accomplished	Continue/Modify	Discontinue						

Goal 4: Socio-Emotional Learning: We will increase the frequency and consistency of SEL opportunities in our school.

Performance Objective 1: By the end of the school year, the percentage of parents and staff who respond almost always true or often true to the question do you believe that the district places an emphasis on social emotional learning in addition to core academic instruction will increase. Parents: Increase from 56% to 66% and Staff: Increase from 43% to 53%

Evaluation Data Sources: CEE Survey

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: Advisory Planning Team will collaborate with other district middle schools on the development of a district SEL sequence and provide Advisory lesson for teachers that will be implemented with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased focus on SEL instruction.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<table border="0"> <tr> <td data-bbox="1262 443 1360 581"> <p>Dec</p>  </td> <td data-bbox="1398 443 2018 509"> <p>December Evidence of Progress</p> <p>This team has met twice since the beginning of the year.</p> </td> </tr> <tr> <td data-bbox="1262 597 1360 735"> <p>Mar</p>  </td> <td data-bbox="1541 597 1877 631"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 758 1360 896"> <p>May</p>  </td> <td data-bbox="1551 758 1997 813"> <p>May Evidence of Progress 282</p> </td> </tr> <tr> <td data-bbox="1262 919 1360 1057"> <p>June</p>  </td> <td data-bbox="1398 919 2018 1018"> <p>June Evidence of Progress</p> <p>This team has met four times since the beginning of the year.</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>This team has met twice since the beginning of the year.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress 282</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>This team has met four times since the beginning of the year.</p>
<p>Dec</p> 	<p>December Evidence of Progress</p> <p>This team has met twice since the beginning of the year.</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p>								
<p>May</p> 	<p>May Evidence of Progress 282</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p>This team has met four times since the beginning of the year.</p>								

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Students will engage in weekly homeroom lessons that focus on social emotional learning, community building, growth mindset, and equity.</p> <p>Strategy's Expected Result/Impact: Students will feel more connected to the school and more able to engage in learning.</p> <p>Staff Responsible for Monitoring: Advisory Teachers. Administrators.</p> <p>Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Supportive Learning Environment</p>	<p>Dec December Evidence of Progress Our Advisory Planning Group has met weekly since September to create SEL lessons for Advisory. SEL lessons occur at least 2 of the 5 days each week.</p> <p>Mar March Evidence of Progress  40%</p> <p>May May Evidence of Progress  100%</p> <p>June June Evidence of Progress  100% Folder of weekly Advisory lessons for 20-21 283</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Reynolds School District 7

Reynolds Middle School

2020-2021 Formative Review with Notes



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation²⁸⁵ in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Table of Contents

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Goal 5: Communication :	30

286

Goals

Goal 1: Equity:

Performance Objective 1: By the end of the 2020-21 school year, the percentage of students who are regular attenders will increase by 6%, compared to the 2019-20 school year. (74% to 80%)

Evaluation Data Sources: Synergy attendance quarterly report; Data Warehouse attendance report; Student engagement spreadsheet

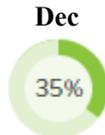
Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: The RMS Engagement Team in their bi-weekly meetings, will focus on "Yellow Zone" students-those whose attendance falls within the 80-89% range and personalize strategies to meet the needs of individual students. The strategies will include but not be limited to, home visits and one-on-one conferences with students.</p> <p>Strategy's Expected Result/Impact: Most, if not all "Yellow Zone" attendance students will increase their composite attendance to 90%. Recognizing that the "Yellow Zone" represents a diverse group of students, improving attendance will serve the dual effect of reducing the attendance equity gap."</p> <p>Staff Responsible for Monitoring: Shaunice Silas & RMS Engagement Team</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.4 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div> <p>We have been meeting weekly in our engagement team. We have started to review our yellow/orange tiered students and each staff as seven students that they will be creating an outreach in a effort to reach all students.</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div> <p>Engagement team meeting weekly to increase achievement data and making some progress. We have recently focused our outreach on students and staff</p> </div> <div style="margin-left: 20px; text-align: right;">287</div> </div> </div> <div style="margin-bottom: 20px;"> <p>May May Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div> <p>Teacher have met in PLCs all year to review student progress. Schoology /Nearpod/Schoology assignments STAR testing Assessments Team class meetings</p> </div> </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div> <p>Teacher have met in PLCs all year to review student progress. Schoology /Nearpod/Schoology assignments STAR testing Assessments Team class meetings</p> </div> </div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Foundations teachers and Student support team will call home for students with attendance between 80% and 90%, inviting the student back to school.</p> <p>Strategy's Expected Result/Impact: Creating a welcoming environment will contribute to "Yellow Zone" students increasing their attendance.</p> <p>Staff Responsible for Monitoring: Administrators/ Attendance Secretary</p>	<p>Dec December Evidence of Progress  Engagement team created positive postcards.. The engagement team is working to connect with students and families that are in the yellow zone for attendance (less that 70% attendance)</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  Engagement team meeting weekly to increase achievement data and making some progress. We have focused our outreach on students for summer school with 70% or less attendance.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Based on current "Yellow Zone" attendance data, we will customize attendance strategies for historically marginalized students who fall within the "yellow category" of 85-90% attendance.</p> <p>Strategy's Expected Result/Impact: The percentage of regular attenders will increase</p> <p>Staff Responsible for Monitoring: RMS engagement Team</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.4 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress 288  From October to January we had a 3.8% increase.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  Engagement team meeting weekly to increase achievement data and making some progress. We have focused our outreach on students for summer school . Foundation teachers in GLTs (grade level teams) also completed outreach to students for engagement.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: School-wide attendance system implementation with acknowledge student online engagement. - importance of attendance communicated through newsletters and parent conferences - incentive prizes earned for classroom engagement - monthly engagement awards presented in monthly video</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Shaunice Silas, Counselors, Sara Idle and Darryl Coppedge</p>	<p>Dec December Evidence of Progress</p> <p> Weekly communication newsletter to families, virtual coffee chats discussing attendance, and monthly assemblies acknowledging students engagement participation.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Monthly virtual coffee chats with families, monthly assemblies for students, and post cards mailed out weekly to students acknowledging attendance improvements.</p>
Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Case managers are assigned to each grade level to support attendance/virtual engagement effort. All interventions, support, and concerns are reviewed at weekly attendance meetings.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Darryl Coppedge</p>	<p style="text-align: right;">289</p>

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December Evidence of Progress
Created SMT and EA support time on Monday where additional support is provided to students.

Mar

March Evidence of Progress

May

May Evidence of Progress



June

June Evidence of Progress



SMT and EA support every Monday for drop in support and case management with students. Weekly data review during engagement team meeting and students in 70% or less attendance assigned engagement staff member for outreach.



No Progress



Accomplished



Continue/Modify



Discontinue

290

Goal 1: Equity:

Performance Objective 2: To ensure the success of all students, Reynolds Middle School will continue to enhance, refine and communicate its comprehensive multi-tiered system of supports as a framework to improve student outcomes in academics, social emotional competencies, and cultural competency .

Evaluation Data Sources: CEE Data and STAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Book study of "Culturally Responsive Teaching and the Brain " school wide over the course of the 2020-21 school year..</p> <p>Strategy's Expected Result/Impact: We will re-frame our equity challenges through the book study, with the expectation that our Equity committee will provide a new voice around equity at RMS, in addition to teacher-leading professional development around the topic.</p> <p>Staff Responsible for Monitoring: Shaunice Silas, BTT, Equity Committee</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.4, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>CRT professional development provided to teachers, UDL PD and equity professional development around grading practices. See professional development calendar.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px; align-self: center;">291</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>CRT professional development provided to teachers, UDL PD and equity professional development around grading practices and grade level grading norms created. See professional development calendar. Our work around CRT will continue in the fall with the goal of have building wide goals and looks for in classrooms.</p> </div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: We will implement the Promise Neighborhoods Initiative work at RMS, which includes partners from multiple agencies who will work directly with caseloads of students and their families to support their academic success.</p> <p>Strategy's Expected Result/Impact: Culturally specific support for our students will boost academic support and reduce disproportionate discipline related to race.</p> <p>Staff Responsible for Monitoring: Principal Silas and Assistant Principal Coppedge will attend weekly partner meetings to plan and assess progress.</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> Weekly meetings to review case loads with Promise Neighborhoods. In addition, weekly study hall sessions created with each community partner for students. See copy of drop in sessions meeting support times w/community partner spreadsheet.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Weekly meetings to review case load of community partners and creation of drop in support sessions and online HW help. Community partners reviewed engagement data and provided support for students on their case load. See engagement data spreadsheet.</p>
Strategy/Action 3 Details	Reviews 292
<p>Strategy/Action 3: We will re-establish a student Restorative Practice group that will engage in peer mediation/student leadership with support from Maria Scanelli of Resolutions Northwest and our community partnerships, to help students in conflict.</p> <p>Strategy's Expected Result/Impact: Disproportionate discipline related to student conflict will be reduced.</p> <p>Staff Responsible for Monitoring: Principal Silas and Darryl Coppedge</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p>	<p>Dec December Evidence of Progress</p> <p> We are revisiting this goal.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress</p> <p> We are revisiting this goal.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Growth in learning and implementation of culturally responsive teaching that emphasizes equity, inclusion and diversity by supporting professional development of UDL.</p> <p>Strategy's Expected Result/Impact: Increased first time instruction</p> <p>Staff Responsible for Monitoring: Sara Idle, Alyson Drain, Principal Silas and Darryl Coppedge</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec</p> <p> December Evidence of Progress</p> <p>UDL professional development led and created by teachers with assistant principal and coach. See professional development calendar.</p> <p>Mar</p> <p>March Evidence of Progress</p> <p>May</p> <p> May Evidence of Progress</p> <p>June</p> <p> June Evidence of Progress</p> <p>Professional Development to support implementation of a multi-tiered system of support with a focus on frameworks-based curriculum, Universal Design for Learning (UDL) and evidence-based practice in PLC work. See PLC folder and PD calendar.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Implement the Verizon Innovative Learning School grant that provides an IPAD for all students at RMS.</p> <p>Strategy's Expected Result/Impact: Student engagement and personalized instruction will be greatly enhanced, resulting in better academic performance based on grades.</p> <p>Staff Responsible for Monitoring: Shaunice Silas, VILS Instructional Coach Alyson Drain, Sara Idle, and Library Media Teacher Trish will meet regularly to plan efforts.</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.4 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress Professional Development calendar </p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress Increased students' confidence, problem-solving, 294 collaboration, and communication skills. iPad deployment. See professional Development Calendar </p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 1: Equity:

Performance Objective 3: Ensure that 100% of RMS students report that using their 1-1 IPAD technology in the classroom and at home has helped them increased their learnings.

Evaluation Data Sources: VILS student surveys.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: We will provide ongoing, robust professional development for staff during Monday late starts, related to instructional technology and subject specific app.</p> <p>Strategy's Expected Result/Impact: Staff will deliver, differentiated, engaging instruction to students, meeting them where they are at.</p> <p>Staff Responsible for Monitoring: Instructional Coach Alyson Drain</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Provided Professional Development Sessions in a variety of settings: Staff, Department, Grade-level, with Building VILS Coach. See professional development and enrichment calendar.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> </div> <div style="margin-bottom: 10px;"> <p>May May Evidence of Progress 295</p> <div style="display: flex; align-items: center;">  </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Provided Professional Development Sessions in a variety of settings: Staff, Department, Grade-level, with Building VILS Coach. See professional development and enrichment calendar.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Student Achievement:

Performance Objective 1: Reynolds MS will improve the percentage of Historically marginalized students, English Language Learners, and Students with Disabilities scoring a Level 1 or 2 in ELA OSAS by 5 percentage points during the 2020-21 school years

Evaluation Data Sources: OSAS/ELPA

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Continue to have every certified staff member participate in a Professional Learning Community</p> <p>Strategy's Expected Result/Impact: Improvement on the OSAS</p> <p>Staff Responsible for Monitoring: RMS Administration and Academic Departments and Instructional Coach</p> <p>Title I Components (ORIS Domains): 3.1, 3.2 - Characteristics: Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>30%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Coach set up a rotational schedule to observe and provide feedback to teachers. Provided professional Development Sessions in a variety of settings: Staff, Department, Grade-level, Committee, and MTSS.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>70%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Our PLCs worked together to achieve a collective purpose of learning for all students and to cultivate a collaborative culture through the development of high performing teams. Educators are organized into meaningful collaborative teams in which members work interdependently to achieve common goals.</p> </div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: 100% of teachers will engage in monthly professional development focused on Universal Design for Learning</p> <p>Strategy's Expected Result/Impact: Motivation and engagement of students and first time instruction.</p> <p>Staff Responsible for Monitoring: Instructional coach and administration team</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication</p>	<div data-bbox="1260 284 2028 430"> <p>Dec December Evidence of Progress Professional Development calendar, Exit Surveys</p>  </div> <div data-bbox="1260 446 2028 511"> <p>Mar March Evidence of Progress</p> </div> <div data-bbox="1260 527 2028 673"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 690 2028 828"> <p>June June Evidence of Progress Professional Development calendar, and professional development surveys.</p> <p style="text-align: right;">297</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 844 640 933">  No Progress </div> <div data-bbox="756 844 955 933">  Accomplished </div> <div data-bbox="1071 844 1312 933">  Continue/Modify </div> <div data-bbox="1428 844 1606 933">  Discontinue </div> </div>	

Goal 2: Student Achievement:

Performance Objective 2: 50% of students will gain 1 level or more on ELPA.

Evaluation Data Sources: ELPA

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: English learners are in all classes, and ELD teachers collaborate with general education teachers to design classrooms that are language-enriched and content accessible. General educator and ELD teachers share the responsibility for instructing the students identified for English language development services.</p> <p>Strategy's Expected Result/Impact: Identifying successful practices that all can implement will contribute to the aforementioned goal.</p> <p>Staff Responsible for Monitoring: Sara Idle/Shاونice Silas/Jill King/ELD teachers</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Provide staff PD with a focus on student collaboration and engagement. 10 + teachers attended CM training.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px; align-self: center;">298</div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: The building instructional coach will work with core content teachers to implement effective academic language support for working with ELs.</p> <p>Strategy's Expected Result/Impact: Making content accessible for all students will increase engagement, improve grades, and result in goal achievement related to ELPA. During whole class group, synchronous lessons</p> <p>ii. During small group workshop time. The ELD or general education teacher would use breakout rooms to support work on tasks assigned to the general education class, but with a focus on identified language targets.</p> <p>Staff Responsible for Monitoring: Sara Idle/Alyson Drain</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>35%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Provide staff PD with a focus on student collaboration and engagement. 10 + teachers attended CM training.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>45%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Continue developing our focus on student collaboration and CM training</p> </div> <div style="text-align: right; margin-right: 20px;"> <p>299</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Student Achievement:

Performance Objective 3: By the end of the 2020-21 school year, students in grades 6,7,and 8 will increase ELA achievement from 28% meeting benchmark (2019) to 38% meeting benchmark as measured by OSAS.

Evaluation Data Sources: OSAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Content teachers will collaborate during PLC meeting times and bi-monthly Department meetings</p> <p>Strategy's Expected Result/Impact: Identifying common successful instructional practices will positively impact math achievement.</p> <p>Staff Responsible for Monitoring: Shaunice Silas</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>30%</p> </div> <div> <p>PD agendas and offerings.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div></div> <div style="text-align: right;">300</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> May May Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>70%</p> </div> <div></div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> June June Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  </div> <div> <p>PD offerings for teachers with weekly PLC meetings. Every member works collaboratively with others to gather and analyze evidence of student learning on a regular basis to inform and improve his or her professional practice as well as the collective practice of the collaborative team.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Student Achievement:

Performance Objective 4: By the end of the 2020-21 school year, students who score proficient in Math will increase from 28.4% (March 2020) to 38% as measured by STAR and by the end of the 2020-21 school year, students who score proficient in ELA will increase from 25.6% (March 2020) to 36% as measured by STAR.

Evaluation Data Sources: STAR School Profile report, Dreambox/PowerUp progress monitoring reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: We will administer STAR four times this year and use the data to identify students for Math Intervention and classroom support.</p> <p>Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals</p> <p>Staff Responsible for Monitoring: Sara Idle, Alyson Drain, Darryl Coppedge, Shaunice Silas</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards</p>	<table border="0"> <tr> <td data-bbox="1255 431 1367 570"> <p>Dec</p>  </td> <td data-bbox="1398 431 2018 570"> <p>December Evidence of Progress</p> <p>STAR testing completed in October and February. See STAR testing schedule and PD reviewed STAR assessment information. See PD calendar</p> </td> </tr> <tr> <td data-bbox="1255 586 1367 626"> <p>Mar</p> </td> <td data-bbox="1398 586 2018 626"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1255 659 1367 797"> <p>May</p>  </td> <td data-bbox="1398 659 2018 797"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1255 821 1367 959"> <p>June</p>  </td> <td data-bbox="1398 821 2018 959"> <p>June Evidence of Progress</p> <p>STAR testing completed. Will continue to provide Professional development and PLC support to analyze STAR data. Continue to work on PLC system in the 2021-2022 school year.</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>STAR testing completed in October and February. See STAR testing schedule and PD reviewed STAR assessment information. See PD calendar</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>STAR testing completed. Will continue to provide Professional development and PLC support to analyze STAR data. Continue to work on PLC system in the 2021-2022 school year.</p>
<p>Dec</p> 	<p>December Evidence of Progress</p> <p>STAR testing completed in October and February. See STAR testing schedule and PD reviewed STAR assessment information. See PD calendar</p>								
<p>Mar</p>	<p>March Evidence of Progress</p>								
<p>May</p> 	<p>May Evidence of Progress</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p>STAR testing completed. Will continue to provide Professional development and PLC support to analyze STAR data. Continue to work on PLC system in the 2021-2022 school year.</p>								

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Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: At least two times a year there is a primary focus on data-driven analysis of summative assessments via validation feedback loop</p> <p>Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals</p> <p>Staff Responsible for Monitoring: Alyson Drain, Sara Idle</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p>	<p>Dec  December Evidence of Progress Professional development calendar. PD completed to review STAR results with staff.</p> <p>Mar March Evidence of Progress</p> <p>May  May Evidence of Progress</p> <p>June  June Evidence of Progress Training was provided. Continue to work on data driven analysis of summative assessments in the 2021-2022 school year.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Professional Learning Community (PLC)</p> <p>Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals</p> <p>Staff Responsible for Monitoring: Alyson Drain /Instructional Coach</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication</p>	<p>Dec  December Evidence of Progress Developed and support student learning groups to ensure authentic opportunities for student to practice and apply these skills.</p> <p>Mar March Evidence of Progress</p> <p>May  May Evidence of Progress</p> <p>June  June Evidence of Progress Training was provided. Continue to work on data driven analysis of summative assessments in the 2021-2022 school year</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Enrichment classes added to master schedule and students will have targeted instruction for skill building. (use of Dreambox and PowerUp)</p> <p>Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals</p> <p>Staff Responsible for Monitoring: Sara Idle</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards</p>	<p>Dec December Evidence of Progress</p> <p> Master schedule created to provide opportunity for enrichment and use of DreamBox and PowerUp. See Enrichment yearly calendar.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Data reports from Lexia and Dreambox. Usage is low, but there is buy in from teachers. Goal for next year to continue use of Lexia and Dreambox in school.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: We will administer STAR three times this year and use the data to identify students for additional intervention supports.</p> <p>Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals</p> <p>Staff Responsible for Monitoring: Stephanie Lynch and Alyson drain</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>30%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>Professional Development provided by the Instructional coach by grade level and department specific to their needs. Professional development calendar.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="text-align: center;"> <p>May</p>  <p>60%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> <p>Training was provided. Continue to work on data driven analysis of summative assessments in the 2021-2022 school year 304</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Student Achievement:

Performance Objective 5: By the end of the 2020-21 school year, students in grades 6,7, and 8 will increase Math achievement from 17% meeting benchmark (2019) to 30% meeting benchmark as measured by OSAS.

Evaluation Data Sources: OSAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Content teachers will collaborate during PLC meeting times and bi-monthly Department meetings</p> <p>Strategy's Expected Result/Impact: Identifying common successful instructional practices will positively impact ELA achievement.</p> <p>Staff Responsible for Monitoring: Shaunice Silas</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;">  Professional Development calendar, and surveys </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;">  305 </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;">  June Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;">  Team lesson plans, PD agendas, PD exit slips, and survey data of teacher understanding. </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Fiscal Responsibility:

Performance Objective 1: The percentage of families who say students at the school are well behaved will decrease from 51% to 25%

Evaluation Data Sources: CEE Perception Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: Each of our Community Partnership Team comprised of several existing entities will bring parents and community into the school online during CDL and in the building during hybrid. Bringing these groups together creates a collaborative approach at the school level that is supported. We will work to create affinity student and parent groups online with various community groups.</p> <p>Strategy's Expected Result/Impact: The percentage as state above, will be decreased.</p> <p>Staff Responsible for Monitoring: Darryl Coppedge and community partners (Latino Network, SEI, Resolutions NW and NAYA)</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Family and Community Involvement</p>	<table border="0"> <tr> <td data-bbox="1262 370 1360 505"> <p>Dec</p>  </td> <td data-bbox="1398 370 2011 623"> <p>December Evidence of Progress</p> <p>Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students.</p> </td> </tr> <tr> <td data-bbox="1262 646 1360 675"> <p>Mar</p> </td> <td data-bbox="1398 646 2011 675"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 721 1360 855"> <p>May</p>  </td> <td data-bbox="1398 721 2011 813"> <p>May Evidence of Progress</p> <p style="text-align: right;">306</p> </td> </tr> <tr> <td data-bbox="1262 878 1360 1013"> <p>June</p>  </td> <td data-bbox="1398 878 2011 1166"> <p>June Evidence of Progress</p> <p>Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners. CEE family climate survey results indicating greater sense of belonging, increased attendance in African America/Latinx family participation in virtual coffee chat</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p> <p style="text-align: right;">306</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners. CEE family climate survey results indicating greater sense of belonging, increased attendance in African America/Latinx family participation in virtual coffee chat</p>
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<p>Mar</p>	<p>March Evidence of Progress</p>								
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Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Counselors, administrators, and teachers will meet with Tier 2 data teams every four weeks to determine supports needed for identified students.</p> <p>Strategy's Expected Result/Impact: We will solidify our MTSS process at all tiers.</p> <p>Staff Responsible for Monitoring: Shaunice Silas, Sara Idle, Counselors, School Psych</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication</p>	<p>Dec December Evidence of Progress</p> <p> Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, and MTSS to progress monitor the attendance and engagement of our students. See engagement data spreadsheet (data collected weekly and updated).</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress 307</p> <p> Rotational four week schedule for GLT teams to review engagement data and provide strategies and outreach. Continue to work and develop our MTSS framework for the 2021-22 school year.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Fiscal Responsibility:

Performance Objective 2: The percentage of staff who say that students are engaged in learning will increase from 78% to 90%.

Evaluation Data Sources: CEE Staff Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement as part of professional development around our VILS Grant.</p> <p>Strategy's Expected Result/Impact: The inherent capacity to differentiate instruction via IPADs and content specific Apps, will meet students where they are and serve to personalize instruction.</p> <p>Staff Responsible for Monitoring: Sara Idle and Instructional Coach Alyson Drain</p>	<p>Dec December Evidence of Progress</p> <p> RMS has a system in place for students and parents to report an issue with a device and receive support to resolve the issue or trade out their device for another. See Tech support excel spreadsheet w/data.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress 308</p> <p> RMS has a system in place for students and parents to report an issue with a device and receive support to resolve the issue or trade out their device for another. See Tech support excel spreadsheet w/data.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Instructional Coach Alyson Drain will provide support to teachers by providing professional development using IPADs to increase engagement.</p> <p>Strategy's Expected Result/Impact: The inherent capacity to differentiate instruction via IPADs and content specific Apps, will meet students where they are and serve to personalize first time instruction.</p> <p>Staff Responsible for Monitoring: Sara Idle</p>	<div data-bbox="1260 267 1995 462"> <p>Dec December Evidence of Progress</p>  <p>RMS uses a tech support form to track, monitor, and address tech needs. School based tech team communicates regularly with district technology services and Professional Development calendar. See Tech support excel spreadsheet.</p> </div> <div data-bbox="1260 479 1995 527"> <p>Mar March Evidence of Progress</p> </div> <div data-bbox="1260 552 1995 698"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 714 1995 917"> <p>June June Evidence of Progress</p>  <p>RMS uses a tech support form to track, monitor, and address tech needs. School based tech team communicates regularly with district technology services and Professional Development calendar. See Tech support excel spreadsheet.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Fiscal Responsibility:

Performance Objective 3: 80% of our students will attend at 90% or higher by the end of the 20-21 school year.

Evaluation Data Sources: Attendance reports from Synergy and Data Warehouse

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: The RMS Attendance Team in their weekly meetings, will focus on "Yellow Zone" students-those whose attendance falls within the 80-89% range and personalize strategies to meet the needs of individual students. The strategies will include but not be limited to, on-site visits, and one-on-one virtual conferences with students.</p> <p>Strategy's Expected Result/Impact: Most, if not all "Yellow Zone" attendance students will increase their composite attendance to 90%. Recognizing that the "Yellow Zone" represents a diverse group of students, improving attendance will serve the dual effect of reducing the attendance equity gap."</p> <p>Staff Responsible for Monitoring: Shaunice Silas & Engagement Team</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Engagement team meeting weekly to analyze attendance data and create strategies to support chronically absent students</p> </div> </div> </div>

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Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Foundations teachers will call home for students with attendance between 80% and 90%, inviting the student back to school.</p> <p>Strategy's Expected Result/Impact: Creating a welcoming environment will contribute to "Yellow Zone" students increasing their attendance.</p> <p>Staff Responsible for Monitoring: Administrators/ Attendance Secretary</p>	<p>Dec December Evidence of Progress</p> <p> Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Student Outreach Team meeting weekly to address³¹¹ concerns from Tier 2 meetings, schedule home visits, and attend to teachers concerns and student needs. See engagement spreadsheet.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Social Emotional Learning:

Performance Objective 1: Teachers will deliver SEL lessons as designed during foundation class.

Evaluation Data Sources: CEE Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: Each of our committees create a series of lessons based on the committee focus. These will be part of a rotating calendar and our Building Care Team (SEL committee) will manage this part of it. For example, our AVID committee might focus on WICOR strategies, our Equity committee might focus on social justice focused lessons, etc.</p> <p>Strategy's Expected Result/Impact: By integrating SEL into schoolwide practices and instruction, we will teach skills and facilitate opportunities for students to contribute to positive change locally.</p> <p>Staff Responsible for Monitoring: Sara Idle, Shaunice Silas, Alyson Drain,</p>	<table border="0"> <tr> <td data-bbox="1255 370 1367 505"> <p>Dec</p>  </td> <td data-bbox="1398 370 2007 654"> <p>December Evidence of Progress</p> <p>Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students. See foundation calendar (yearly).</p> </td> </tr> <tr> <td data-bbox="1255 675 1367 708"> <p>Mar</p> </td> <td data-bbox="1398 675 2007 708"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1255 751 1367 886"> <p>May</p>  </td> <td data-bbox="1398 751 2007 816"> <p>May Evidence of Progress</p> <p style="text-align: right;">312</p> </td> </tr> <tr> <td data-bbox="1255 914 1367 1049"> <p>June</p>  </td> <td data-bbox="1398 914 2007 1049"> <p>June Evidence of Progress</p> <p>Foundation yearly calendar created. Will continue to refine and create a culturally centered lessons with teacher committee for 2021-22 school year.</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students. See foundation calendar (yearly).</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p> <p style="text-align: right;">312</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Foundation yearly calendar created. Will continue to refine and create a culturally centered lessons with teacher committee for 2021-22 school year.</p>
<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students. See foundation calendar (yearly).</p>								
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<p>May</p> 	<p>May Evidence of Progress</p> <p style="text-align: right;">312</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p>Foundation yearly calendar created. Will continue to refine and create a culturally centered lessons with teacher committee for 2021-22 school year.</p>								

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Students will engage in weekly foundation lessons that focus on social emotional learning, community building and and equity.</p> <p>Strategy's Expected Result/Impact: RMS will empowers all students to achieve their potential, becoming lifelong learners and compassionate, respectful citizens who contribute to positive change within their local community and global society.</p> <p>Staff Responsible for Monitoring: BTT, Administration, Instructional Coach, Committees</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.5 - Characteristics: Clear and Shared Focus, Effective School Leadership</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  Foundation and Enrichment Calendar. </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  Foundation yearly calendar created. Will continue to refine and create a culturally centered lessons with 313 teacher committee for 2021-22 school year. </div> </div>
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Goal 5: Communication :

Performance Objective 1: By the end of the 2020-21 school year, the percentage of parents who feel that the school communicates with them about their child's progress will increase from 69% to 80% on the annual CEE survey.

Evaluation Data Sources: CEE Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews																					
<p>Strategy/Action 1: Teachers posting assignments in Schoology and communicating with families about how to locate assignments.</p> <p>Strategy's Expected Result/Impact: Increased communication with students and families</p> <p>Staff Responsible for Monitoring: Teachers, administration.</p> <p>Title I Components (ORIS Domains): 3.1, 3.4, 3.5 - Characteristics: Clear and Shared Focus, Effective School Leadership</p>	<table border="0"> <tr> <td data-bbox="1262 407 1360 435">Dec</td> <td data-bbox="1520 407 1896 435">December Evidence of Progress</td> <td data-bbox="1948 407 1997 435"></td> </tr> <tr> <td data-bbox="1262 440 1360 537"></td> <td data-bbox="1400 440 1976 537">Professional development calendar. PD provided to staff to create consistency of posting assignments to Schoology.</td> <td data-bbox="1948 440 1997 467"></td> </tr> <tr> <td data-bbox="1262 565 1360 592">Mar</td> <td data-bbox="1541 565 1877 592">March Evidence of Progress</td> <td data-bbox="1948 565 1997 592"></td> </tr> <tr> <td data-bbox="1262 643 1360 670">May</td> <td data-bbox="1551 643 1866 670">May Evidence of Progress</td> <td data-bbox="1948 643 1997 670"></td> </tr> <tr> <td data-bbox="1262 675 1360 773"></td> <td data-bbox="1400 675 1976 773"></td> <td data-bbox="1948 675 1997 703"></td> </tr> <tr> <td data-bbox="1262 800 1360 828">June</td> <td data-bbox="1551 800 1866 828">June Evidence of Progress</td> <td data-bbox="1948 784 1997 812">314</td> </tr> <tr> <td data-bbox="1262 833 1360 930"></td> <td data-bbox="1400 833 1976 930">CEE survey data from students and families</td> <td data-bbox="1948 833 1997 860"></td> </tr> </table>	Dec	December Evidence of Progress			Professional development calendar. PD provided to staff to create consistency of posting assignments to Schoology.		Mar	March Evidence of Progress		May	May Evidence of Progress					June	June Evidence of Progress	314		CEE survey data from students and families	
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	CEE survey data from students and families																					

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Teachers will maintain daily office hours to answer questions from students and families</p> <p>Strategy's Expected Result/Impact: Students and families are informed of progress and support</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 - Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>20%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Master schedule and contact log</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>55%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Master schedule and contact log</p> </div> </div> </div>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Individual conferences scheduled three times per year with each family. CDL conferences are in October and November.</p> <p>Strategy's Expected Result/Impact: Students and families are informed about classroom progress.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators.</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.5 - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p>	<p>315</p>



Dec
December Evidence of Progress
Conference schedule spreadsheet (October, November, and March) with notes from families.

Mar

March Evidence of Progress

May

May Evidence of Progress



June

June Evidence of Progress

Student created goals for end of the year conferences in March. Spring conferences showed 30% increase in parent engagement (see conference spreadsheet)



No Progress



Accomplished



Continue/Modify



Discontinue

Reynolds School District 7
Walt Morey Middle School
2020-2021 Formative Review with Notes



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Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 318
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement: We will increase the number of students with grade level literacy skills.

Performance Objective 1: By the end of the 2020-21 school year, students in grades 6,7,and 8 will increase English Language Arts achievement from 53% meeting benchmark (2019) to 58% meeting benchmark as measured by OSAS.

Evaluation Data Sources: OSAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement.</p> <p>Strategy's Expected Result/Impact: Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement.</p> <p>Staff Responsible for Monitoring: Tech Coach Sheltered Instruction Coach Administration</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards</p>	<table border="0"> <tr> <td data-bbox="1255 581 1360 727"> <p>Dec</p>  </td> <td data-bbox="1396 581 1900 683"> <p>December Evidence of Progress</p> <p>5 out of 8 Technology focused professional development</p> </td> </tr> <tr> <td data-bbox="1255 743 1360 889"> <p>Mar</p>  </td> <td data-bbox="1396 743 2005 813"> <p>March Evidence of Progress</p> <p>320</p> </td> </tr> <tr> <td data-bbox="1255 906 1360 1052"> <p>May</p>  </td> <td data-bbox="1396 906 1900 938"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1255 1068 1360 1214"> <p>June</p>  </td> <td data-bbox="1396 1068 1900 1138"> <p>June Evidence of Progress</p> <p>8 out of 8 Technology PDs complete</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>5 out of 8 Technology focused professional development</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>320</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>8 out of 8 Technology PDs complete</p>
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<p>May</p> 	<p>May Evidence of Progress</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p>8 out of 8 Technology PDs complete</p>								

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings to develop common scope and sequence, units, and assessments.</p> <p>Strategy's Expected Result/Impact: Increase in consistency of expectations and opportunities from class to class.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>60%</p> </div> <div>Teachers have met with department PLCs 21 out of 39 weeks.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>75%</p> </div> <div></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>100%</p> </div> <div></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>100%</p> </div> <div>Teachers have met with PLCs 39 out of 39 weeks.</div> </div> </div>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions.</p> <p>Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.</p> <p>Staff Responsible for Monitoring: Counselors and administrative team</p> <p>- Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>60%</p> </div> <div>Teachers have met 6 out of 10 times</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>100%</p> </div> <div></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>100%</p> </div> <div>Teachers have met 10 out of 10 times</div> </div> </div>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students.</p> <p>Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.</p> <p>Staff Responsible for Monitoring: Counselors and administrative team</p> <p>- Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching</p>	<div data-bbox="1260 121 2016 259"> <p>Dec December Evidence of Progress</p>  <p>All Tier 2 Teams have met twice: once in quarter 1 and once in quarter 2.</p> </div> <div data-bbox="1260 276 2016 422"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 438 2016 584"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 600 2016 738"> <p>June June Evidence of Progress</p>  <p>All Tier 2 Teams have met quarterly.</p> </div>

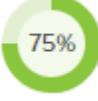
Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented.</p> <p>Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.</p> <p>Staff Responsible for Monitoring: Counselors and administrative team</p> <p>- Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Student Outreach Team meeting weekly to address concerns from Tier 2 meetings, schedule home visits, and attend to teachers concerns and student needs.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress 323 </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>District pulling counselors and social workers out of buildings for our last 3 outreach meetings impeded our ability to meet during the last month of school.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 1: Student Achievement: We will increase the number of students with grade level literacy skills.

Performance Objective 2: By the end of 2020-21, the percentage of students who are proficient in Reading will increase from 45% (March, 2020) to 50% as measured by STAR.

Evaluation Data Sources: STAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: STAR administered 4 times per year.</p> <p>Strategy's Expected Result/Impact: Progress monitor for student growth and understanding of grade level concepts.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>- Characteristics: Curriculum, Instruction and Assessment Aligned with Standards</p>	<p>Dec December Evidence of Progress</p> <p> 1st round of STAR testing was completed in November.</p> <p>Mar March Evidence of Progress</p> <p> 2nd round of STAR testing was completed in March.</p> <p>May May Evidence of Progress</p> <p> 3rd round of STAR testing was completed in May/June. 324</p> <p>June June Evidence of Progress</p> <p> STAR assessment calendar was revised district wide due to delayed start to school year. Only 3 rounds of testing offered to students.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Students will receive targeted reading support through Enrichment class.</p> <p>Strategy's Expected Result/Impact: Targeted intervention and support will fill gaps and raise student achievement.</p> <p>Staff Responsible for Monitoring: Counselors, teachers, administrative team</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Students are using programs such as Flocabulary, Lexia, and EPIC in Enrichment classes.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Students used all programs above in their enrichment classes</div> </div> </div> <div style="text-align: right; margin-top: 10px;">325</div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Student Achievement: We will increase the number of students with grade level math skills.

Performance Objective 1: By the end of the 2020-21 school year, students in grades 6,7,and 8 will increase math achievement from 31% meeting benchmark (2019) to 36% meeting benchmark as measured by OSAS.

Evaluation Data Sources: OSAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews																								
<p>Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement.</p> <p>Strategy's Expected Result/Impact: Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement.</p> <p>Staff Responsible for Monitoring: Tech Coach Sheltered Instruction Coach Administration</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development</p>	<table border="0"> <tr> <td data-bbox="1262 402 1360 435">Dec</td> <td data-bbox="1520 402 1896 435">December Evidence of Progress</td> <td data-bbox="1948 786 1997 818">326</td> </tr> <tr> <td data-bbox="1262 440 1360 537"></td> <td data-bbox="1398 440 1881 505">5 out of 8 Technology focused professional development</td> <td></td> </tr> <tr> <td data-bbox="1262 565 1360 597">Mar</td> <td data-bbox="1541 565 1875 597">March Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1262 602 1360 699"></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1262 727 1360 760">May</td> <td data-bbox="1551 727 1864 760">May Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1262 764 1360 862"></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1262 889 1360 922">June</td> <td data-bbox="1551 889 1864 922">June Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1262 927 1360 1024"></td> <td data-bbox="1398 927 1808 959">8 out of 8 Technology PDs complete</td> <td></td> </tr> </table>	Dec	December Evidence of Progress	326		5 out of 8 Technology focused professional development		Mar	March Evidence of Progress					May	May Evidence of Progress					June	June Evidence of Progress			8 out of 8 Technology PDs complete	
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Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Teachers will collaborate on common grade level curriculum planning during their common prep time and monthly PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increase in consistency of expectations and opportunities from class to class.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	<p>Dec December Evidence of Progress  Teachers have met with department PLCs 21 out of 39 weeks.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress  Teachers have met with PLCs 39 out of 39 weeks.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions.</p> <p>Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.</p> <p>Staff Responsible for Monitoring: Counselors and administrative team</p> <p>- Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching</p>	<p>Dec December Evidence of Progress  Teachers have met 6 out of 10 times</p> <p>Mar March Evidence of Progress 327</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress  Teachers have met 10 out of 10 times</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students.</p> <p>Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.</p> <p>Staff Responsible for Monitoring: Counselors and administrative team</p> <p>- Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching</p>	<p>Dec  50% December Evidence of Progress All Tier 2 Teams have met twice: once in quarter 1 and once in quarter 2.</p> <p>Mar  75% March Evidence of Progress</p> <p>May  100% May Evidence of Progress</p> <p>June  100% June Evidence of Progress All Tier 2 Teams have met quarterly.</p>

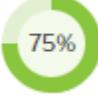
Strategy/Action 5 Details	Reviews
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 902 638 992">  <p>No Progress</p> </div> <div data-bbox="758 902 957 992">  <p>Accomplished</p> </div> <div data-bbox="1073 902 1304 992">  <p>Continue/Modify</p> </div> <div data-bbox="1430 902 1598 992">  <p>Discontinue</p> </div> </div>	

Goal 2: Student Achievement: We will increase the number of students with grade level math skills.

Performance Objective 2: By the end of the 2020-21 school year, students who score proficient in math will increase from 52% (March 2020) to 57% as measured by STAR.

Evaluation Data Sources: STAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: STAR administered 4 times per year.</p> <p>Strategy's Expected Result/Impact: Progress monitor for student growth and understanding of grade level concepts.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching</p>	<p>Dec December Evidence of Progress</p> <p> 1st round of STAR testing was completed in November.</p> <p>Mar March Evidence of Progress</p> <p> 2nd round of STAR testing completed in March.</p> <p>May May Evidence of Progress</p> <p> 3rd round of STAR testing completed in May/June 330</p> <p>June June Evidence of Progress</p> <p> STAR assessment calendar was revised district wide due to delayed start to school year. Only 3 rounds of testing offered to students.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Students will receive targeted math support through Enrichment class.</p> <p>Strategy's Expected Result/Impact: Targeted intervention and support will fill gaps and raise student achievement.</p> <p>Staff Responsible for Monitoring: Counselors, intervention teachers, administrative team</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching</p>	<div data-bbox="1260 121 1995 251"> <p>Dec December Evidence of Progress</p>  <p>Students work on IXL, Dreambox, and ST Math a minimum of 60 minutes per week. (15/32 weeks)</p> </div> <div data-bbox="1260 276 1995 406"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 430 1995 560"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 584 1995 714"> <p>June June Evidence of Progress</p>  <p>Students used all programs above in their enrichment classes,</p> </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: All math and enrichment teachers will utilize ST Math and/or Dreambox for a minimum of 60 minutes per week in order to build mathematical skills and understanding and to close gaps in math knowledge.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in math through gaming and technology will fill gaps in learning and increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration and ST Math Lead teacher.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Students have been assigned 60 minutes per week for 15/32 weeks.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>75%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Students used all programs above in their enrichment classes</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Equity: We will increase the percentage of students who are regular attenders.

Performance Objective 1: By the end of the 2020-21 school year, the percentage of students who are regular attenders will increase by 6%, compared to the 2019-20 school year. (74% to 80%)

Evaluation Data Sources: Data Warehouse
Synergy

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Counseling/Outreach team will meet every week to review data and plan interventions for students who are chronically absent or are not participating in synchronous learning during comprehensive distance learning.</p> <p>Strategy's Expected Result/Impact: Early recognition and intervention for students who are chronically absent or not engaged with distance learning.</p> <p>Staff Responsible for Monitoring: Counselors, attendance team, administration team - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress Team has met 18 out of 39 weeks </p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress Team has met 35 out of 39 weeks</p> <p style="text-align: right;">333</p>
Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Counseling/Outreach Team will contact families of students who are chronically absent or not participating in distance learning to inquire about needed resources and support.</p> <p>Strategy's Expected Result/Impact: Early recognition and intervention for students who are chronically absent or not engaged with distance learning.</p> <p>Staff Responsible for Monitoring: Counselors, attendance team, administration team - Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress Team has met 18 out of 39 weeks </p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress Team has met 35 out of 39 weeks </p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Counseling/Outreach team will collaborate with community partners in order to provide needed resources to struggling families.</p> <p>Strategy's Expected Result/Impact: Early recognition and intervention for students who are chronically absent or not participating in distance learning.</p> <p>Staff Responsible for Monitoring: Counselors, attendance team, administration team</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 121 1995 251"> <p>Dec December Evidence of Progress</p>  50% <p>Community partners included in all Outreach Team meetings and are providing financial and social emotional support to families.</p> </div> <div data-bbox="1260 276 1995 406"> <p>Mar March Evidence of Progress</p>  75% </div> <div data-bbox="1260 430 1995 560"> <p>May May Evidence of Progress</p>  100% </div> <div data-bbox="1260 584 1995 755"> <p>June June Evidence of Progress</p>  100% <p>Collaborated with Multnomah County Mental Health, IRCO, district liaisons, and other feeder schools to provide financial and social emotional support to families.</p> </div>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Attendance Team and PBIS Team will collaborate to plan recognition and celebration for those students who maintain 90% attendance.</p> <p>Strategy's Expected Result/Impact: Positive recognition for attendance will increase student incentive and desire to attend school regularly and participate in synchronous sessions during comprehensive distance learning.</p> <p>Staff Responsible for Monitoring: Counselors, attendance team, PBIS team, administration team</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>50%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>Team is collaborating top plan incentives for students whose attendance ranges 80-89% attendance.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>75%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> <p>Set up and awarded attendance incentives for students who were "generally engaged" to improve to "fully engaged."</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> <p>Raffle drawings planned for end of year assembly.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	<p>335</p>

Goal 4: Equity: We will increase teacher awareness and implementation of culturally responsive teaching practices.

Performance Objective 1: 100% of teachers will engage in monthly professional development focused on equity, sheltered instruction, restorative practices, and student engagement through the use of technology.

Evaluation Data Sources: Professional development calendar
Professional development surveys

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Restorative Practices Team will meet monthly and will plan/lead 6 building wide professional development sessions for staff throughout the year that focus specifically on how to implement restorative practices in the classroom and how to build positive relationships with students.</p> <p>Strategy's Expected Result/Impact: Increase in teacher implementation of restorative practices in classroom.</p> <p>Decrease in disciplinary incidents school-wide.</p> <p>Increase in perception of student safety and belonging.</p> <p>Staff Responsible for Monitoring: Restorative practices team, admin team</p> <p>- Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<p>Dec  December Evidence of Progress Team has met monthly and has delivered 3 out of 6 professional development sessions for staff.</p> <p>Mar  March Evidence of Progress Team has met monthly and has delivered 4 out of 6 professional development sessions for staff.</p> <p>May  May Evidence of Progress Change from CDL to hybrid called for a shift in focus. RJ PD cancelled to provide Safety training day for all staff to return to the building.</p> <p>June  June Evidence of Progress Team met every month except May. Did provide community building lessons for homeroom, but did not provide last 2 PDs.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Equity Team will meet monthly to review issues of racial disparities within the school and will plan/lead 5 building wide professional development sessions focused on culturally responsive teaching practices.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of racial inequities, as well as increased knowledge of culturally relevant instruction, will have positive impact on teacher practice, which will lead to higher levels of student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Equity Team, admin team</p> <p>- Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress  Team has met monthly and has delivered 5 professional development sessions for staff.</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  Equity Team met monthly and provided 6 Equity PDs for staff.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Technology Coach will collaborate with fellow teacher and building administration to plan/lead 6 building wide professional development sessions focused on the integration of technology to increase student engagement and achievement.</p> <p>Strategy's Expected Result/Impact: Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement.</p> <p>Staff Responsible for Monitoring: Technology coach, admin team, student tech team</p> <p>- Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress  Tech coach has delivered 5 professional development whole group and small group sessions and has created tutorial videos for students and staff.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress  Tech Coach delivered 6 tech PDs to staff and supported staff through video tutorials and in-person support.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Sheltered Instruction Coach will collaborate with ELD teachers, the AVID site team, and building administration to plan/lead at least 5 building wide professional development sessions focused on building academic vocabulary and critical thinking, as well as the integration of AVID strategies to shelter instruction.</p> <p>Strategy's Expected Result/Impact: Increased commitment and application of sheltered instruction and AVID strategies will enhance student engagement and understanding and will increase student achievement</p> <p>Staff Responsible for Monitoring: Sheltered Instruction coach, AVID team, admin team</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>40%</p> </div> <div style="text-align: right;"> <p>December Evidence of Progress</p> <p>Sheltered Instruction coach has led 2 out of 5 professional development sessions.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>80%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>May Evidence of Progress</p> <p style="text-align: right;">338</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> <p>6 PDs that focused on Sheltered Instruction were provided in collaboration with admin team, sheltered instruction coach, AVID TOSA, and AVID trainer.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 5: Social Emotional Learning: We will increase the amount of school wide social emotional learning lessons being delivered.

Performance Objective 1: By the end of the school year, the percentage of parents and staff who believe that the district places an emphasis on social emotional learning in addition to core academic instruction will increase by 5%.

Parents: Increase from 80% to 85%

Staff: increase from 82% to 85%

Evaluation Data Sources: Homeroom surveys
CEE survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Homeroom planning team will meet monthly to design school wide homeroom lessons that focus on social emotional learning, community building, growth mindset, and equity.</p> <p>Strategy's Expected Result/Impact: Students will develop positive self-image and self-efficacy as well as emotional awareness and regulation. They will feel more connected and engaged with their school community and understand how to participate as productive citizens in a global society.</p> <p>Staff Responsible for Monitoring: Homeroom Team, Leadership Team, administration, Homeroom Teachers</p> <p>Characteristics: Clear and Shared Focus, Supportive Learning Environment</p>	<p>Dec  December Evidence of Progress Homeroom Planning Team has designed lessons for the entire school year based upon First 40 Online and Second Steps curriculum.</p> <p>Mar  March Evidence of Progress 339</p> <p>May  May Evidence of Progress</p> <p>June  June Evidence of Progress Homeroom Planning Team has designed lessons for the entire school year based upon First 40 Online and Second Steps curriculum.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Teachers will follow homeroom calendar and implement all SEL lessons as designed.</p> <p>Strategy's Expected Result/Impact: Students will develop positive self-image and self-efficacy as well as emotional awareness and regulation. They will feel more connected and engaged with their school community and understand how to participate as productive citizens in a global society.</p> <p>Staff Responsible for Monitoring: Homeroom Team, Leadership Team, administration, Homeroom Teachers</p> <p>Characteristics: Clear and Shared Focus, Supportive Learning Environment</p>	<p>Dec December Evidence of Progress</p> <p> Teachers are following monthly calendar in Homeroom folder and delivering lessons as scheduled.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> SEL lessons implemented at least once a week in every homeroom class.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Students will engage in weekly homeroom lessons that focus on social emotional learning, community building, growth mindset, and equity.</p> <p>Strategy's Expected Result/Impact: Students will develop positive self-image and self-efficacy as well as emotional awareness and regulation. They will feel more connected and engaged with their school community and understand how to participate as productive citizens in a global society.</p> <p>Staff Responsible for Monitoring: Homeroom Team, Leadership Team, administration, Homeroom Teachers</p> <p>Characteristics: Clear and Shared Focus, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 10px;">Teachers are following monthly calendar in Homeroom folder and delivering lessons as scheduled.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Students completed homeroom lessons as scheduled.</div> <div style="margin-left: 20px;">341</div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 6: Communication: We will increase the quality and quantity of communication between school and home.

Performance Objective 1: By the end of the 2020-21 school year, the percentage of parents who feel that the school communicates with them about their child's progress will increase from 75% to 80% on the annual CEE survey.

Evaluation Data Sources: CEE Survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Teachers will post weekly assignments in Schoology and communicate with families about how to access posted assignments.</p> <p>Strategy's Expected Result/Impact: Families will be informed about assignments students need to complete and will help their students stay up to date and focused.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress  Teachers are posting weekly assignments in Schoology.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress  Teachers posted weekly assignments in Schoology and updated grades regularly in ParentVue. 342</p>
Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Teachers will keep grade books up to date in Synergy and/or Schoology.</p> <p>Strategy's Expected Result/Impact: Students and families will be informed about missing assignments and low scores so that work can be made up and/or redone.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress  Teachers are keeping grade books up to date.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  Teachers are keeping grade books up to date.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Progress reports and/or quarter grades will be mailed to parents every 4.5 weeks</p> <p>Strategy's Expected Result/Impact: Students and families will stay informed about students progress toward mastery of grade level standards.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, office staff</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Progress reports have been mailed every 4.5 weeks.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>75%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Progress reports have been mailed every 4.5 weeks.</p> </div> </div> </div>
Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Individual parent conferences will be scheduled with each family three times during the school year.</p> <p>Strategy's Expected Result/Impact: Students and families will stay informed about students progress toward mastery of grade level standards.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>70%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>We have held 2 out of 3 parent conference events.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>70%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>We held 3 out of 3 parent conference events.</p> </div> </div> </div>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Teachers will maintain daily office hours to answer questions and provide support for students and families.</p> <p>Strategy's Expected Result/Impact: Students and families have the opportunity to ask questions during predictable and regularly scheduled times in the school day.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 308 2016 446"> <p>Dec December Evidence of Progress</p>  <p>Teachers have daily office hours 8:00-8:30, and 3:00-4:00.</p> </div> <div data-bbox="1260 470 2016 609"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 633 2016 771"> <p>May May Evidence of Progress</p>  <p>Teacher Office hours adjusted to 8:00-8:30, due to change in bell schedule for hybrid instruction.</p> </div> <div data-bbox="1260 795 2016 933"> <p>June June Evidence of Progress 344</p>  <p>Teacher Office hours adjusted to 8:00-8:30, due to change in bell schedule for hybrid instruction.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 6: Communication: We will increase the quality and quantity of communication between school and home.

Performance Objective 2: By the end of the 2020-21 school year, the percentage of parents who feel that the school tells them how to help their child with their homework will increase from 60% to 70% on the annual CEE survey.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Parent Academy courses will be offered throughout the year to address specific needs discovered by outreach team (ie: ParentVUE, Schoology, iPad support, online curriculum, etc.)</p> <p>Strategy's Expected Result/Impact: Families will be more engaged with helping students when they can navigate various platforms.</p> <p>Characteristics: High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress  We have had 2 out of 3 Parent Academies and are offering on-call support for families when requested.</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress  We held 3 out of 3 Parent Academy Events. 345</p> <p>June June Evidence of Progress  In addition to Parent Academy's, we also held 4 parent information nights.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Teachers will maintain daily office hours to answer questions and provide support for students and families.</p> <p>Strategy's Expected Result/Impact: Students and families have the opportunity to ask questions during predictable and regularly scheduled times in the school day.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress  Teachers have daily office hours 8:00-8:30, and 3:00-4:00.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  Teacher Office hours adjusted to 8:00-8:30, due to change in bell schedule for hybrid instruction.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Exemplary student work and projects will be highlighted on social media sites throughout the year.</p> <p>Strategy's Expected Result/Impact: Students and parents can celebrate success of students and stay informed about what types of work is expected</p> <p>Staff Responsible for Monitoring: Teachers, administrators, office staff</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 308 2016 470"> <p>Dec December Evidence of Progress</p>  <p>We have created a video of student work, but haven't posted it on social media. We have posted congratulations to Mustangs of the Month and Honor Roll students.</p> </div> <div data-bbox="1260 487 2016 633"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 649 2016 812"> <p>May May Evidence of Progress</p>  <p>Students were regularly recognized on social media and some student work shared online.</p> <p style="text-align: right;">347</p> </div> <div data-bbox="1260 812 2016 941"> <p>June June Evidence of Progress</p>  <p>Students were regularly recognized on social media and some student work shared online.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 6: Communication: We will increase the quality and quantity of communication between school and home.

Performance Objective 3: By the end of the 2020-21 school year, the percentage of parents who feel that they are informed about what is going on in the school will increase from 84% to 90% on the annual CEE survey.

Evaluation Data Sources: CEE survey

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Administration will send monthly newsletter to families with updates on information and upcoming events.</p> <p>Strategy's Expected Result/Impact: Families will stay informed about what is going on in school.</p> <p>Staff Responsible for Monitoring: Administration, office staff</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> Administration has sent 3 monthly newsletters and communicated regularly through Remind updates, Facebook, and school website</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress</p> <p> Administration sent monthly newsletters and communicated regularly through Remind updates, 348 Facebook, and school website</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: School staff will send important and timely updates/reminders to families through autodialer, Remind, and social media sites</p> <p>Strategy's Expected Result/Impact: Families will stay informed about what is going on in school.</p> <p>Staff Responsible for Monitoring: Administration, office staff</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Dec December Evidence of Progress</p> <p> Social sites are updated weekly. Staff regularly communicating through all channels.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress 349</p> <p> Social sites are updated weekly. Staff regularly communicating through all channels.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Reynolds School District 7

Reynolds High School

2020-2021 Formative Review with Notes



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Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 351
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Building Achievement Goal

Performance Objective 1: RHS will increase the ninth grade On-Track rating, as published by Oregon Department of Education, by 10% during the 2020-2021 academic year reflecting an on-track rating of 85%.

Evaluation Data Sources: Raider Report
 Student Academic Achievement Report (Every 3 Weeks)
 Freshman Team Meetings
 State Report Card

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: *Continue to utilize Freshman Teams</p> <ul style="list-style-type: none"> - Create academic teams for freshmen in core offerings - Teams have common preps for case-managing students - Teams use shared time for collaboration - Teams share data produced <p>Strategy's Expected Result/Impact: Teaming is aimed at collaborative efforts to examine data, create and evaluate interventions and ensure that students stay on track. Improved on-track ratings lead to improved graduation rates.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the master schedule</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p style="text-align: right;">353</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p>Indicators show a lack of progress, but the results are hard to measure due to the issues surrounding the pandemic</p>

Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: *Create comprehensive student achievement report</p> <ul style="list-style-type: none"> - Create coding to generate a custom report from Synergy data - Create shared spreadsheet showing academic, attendance and behavior data - Use data to generate achievement report <p>Strategy's Expected Result/Impact: Teaming is aimed at collaborative efforts to examine data, create and evaluate interventions and ensure that students stay on track. Improved on-track ratings lead to improved graduation rates.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the master schedule</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress this has been completed to the extent possible for this year. We will continue to utilize and fine tune next year.</p>
Strategy/Action 3 Details	Reviews	
<p>Strategy/Action 3: *Create calendar for distribution of Raider Report</p> <ul style="list-style-type: none"> - Use current assessment calendar to identify dates for distribution of report - Increase the number of feedback opportunities for our freshmen creating additional formative data - Ensure that report dates coincide with opportunities to share results in Freshman Access Class <p>Strategy's Expected Result/Impact: Once the report is generated, the key is to find points during the year to give feedback and guide Freshmen through the process of reading the report and creating a plan of action.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Freshman Success Team</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress All Raider Report dates have been met. The Homeroom structure made this work very easy this year.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: *Train staff to interpret and hold one on one student meetings using the Raider Report</p> <ul style="list-style-type: none"> - Utilize professional development opportunities for training staff about the Raider Report - Create opportunities for staff to review individual reports with students and find interventions for success <p>Strategy's Expected Result/Impact: The report itself is not nearly as effective if staff are not able to review the results, recognize change and help find solutions and interventions to problems. Through this process, students can interrupt struggles by identifying plans for success and timelines for action.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>45%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>80%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> <p>355</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Virtual learning and virtual meetings occurred at regular intervals. The ability to meet remotely actually increased the number and frequency of meetings.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 1: Building Achievement Goal

Performance Objective 2: The overall 4-year graduation rate for all student groups will increase by 5%, as identified by the Oregon Department of Education, during the 2019-2020 academic year as compared to previous years raising the on-time graduation rate to 78% (This Performance Objective is contingent on approved OSAS for the 2020-2021 academic year).

Evaluation Data Sources: State Report Card

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: *Loop counselors by grade</p> <ul style="list-style-type: none"> - Increase counseling supports for Freshmen by lowering student to counselor ratios - Move counselors with students from the Sophomore year on - Create targets and strategies that are grade-specific for counselors <p>Strategy's Expected Result/Impact: By increasing the number of Freshman counselors, the ratios will drop and more interventions with each student are possible. Looping creates better relationship opportunities with students and gives counselors more information about each student. This should translate into better interventions and supports toward graduation.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of counseling</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p> <p>Problem Statements: Student Learning 1</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p> <p style="text-align: right;">356</p>
	<p>June</p> 	<p>June Evidence of Progress</p> <p>All counselors looped with students this year. This process was crucial as relationships became more important than ever.</p>

Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: *Create tracking spreadsheet for counselors</p> <ul style="list-style-type: none"> - Counselors predetermine minimum number of meetings with students by grade level - A shared spreadsheet is created to track meetings and record needs - Data from tracking sheet used for counseling PLC at regular weekly meetings <p>Strategy's Expected Result/Impact: By establishing norms for meetings with students and recording the content of those meetings, counselors can see trends and identify best-practice interventions. Through this work, counselors can identify successful interventions and share with the group. Successful interventions should create pathways to graduation.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of counseling</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p>Student meetings met requirements and in many cases exceeded them. Again, the virtual environment works very well for access.</p>
Strategy/Action 3 Details	Reviews	
<p>Strategy/Action 3: *Monitor attendance through Attendance Team</p> <ul style="list-style-type: none"> - Attendance team creates system of intervention from green to red zone - Interventions are tracked using a spreadsheet - Data is used for intervention evaluation and needed changes <p>Strategy's Expected Result/Impact: The correlation between attendance and on-time graduation is very strong. By monitoring attendance, we are able to isolate the issues blocking students from credit attainment. Many times problems with passing classes is more an issue of attendance than academic aptitude. By focusing on this factor, more barriers to graduation can be removed.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the attendance team</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p style="text-align: right;">357</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p> <p>All students were monitored and supported through the attendance team. The issue this year was our inability to work with students face to face and establish the trust necessary to affect needed changes in attendance.</p>

Strategy/Action 4 Details	Reviews	
<p>Strategy/Action 4: *Increase credit recovery options (specific to CDL)</p> <ul style="list-style-type: none"> - Dedicate time during the school day for students to do credit recovery - Audit transcripts to see which face to face options should be offered to meet student needs - Look at new ways to offer credit recovery aimed at assessing standards that have not been met (proficiency) <p>Strategy's Expected Result/Impact: While proactive credit attainment methods are always our goal, there are students who do not find success in early years and need opportunities for credit remediation. By increasing options to meet student needs, credits can be made up and put students back on track for graduation.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of credit recovery</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p> <p>A wide range of credit recovery options were added during the academic year and continuing on into summer programming.</p>

Strategy/Action 5 Details	Reviews														
<p>Strategy/Action 5: *Create targeted after-school supports</p> <ul style="list-style-type: none"> - Utilize Raider2Raider for peer tutoring in a variety of languages - Increase participation in homework club - Utilize community partner groups for specific, culturally appropriate supports for student success <p>Strategy's Expected Result/Impact: Many students who are credit deficient need a full schedule of courses for graduation, but also need extra opportunities. By utilizing after school time, students can stay current, get extra help with work and form relationships with adults that will help them get on track for graduation.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of credit recovery</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1</p>	<table border="1"> <tr> <td data-bbox="1232 496 1388 537">Dec</td> <td data-bbox="1388 496 2016 537">December Evidence of Progress</td> </tr> <tr> <td data-bbox="1232 578 1388 618">Mar</td> <td data-bbox="1388 578 2016 618">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1232 618 1388 732">  </td> <td data-bbox="1388 618 2016 732"></td> </tr> <tr> <td data-bbox="1232 740 1388 781">May</td> <td data-bbox="1388 740 2016 781">May Evidence of Progress</td> </tr> <tr> <td data-bbox="1232 781 1388 894">  </td> <td data-bbox="1388 781 2016 894">359</td> </tr> <tr> <td data-bbox="1232 902 1388 943">June</td> <td data-bbox="1388 902 2016 943">June Evidence of Progress</td> </tr> <tr> <td data-bbox="1232 943 1388 1040">  </td> <td data-bbox="1388 943 2016 1040">R2R began late this year due to issues around the pandemic. By the end of the year, however, students are actively accessing this program</td> </tr> </table>	Dec	December Evidence of Progress	Mar	March Evidence of Progress			May	May Evidence of Progress		359	June	June Evidence of Progress		R2R began late this year due to issues around the pandemic. By the end of the year, however, students are actively accessing this program
Dec	December Evidence of Progress														
Mar	March Evidence of Progress														
															
May	May Evidence of Progress														
	359														
June	June Evidence of Progress														
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>															

Goal 2: Grade Level/Department Achievement Goal

Performance Objective 1: Improve building wide ELA scores as measured by OSAS by 10% which will result in 66% of students meeting or exceeding the achievement standard (This Performance Objective is contingent on approved OSAS for the 2020-2021 academic year).

Evaluation Data Sources: OSAS data
School report card
STAR data

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: *Seek department input with regard to current curriculum as it relates to the State Test.</p> <p>- Use the LA PLC group to identify areas of concern resulting from past trends, knowledge of current curriculum and effective strategies already in use in the building.</p> <p>- Open a dialogue within the department about best practices for preparing for State Testing</p> <p>Strategy's Expected Result/Impact: Department members are experts in this area and have experiences with past and present students taking the State Assessment. Through collaboration, we should be able to identify areas of concern as well as interventions for those areas with the ultimate goal of preparing students for the OSAS.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Math department</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Perceptions 2</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress 360</p>
	<p>June</p> 	<p>June Evidence of Progress No testing this year</p>

Strategy/Action 2 Details	Reviews								
<p>Strategy/Action 2: *Create a plan of action for addressing needs identified through department process.</p> <ul style="list-style-type: none"> - Use historical data, department feedback and staff expertise to create needs list - Identify interventions needed - Identify a reasonable timeline for interventions with consideration for the testing calendar <p>Strategy's Expected Result/Impact: A holistic plan of action for interventions is the key to a sustainable model for improving test scores. By examining a variety of factors and creating a needs list, the department can create a plan that aims to prepare students starting in the Freshman year. By using all data and starting early, we can improve OSAS achievement.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Math department</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Perceptions 2</p>	<table border="1"> <tr> <td data-bbox="1232 516 1493 678"> <p>Dec</p>  </td> <td data-bbox="1493 516 2022 678"> <p>December Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 678 1493 841"> <p>Mar</p>  </td> <td data-bbox="1493 678 2022 841"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 841 1493 1003"> <p>May</p>  </td> <td data-bbox="1493 841 2022 1003"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 1003 1493 1149"> <p>June</p>  </td> <td data-bbox="1493 1003 2022 1149"> <p>June Evidence of Progress</p> <p>No testing this year</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>No testing this year</p>
<p>Dec</p> 	<p>December Evidence of Progress</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p>								
<p>May</p> 	<p>May Evidence of Progress</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p>No testing this year</p>								
<p>0%  No Progress</p> <p>100%  Accomplished</p> <p> Continue/Modify</p> <p> Discontinue</p>	<p>361</p>								

Goal 2: Grade Level/Department Achievement Goal

Performance Objective 2: Improve building wide Math scores as measured by OSAS by 15% which will result in 38% of students meeting or exceeding the achievement standard (This Performance Objective is contingent on approved OSAS for the 2020-2021 academic year).

Evaluation Data Sources: OSAS data
School report card

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: *Seek department input with regard to current curriculum as it relates to the State Test.</p> <p>- Use the Math PLC group to identify areas of concern resulting from past trends, knowledge of current curriculum and effective strategies already in use in the building.</p> <p>- Open a dialogue within the department about best practices for preparing for State Testing</p> <p>Strategy's Expected Result/Impact: Department members are experts in this area and have experiences with past and present students taking the State Assessment. Through collaboration, we should be able to identify areas of concern as well as interventions for those areas with the ultimate goal of preparing students for the OSAS.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Language Arts department</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Perceptions 2</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p> <p>No testing this year</p>
	<p>362</p>	

Strategy/Action 2 Details	Reviews								
<p>Strategy/Action 2: *Create a plan of action for addressing needs identified through department process.</p> <ul style="list-style-type: none"> - Use historical data, department feedback and staff expertise to create needs list - Identify interventions needed - Identify a reasonable timeline for interventions with consideration for the testing calendar <p>Strategy's Expected Result/Impact: A holistic plan of action for interventions is the key to a sustainable model for improving test scores. By examining a variety of factors and creating a needs list, the department can create a plan that aims to prepare students starting in the Freshman year. By using all data and starting early, we can improve OSAS achievement.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Language Arts department</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Perceptions 2</p>	<table border="1"> <tr> <td data-bbox="1226 516 1430 678"> <p>Dec</p>  </td> <td data-bbox="1430 516 2028 678"> <p>December Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 678 1430 841"> <p>Mar</p>  </td> <td data-bbox="1430 678 2028 841"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 841 1430 1003"> <p>May</p>  </td> <td data-bbox="1430 841 2028 1003"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 1003 1430 1149"> <p>June</p>  </td> <td data-bbox="1430 1003 2028 1149"> <p>June Evidence of Progress</p> <p>No testing this year</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>No testing this year</p>
<p>Dec</p> 	<p>December Evidence of Progress</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p>								
<p>May</p> 	<p>May Evidence of Progress</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p>No testing this year</p>								
<p>0%  No Progress</p> <p>100%  Accomplished</p> <p> Continue/Modify</p> <p> Discontinue</p>	<p>363</p>								

Goal 3: Equity Goal

Performance Objective 1: Increase opportunities for parents of traditionally underserved students to give feedback and participate in decision making at RHS.

Evaluation Data Sources: Parent surveys
 Parent committee membership
 Parent events calendared

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: *Utilize equity consultants to identify opportunities</p> <ul style="list-style-type: none"> - Examine current events and surveys to identify holes - Use consultant expertise to seek new ways to engage parents - Participate in professional development with consultants to identify effective strategies for interaction with families of color <p>Strategy's Expected Result/Impact: We have engaged in a number of efforts to reach out to families of color, welcome them to the school and provide meaningful experiences. By utilizing our consultants, we can offer a wider array of events, and moreover, utilize proven strategies for reaching our goals around improved parent involvement.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the equity consultants</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress 364</p>
	<p>June</p> 	<p>June Evidence of Progress District-wide participation in equity trainings</p>

Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: *Seek feedback from existing parent groups</p> <ul style="list-style-type: none"> - Continue to utilize CEE survey - Offer feedback opportunities after all school events involving parents - Present relevant school information to parent groups and seek feedback for better decision-making - Create opportunities for parents not currently involved in a group <p>Strategy's Expected Result/Impact: There is no way that we can address the needs of our families of color if we don't even know what those needs are. Additionally, we need to create a welcoming environment to our traditionally marginalized families and there is no better way to do this than to get them actively involved.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the equity consultants</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress Survey results shared out, but still have a real need to bring parents in for direct feedback and planning.</p>
Strategy/Action 3 Details	Reviews	
<p>Strategy/Action 3: *Create multicultural parent meeting schedule</p> <ul style="list-style-type: none"> - Schedule four opportunities for families of color to meet with school staff - Create a menu of options for the parent nights - Cover items of interest as well as informational items regarding how to navigate high school - Create two way communication at these events so that parents can offer feedback and suggestions for current policies and procedures <p>Strategy's Expected Result/Impact: Many of our families of color have limited experience with the high school setting. By educating parents about the current system and supports, they can be a huge ally for their students'. Additionally, we need to seek feedback about what we do from those who have different experiences, as there might be better ways to do things.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the equity consultants</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<p>Dec</p> <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress Calendar created and saw an increase in parent participation. The virtual environment seems to create better access for our parents.</p>

Strategy/Action 4 Details	Reviews	
<p>Strategy/Action 4: *Increase membership on committees for parents of traditionally under served students</p> <ul style="list-style-type: none"> - Examine the existing committee structure and membership - Identify committees in need of diverse membership - Actively recruit parents of color to sit on all of our committees <p>Strategy's Expected Result/Impact: Committees that lack diversity tend to have a narrow focus and rarely think outside of our traditional structure. There is no question that our traditional structure is not working for our students of color. The only solution is to add perspective from those who understand and share the experiences of our typically under served students.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the equity consultants</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p> <p>Some committee participation occurred, but our meeting structure has changed during CDL.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: *Use CEE data from parents to address issues of collaboration and communication with the school</p> <ul style="list-style-type: none"> - Examine school communication sources using an equity lens - Use the equity team and consultants to review current policies and procedures for inequitable practices - Review current practices for sharing information with parents and address concerns around the need for improvement <p>Strategy's Expected Result/Impact: The CEE survey showed parent concerns around collaboration and communication. The key areas of concern are addressed in the strategies included. Strategy 2 can include specific feedback loops for parents to see if we are addressing the problem.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the equity consultants</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>25%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>75%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>367</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>95%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Collaboration continues to be difficult in CDL, but communication increased dramatically. The Pandemic has forced us to up the ante with regard to frequency and detail for communication.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 4: Safety Goal

Performance Objective 1: Implement MTSS practices building wide.

Evaluation Data Sources: MTSS Committee agendas
 MTSS Matrix for discipline
 Disproportionate discipline data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: *Consult with district MTSS coordinator to train staff in best practices</p> <ul style="list-style-type: none"> - Training for key staff - Training for SMT specific to discipline - Plan implementation of MTSS building-wide <p>Strategy's Expected Result/Impact: Disproportionate discipline continues to be an issue. One factor of this problem is the lack of restorative practice with regard to interventions. One of the best ways to meet students where they are is to use MTSS to identify root causes of issues and avoid punitive measures for correction, thus addressing disproportionate discipline.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the MTSS specialist from the district</p> <p>Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Dec</p> <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p style="text-align: right;">368</p> <p>June Evidence of Progress</p> <p>Real progress has been made during the spring. Systems are being constructed at this time. Next steps will include personnel and framework design for immediate implementation next year</p>

Strategy/Action 3 Details	Reviews								
<p>Strategy/Action 3: *Add MTSS interventions to existing discipline ladder</p> <ul style="list-style-type: none"> - Examine existing discipline ladder - Identify key points where typical measures need to be interrupted - Embed MTSS in all policies and practices (i.e. handbooks) <p>Strategy's Expected Result/Impact: The data clearly shows that traditional measures are not working and only serve to widen the inequity gap. By introducing MTSS, students will actually learn about themselves and the school environment, while not being subject to random discipline measures.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school principal, the assistant principal in charge of discipline and the MTSS specialist from the district</p> <p>Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: School Processes & Programs 1</p>	<table border="1"> <tr> <td data-bbox="1226 477 1386 630"> <p>Dec</p>  </td> <td data-bbox="1386 477 2028 630"> <p>December Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 630 1386 782"> <p>Mar</p>  </td> <td data-bbox="1386 630 2028 782"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 782 1386 945"> <p>May</p>  </td> <td data-bbox="1386 782 2028 945"> <p>May Evidence of Progress 370</p> </td> </tr> <tr> <td data-bbox="1226 945 1386 1133"> <p>June</p>  </td> <td data-bbox="1386 945 2028 1133"> <p>June Evidence of Progress</p> <p>This work is underway at this time. Once the correct loads are in Synergy, we will move forward and make adjustments to the Student Rights and Responsibilities Handbook.</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress 370</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>This work is underway at this time. Once the correct loads are in Synergy, we will move forward and make adjustments to the Student Rights and Responsibilities Handbook.</p>
<p>Dec</p> 	<p>December Evidence of Progress</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p>								
<p>May</p> 	<p>May Evidence of Progress 370</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p>This work is underway at this time. Once the correct loads are in Synergy, we will move forward and make adjustments to the Student Rights and Responsibilities Handbook.</p>								
<table border="0"> <tr> <td data-bbox="462 1144 640 1234">  <p>No Progress</p> </td> <td data-bbox="756 1144 955 1234">  <p>Accomplished</p> </td> <td data-bbox="1071 1144 1312 1234">  <p>Continue/Modify</p> </td> <td data-bbox="1428 1144 1606 1234">  <p>Discontinue</p> </td> </tr> </table>		 <p>No Progress</p>	 <p>Accomplished</p>	 <p>Continue/Modify</p>	 <p>Discontinue</p>				
 <p>No Progress</p>	 <p>Accomplished</p>	 <p>Continue/Modify</p>	 <p>Discontinue</p>						

Goal 5: Comprehensive Distance Learning Goal

Performance Objective 1: Create CDL calendar for students and staff.

Evaluation Data Sources: ODE guidelines
 Review approved non-CDL calendar
 Work within the approved calendar

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: *Review ODE guidelines for CDL</p> <ul style="list-style-type: none"> - Requirements - Restrictions - Best practice for delivery <p>Strategy's Expected Result/Impact: By identifying the key elements of the ODE guidelines, we can ensure that our students will utilize a calendar that meets all of the required elements passed down by ODE</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 3</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p style="text-align: right;">371</p> <p>June Evidence of Progress</p> <p>Blueprints produced and approved. All RSSL guidelines are in place.</p>

Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: *Review non-CDL approved schedule</p> <ul style="list-style-type: none"> - Needs - Seat hours - Prep time <p>Strategy's Expected Result/Impact: By examining the traditional calendar, we will ensure that we build a schedule that meets all of the needs of students as well as hitting all of the landmarks necessary (i.e. Division 22 standards).</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 3</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p> <p>The final CDL calendar meets all CBA requirements as well as the needs of students and staff</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: *Work within the approved calendar for school year</p> <ul style="list-style-type: none"> - Required dates - Changes needed - CDL requirements <p>Strategy's Expected Result/Impact: The calendar is a mutually bargained item and we must examine the approved calendar to ensure that we continue to meet all deliverables. Additionally, the new calendar will have to go through the process of approval. By adhering closely to the original calendar, we can speed up the process for approval and increase the viability of the new calendar.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 3</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Dec December Evidence of Progress</p> <p> 45%</p> <p>Mar March Evidence of Progress</p> <p> 100% 373</p> <p>May May Evidence of Progress</p> <p> 100%</p> <p>June June Evidence of Progress</p> <p> 100% All landmarks have been met</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 5: Comprehensive Distance Learning Goal

Performance Objective 2: Design a CDL schedule for students and staff.

Evaluation Data Sources: ODE guidelines
 Review approved non-CDL schedule
 Work within the approved schedule

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: *Review CDL guidelines laid out by ODE to ensure that we meet all requirements</p> <ul style="list-style-type: none"> - Required elements - Prohibited activities - Monitored changes <p>Strategy's Expected Result/Impact: The new weekly schedule will be a challenge to build, but by examining ODE guidelines we can ensure that we are meeting all of the needs of students in a way that takes into account the changes to guidelines as they relate to CDL</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 3</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p style="text-align: right;">374</p> <p>June Evidence of Progress</p> <p>All RSSL requirements have been met</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: *Create a template for a traditional week of school in an effort to establish a baseline when building the new CDL schedule.</p> <ul style="list-style-type: none"> - Key items - Items to redact - Account for prep time <p>Strategy's Expected Result/Impact: There are a number of implications to weekly scheduling including teacher prep time and office hours for CDL. Taking all of the parts from a traditional week and adjusting them to fit into the CDL model will create a schedule that feels familiar to all, but meets the guidelines for CDL</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 3</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>45%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>375</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Work schedules implemented meet all requirements of the district CBA</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 5: Comprehensive Distance Learning Goal

Performance Objective 3: Create a CDL committee structure to review plan in action.

Evaluation Data Sources: ODE guidelines
 Identify changes needed from 2020 Spring plan
 Create system of review

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: *Identify key staff to serve on CDL Committee</p> <ul style="list-style-type: none"> - Include certified and classified staff - Include diverse group - Ensure areas of expertise within groups (i.e. social worker) <p>Strategy's Expected Result/Impact: By forming a group to work on CDL plans that includes a wide range of staff membership, we have a better change to formulate a plan that will work for students.</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 3</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p style="text-align: right;">376</p> <p>June Evidence of Progress</p> <p>The roster for this group is complete. Staff who participated guided all decision making for CDL</p>

Strategy/Action 4 Details	Reviews								
<p>Strategy/Action 4: *Use CDL Committee structure to monitor CDL delivery and progress</p> <ul style="list-style-type: none"> - Revisit areas of focus - Continue to formulate plans within each area - Each group can help to monitor the others - Planning continues throughout the year <p>Strategy's Expected Result/Impact: The CDL committee is the perfect group to monitor the progress of the overall CDL plan throughout the year (or until Hybrid is approved)</p> <p>Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 3</p>	<table border="1"> <tr> <td data-bbox="1226 516 1386 673"> <p>Dec</p>  </td> <td data-bbox="1386 516 2028 673"> <p>December Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 673 1386 831"> <p>Mar</p>  </td> <td data-bbox="1386 673 2028 831"> <p>March Evidence of Progress</p> <p style="text-align: right;">378</p> </td> </tr> <tr> <td data-bbox="1226 831 1386 989"> <p>May</p>  </td> <td data-bbox="1386 831 2028 989"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 989 1386 1151"> <p>June</p>  </td> <td data-bbox="1386 989 2028 1151"> <p>June Evidence of Progress</p> <p>Scheduled meetings occurred and monitoring was effective. Several changes were implemented as we moved through the year.</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p style="text-align: right;">378</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Scheduled meetings occurred and monitoring was effective. Several changes were implemented as we moved through the year.</p>
<p>Dec</p> 	<p>December Evidence of Progress</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p> <p style="text-align: right;">378</p>								
<p>May</p> 	<p>May Evidence of Progress</p>								
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<table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No Progress</td> <td>Accomplished</td> <td>Continue/Modify</td> <td>Discontinue</td> </tr> </table>						No Progress	Accomplished	Continue/Modify	Discontinue
									
No Progress	Accomplished	Continue/Modify	Discontinue						

Reynolds School District 7

Reynolds Learning Academy

2020-2021 Formative Review with Notes

REYNOLDS LEARNING ACADEMY



379

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 380
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Building Achievement

Performance Objective 1: Increase course passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Evaluation Data Sources: Failing grade reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec  December Evidence of Progress All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> <p>Mar  March Evidence of Progress 382</p> <p>May  May Evidence of Progress All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> <p>June  June Evidence of Progress All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.</p> <p>Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec December Evidence of Progress</p> <p> All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> <p>Mar March Evidence of Progress</p> <p> All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec December Evidence of Progress</p> <p> RLA submitted a plan for hybrid learning in October 2020.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> RLA launched hybrid instruction on April 20th 2021</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	<p>Dec December Evidence of Progress</p> <p> Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance 384 Learning Playbook.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p>	<div data-bbox="1260 259 2016 454"> <p>Dec December Evidence of Progress</p>  <p>Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> </div> <div data-bbox="1260 470 2016 617"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 633 2016 779"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 795 2016 990"> <p>June June Evidence of Progress 385</p>  <p>Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1006 630 1104">  No Progress </div> <div data-bbox="756 1006 966 1104">  Accomplished </div> <div data-bbox="1071 1006 1302 1104">  Continue/Modify </div> <div data-bbox="1428 1006 1617 1104">  Discontinue </div> </div>	

Goal 1: Building Achievement

Performance Objective 2: Increase school engagement and attendance by 10% compared to Hexters 5 and 6 from the 2019-2020 school year.

Evaluation Data Sources: Attendance and participation data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: Attendance and participation in distance learning will increase by at least 10% compared to Hexters 5 and 6 from 2019-2020.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' participation and engagement.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec</p>  <p>December Evidence of Progress</p> <p>All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> </div> <div style="margin-bottom: 10px;"> <p>Mar</p>  <p>March Evidence of Progress</p> </div> <div style="margin-bottom: 10px;"> <p>May</p>  <p>May Evidence of Progress</p> </div> <div style="margin-bottom: 10px;"> <p>June</p>  <p>June Evidence of Progress</p> <p>All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> </div> </div> <p style="text-align: right; margin-top: 20px;">386</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: CDL will be delivered through a combination of synchronous and asynchronous instruction.</p> <p>Strategy's Expected Result/Impact: Attendance and participation in distance learning will increase by at least 10% compared to Hexters 5 and 6 from 2019-2020.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' participation and engagement.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<p>Dec December Evidence of Progress</p> <p> All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Staff will regularly monitor student progress and engagement and refer students who need additional supports.</p> <p>Strategy's Expected Result/Impact: Teachers and members of the counseling team will regularly discuss student progress and plan coordinated supports for students who need them. As a result, students will be able to get additional support without having to ask for it directly.</p> <p>Staff Responsible for Monitoring: Principal and all certified staff.</p> <p>- Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<p>Dec December Evidence of Progress</p> <p> All staff meet weekly to monitor student progress and engagement and make referrals for students who need additional supports. 25% of students are reviewed each week.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> All staff meet weekly to monitor student progress and engagement and make referrals for students who need additional supports. 25% of students are reviewed each week.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Establish multiple options for 2-way communication between students and families and RLA faculty and staff and communicate to students and families about how to use them.</p> <p>Strategy's Expected Result/Impact: Students and families will be able to communicate with teachers and staff in the manner that is most comfortable/accessible to them (e.g. text, phone, video conference, through a translator).</p> <p>Staff Responsible for Monitoring: Principal, certified staff and Parent/Family Liaison</p> <p>- Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<div data-bbox="1255 354 2028 500"> <p>Dec</p>  <p>December Evidence of Progress Weekly newsletter with all staff contact information, Teams, Remind, virtual student and family conferences.</p> </div> <div data-bbox="1255 516 2028 662"> <p>Mar</p>  <p>March Evidence of Progress</p> </div> <div data-bbox="1255 678 2028 824"> <p>May</p>  <p>May Evidence of Progress</p> <p style="text-align: right;">388</p> </div> <div data-bbox="1255 841 2028 984"> <p>June</p>  <p>June Evidence of Progress Weekly newsletter with all staff contact information, Teams, Remind, virtual student and family conferences.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Department Goals

Performance Objective 1: Increase math passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>December Evidence of Progress</p> <p>Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support.</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>March Evidence of Progress</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>May</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>May Evidence of Progress</p> </div> </div> </div> <div> <p>June</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>June Evidence of Progress</p> <p>Fully implemented CDL plan as described and transitioned to hybrid in April 2021.</p> </div> </div> </div> </div> <div style="text-align: right; margin-top: 20px;">389</div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.</p> <p>Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> </div> </div> </div>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>RLA submitted a plan for hybrid instruction in October 2020.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Transitioned to hybrid in April 2021</p> </div> </div> </div>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology tools.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	<p>Dec December Evidence of Progress</p> <p> Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  </div> </div> <div style="margin-bottom: 20px;"> <p>May May Evidence of Progress</p> <div style="display: flex; align-items: center;">  </div> </div> <div> <p>June June Evidence of Progress 392</p> <div style="display: flex; align-items: center;">  <p>Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Department Goals

Performance Objective 2: Increase science passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec December Evidence of Progress</p> <p> All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress 393</p> <p> All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.</p> <p>Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning.</p> </div> </div> </div>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>RLA submitted a plan for hybrid instruction in October 2020.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>RLA transitioned to hybrid in April 2021.</p> </div> </div> </div>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	<p>Dec December Evidence of Progress</p> <p> Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p>	<div data-bbox="1260 259 2016 454"> <p>Dec December Evidence of Progress</p>  <p>Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> </div> <div data-bbox="1260 470 2016 617"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 633 2016 779"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 795 2016 941"> <p>June June Evidence of Progress 396</p>  <p>Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 958 630 1039">  <p>No Progress</p> </div> <div data-bbox="756 958 966 1039">  <p>Accomplished</p> </div> <div data-bbox="1071 958 1302 1039">  <p>Continue/Modify</p> </div> <div data-bbox="1428 958 1596 1039">  <p>Discontinue</p> </div> </div>	

Goal 2: Department Goals

Performance Objective 3: Increase language arts passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>December Evidence of Progress</p> <p>Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support.</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>March Evidence of Progress</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>May</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>May Evidence of Progress</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>June</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>June Evidence of Progress</p> <p>Fully implemented CDL plan as described and transitioned to hybrid in April 2021.</p> </div> </div> </div> <div style="text-align: right; margin-top: 20px;"> <p>397</p> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.</p> <p>Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec December Evidence of Progress</p> <p> Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Fully implemented CDL plan as described and transitioned to hybrid in April 2021.</p> <p style="text-align: right;">398</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec December Evidence of Progress</p> <p> Hybrid plan submitted October 2020</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> RLA transitioned to hybrid in April 2021.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	<div data-bbox="1260 121 2005 316"> <p>Dec December Evidence of Progress</p>  <p>Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> </div> <div data-bbox="1260 332 2005 479"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 495 2005 641"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 657 2005 795"> <p>June June Evidence of Progress</p>  <p>Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p> </div>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p>	<div data-bbox="1260 259 2016 454"> <p>Dec December Evidence of Progress</p>  <p>Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> </div> <div data-bbox="1260 470 2016 617"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 633 2016 779"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 795 2016 941"> <p>June June Evidence of Progress 400</p>  <p>Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 958 630 1039">  <p>No Progress</p> </div> <div data-bbox="756 958 945 1039">  <p>Accomplished</p> </div> <div data-bbox="1071 958 1302 1039">  <p>Continue/Modify</p> </div> <div data-bbox="1428 958 1596 1039">  <p>Discontinue</p> </div> </div>	

Goal 2: Department Goals

Performance Objective 4: Increase social studies passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>December Evidence of Progress</p> <p>Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support.</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>March Evidence of Progress</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>May</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>May Evidence of Progress</p> </div> </div> </div> <div> <p>June</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>June Evidence of Progress</p> <p>Fully implemented CDL plan as described and transitioned to hybrid in April 2021.</p> </div> </div> </div> </div> <div style="text-align: right; margin-top: 20px;">401</div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.</p> <p>Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec December Evidence of Progress</p> <p> Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Fully implemented CDL plan as described and transitioned to hybrid in April 2021.</p> <p style="text-align: right;">402</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec December Evidence of Progress</p> <p> Hybrid plan submitted October 2020</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> RLA transitioned to hybrid instruction in April 2021.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	<p>Dec December Evidence of Progress</p> <p> Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p>	<div data-bbox="1260 259 2016 454"> <p>Dec December Evidence of Progress</p>  50% <p>Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> </div> <div data-bbox="1260 470 2016 617"> <p>Mar March Evidence of Progress</p>  50% </div> <div data-bbox="1260 633 2016 779"> <p>May May Evidence of Progress</p>  100% </div> <div data-bbox="1260 795 2016 941"> <p>June June Evidence of Progress 404</p>  100% <p>Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 958 630 1039">  0% No Progress </div> <div data-bbox="756 958 966 1039">  100% Accomplished </div> <div data-bbox="1071 958 1302 1039">  → Continue/Modify </div> <div data-bbox="1428 958 1596 1039">  ✗ Discontinue </div> </div>	

Goal 3: Equity

Performance Objective 1: Students will experience fewer barriers and have a more positive experience with distance learning than they did in Hexters 5 and 6 of 2019-2020 as measured by student and family surveys.

Evaluation Data Sources: Student and family surveys

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: Staff will regularly monitor student progress and engagement and refer students who need additional supports.</p> <p>Strategy's Expected Result/Impact: Teachers and members of the counseling team will regularly discuss student progress and plan coordinated supports for students who need them. As a result, students will be able to get additional support without having to ask for it directly.</p> <p>Staff Responsible for Monitoring: Principal and all certified staff.</p> <p>- Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<table border="0"> <tr> <td data-bbox="1262 407 1360 542"> <p>Dec</p>  </td> <td data-bbox="1398 407 2011 565"> <p>December Evidence of Progress</p> <p>All staff meet weekly to monitor student progress and engagement and make referrals for students who need additional supports. 25% of students are reviewed each week.</p> </td> </tr> <tr> <td data-bbox="1262 586 1360 721"> <p>Mar</p>  </td> <td data-bbox="1541 586 1877 618"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 781 1360 883"> <p>May</p>  </td> <td data-bbox="1551 743 1864 776"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 943 1360 1045"> <p>June</p>  </td> <td data-bbox="1398 906 2011 1063"> <p>June Evidence of Progress</p> <p>All staff meet weekly to monitor student progress and engagement and make referrals for students who need additional supports. 25% of students are reviewed each week.</p> </td> </tr> </table> <p style="text-align: right; margin-right: 20px;">405</p>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>All staff meet weekly to monitor student progress and engagement and make referrals for students who need additional supports. 25% of students are reviewed each week.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>All staff meet weekly to monitor student progress and engagement and make referrals for students who need additional supports. 25% of students are reviewed each week.</p>
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<p>June</p> 	<p>June Evidence of Progress</p> <p>All staff meet weekly to monitor student progress and engagement and make referrals for students who need additional supports. 25% of students are reviewed each week.</p>								

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Establish multiple options for 2-way communication between students and families and RLA faculty and staff and communicate to students and families about how to use them.</p> <p>Strategy's Expected Result/Impact: Students and families will be able to communicate with teachers and staff in the manner that is most comfortable/accessible to them (e.g. text, phone, video conference, through a translator).</p> <p>Staff Responsible for Monitoring: Principal, certified staff and Parent/Family Liaison</p> <p>- Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<div data-bbox="1255 354 2028 984"> <p>Dec  December Evidence of Progress Weekly newsletter with all staff contact information, Teams, Remind, virtual student and family conferences.</p> <p>Mar  March Evidence of Progress</p> <p>May  May Evidence of Progress 406</p> <p>June  June Evidence of Progress Weekly newsletter with all staff contact information, Teams, Remind, virtual student and family conferences.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 3: Equity

Performance Objective 2: Students will have greater access to school-based support resources than they did in Hexters 5 and 6 of the 2019-2020 school year.

Evaluation Data Sources: Participation rates in auxiliary supports.
Student and family surveys.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: During CDL, Mondays will be reserved for SEL based advisory classes and other auxiliary supports such as student groups.</p> <p>Strategy's Expected Result/Impact: By not holding regular synchronous academic classes on Monday, all students will be able to participate in student groups (e.g. BSU, GSA, Leadership) or access support from Trillium, counselors and Social Worker without missing instructional time.</p> <p>Staff Responsible for Monitoring: Principal, counselors, Social Worker, Trillium</p> <p>- Characteristics: Effective School Leadership, Supportive Learning Environment</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	<table border="0"> <tr> <td data-bbox="1260 422 1365 568"> <p>Dec</p>  </td> <td data-bbox="1386 422 2016 584"> <p>December Evidence of Progress</p> <p>All students are scheduled in an SEL based advisory on Mondays planned by the counseling team. Student groups are scheduled on Monday and throughout the week.</p> </td> </tr> <tr> <td data-bbox="1260 600 1365 747"> <p>Mar</p>  </td> <td data-bbox="1386 600 2016 747"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 763 1365 909"> <p>May</p>  </td> <td data-bbox="1386 763 2016 909"> <p>May Evidence of Progress 407</p> </td> </tr> <tr> <td data-bbox="1260 925 1365 1071"> <p>June</p>  </td> <td data-bbox="1386 925 2016 1071"> <p>June Evidence of Progress</p> <p>All students were scheduled in an SEL based advisory on Mondays planned by the counseling team. Student groups were scheduled on Monday and throughout the week.</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>All students are scheduled in an SEL based advisory on Mondays planned by the counseling team. Student groups are scheduled on Monday and throughout the week.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress 407</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>All students were scheduled in an SEL based advisory on Mondays planned by the counseling team. Student groups were scheduled on Monday and throughout the week.</p>
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Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: All students will participate in a weekly advisory class where they will engage in SEL related activities planned by our counseling team.</p> <p>Strategy's Expected Result/Impact: All students will have to opportunity to interact with peers in the CDL environment through SEL activities. All students will receive SEL supports.</p>	<div data-bbox="1260 235 2016 406"> <p>Dec December Evidence of Progress</p>  <p>All students are scheduled in an SEL based advisory on Mondays planned by the counseling team. Student groups are scheduled on Monday and throughout the week.</p> </div> <div data-bbox="1260 422 2016 568"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 584 2016 714"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 738 2016 901"> <p>June June Evidence of Progress</p>  <p>All students were scheduled in an SEL based advisory on Mondays planned by the counseling team. Student groups were scheduled on Monday and throughout the week.</p> </div>
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Goal 3: Equity

Performance Objective 3: Parents will experience more frequent communication from RLA about their child's academic progress and school news as measured by CEE survey results.

Evaluation Data Sources: CEE Survey Results

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: RLA will create and launch a weekly newsletter to go out to all families in English and Spanish with translation services available in other languages.</p> <p>Strategy's Expected Result/Impact: The newsletter will include helpful information about how to engage in CDL as well as regular updates about RLA.</p> <p>Staff Responsible for Monitoring: Principal, Newsletter Manager, Parent Liaison</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1</p>	<table border="0"> <tr> <td data-bbox="1262 396 1360 532"> <p>Dec</p>  </td> <td data-bbox="1398 396 2028 532"> <p>December Evidence of Progress</p> <p>The RLA Fire has gone out weekly since the start of the school year.</p> </td> </tr> <tr> <td data-bbox="1262 553 1360 690"> <p>Mar</p>  </td> <td data-bbox="1398 553 2028 690"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 711 1360 847"> <p>May</p>  </td> <td data-bbox="1398 711 2028 847"> <p>May Evidence of Progress</p> <p style="text-align: right;">409</p> </td> </tr> <tr> <td data-bbox="1262 868 1360 1005"> <p>June</p>  </td> <td data-bbox="1398 868 2028 1005"> <p>June Evidence of Progress</p> <p>The RLA Fire has gone out weekly since the start of the school year.</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>The RLA Fire has gone out weekly since the start of the school year.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p> <p style="text-align: right;">409</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>The RLA Fire has gone out weekly since the start of the school year.</p>
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Strategy/Action 2 Details	Reviews								
<p>Strategy/Action 2: Teachers will have regularly scheduled open office hours where they will be accessible to students and parents.</p> <p>Strategy's Expected Result/Impact: Parents and students will have multiple, regularly scheduled opportunities throughout the week when they can meet with a classroom teacher without an appointment.</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison</p> <p>Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1</p>	<table border="1"> <tr> <td data-bbox="1232 326 1381 472"> <p>Dec</p>  </td> <td data-bbox="1381 326 2022 472"> <p>December Evidence of Progress</p> <p>Teachers have regularly scheduled open office hours three times each week.</p> </td> </tr> <tr> <td data-bbox="1232 472 1381 618"> <p>Mar</p>  </td> <td data-bbox="1381 472 2022 618"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 618 1381 764"> <p>May</p>  </td> <td data-bbox="1381 618 2022 764"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1232 764 1381 958"> <p>June</p>  </td> <td data-bbox="1381 764 2022 958"> <p>June Evidence of Progress</p> <p>Teachers have regularly scheduled open office hours three times each week.</p> <p style="text-align: right;">410</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Teachers have regularly scheduled open office hours three times each week.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Teachers have regularly scheduled open office hours three times each week.</p> <p style="text-align: right;">410</p>
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No Progress	Accomplished	Continue/Modify	Discontinue						

Goal 4: Safety

Performance Objective 1: Deliver instruction in accordance with state, county and district guidelines on COVID-19 prevention and safety.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Develop and follow plans for CDL and hybrid instruction that meet or exceed all guidelines for COVID-19 related safety.</p> <p>Strategy's Expected Result/Impact: We will be able to provide quality instruction while minimizing risk of COVID-19 transmission and infection to our students, staff and families.</p> <p>Staff Responsible for Monitoring: Principal and Principal's designated COVID-19 Compliance Monitor</p> <p>Characteristics: Effective School Leadership</p>	<div data-bbox="1255 483 2028 678"> <p>Dec December Evidence of Progress</p>  <p>Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support.</p> </div> <div data-bbox="1255 699 2028 813"> <p>Mar March Evidence of Progress</p>  <p style="text-align: right;">411</p> </div> <div data-bbox="1255 850 2028 980"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1255 1018 2028 1148"> <p>June June Evidence of Progress</p>  <p>Fully implemented CDL plan as described and transitioned to hybrid in April 2021.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1175 638 1263">  <p>No Progress</p> </div> <div data-bbox="762 1175 957 1263">  <p>Accomplished</p> </div> <div data-bbox="1077 1175 1304 1263">  <p>Continue/Modify</p> </div> <div data-bbox="1430 1175 1604 1263">  <p>Discontinue</p> </div> </div>	

Goal 5: CDL

Performance Objective 1: Create and implement a plan for comprehensive distance learning that meets or exceeds ODE guidelines.

Evaluation Data Sources: ODE Guidelines

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p>  <p>December Evidence of Progress</p> <p>Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support.</p> </div> <div style="margin-bottom: 20px;"> <p>Mar</p>  <p>March Evidence of Progress</p> </div> <div style="margin-bottom: 20px;"> <p>May</p>  <p>May Evidence of Progress</p> </div> <div> <p>June</p>  <p>June Evidence of Progress</p> <p>Fully implemented CDL plan as described and transitioned to hybrid in April 2021.</p> </div> </div> <p style="text-align: right; margin-top: 20px;">412</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.</p> <p>Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec December Evidence of Progress</p> <p> Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Fully implemented CDL plan as described and transitioned to hybrid in April 2021.</p> <p style="text-align: right;">413</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.</p> <p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	<p>Dec December Evidence of Progress</p> <p> Hybrid plan submitted October 2020.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> RLA transitioned to hybrid instruction in April 2021.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	<p>Dec December Evidence of Progress</p> <p> Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p>

Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Characteristics: Focused Professional Development</p>	<div data-bbox="1260 267 2016 462"> <p>Dec December Evidence of Progress</p>  <p>Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook.</p> </div> <div data-bbox="1260 479 2016 625"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 641 2016 787"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 803 2016 941"> <p>June June Evidence of Progress 415</p>  <p>Staff completed training on integration of instructional technology and 21st century learning throughout the year.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 958 640 1047">  No Progress </div> <div data-bbox="756 958 955 1047">  Accomplished </div> <div data-bbox="1071 958 1312 1047">  Continue/Modify </div> <div data-bbox="1428 958 1606 1047">  Discontinue </div> </div>	

Reynolds School District 7
MLA Academy (K-8)
2020-2021 Formative Review with Notes

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Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 417
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: All students will receive continuous feedback loops with clear, focused rubrics to achieve prioritized standards proficiency.

Evaluation Data Sources: Coaching sessions, lesson plans with clear rubrics provided, use of a 5 point grading system. Students will be provided with reteaching and opportunities to redo assignments to show proficiency with standards.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: All grade levels design and develop a minimum of one performance assessment hand in glove rubric before the end of the 20-21 school year.</p> <p>Strategy's Expected Result/Impact: Work with consultant and coaches to complete assessment rubrics</p> <p>Staff Responsible for Monitoring: Admin, coaches, consultant</p>	<p>Dec December Evidence of Progress  4/12 elementary staff using hand in glove rubrics 419</p> <p>Mar March Evidence of Progress  6/12 elementary staff using hand in glove rubrics</p> <p>May May Evidence of Progress  7/12 elementary staff and 2/10 middle school staff using hand in glove rubrics</p> <p>June June Evidence of Progress  7/12 elementary staff and 2/10 middle school staff using hand in glove rubrics</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: Student Achievement

Performance Objective 2: All students will demonstrate average or better than average growth on given standardized test.

Evaluation Data Sources: MAP/DRA/EasyCBM

Summative Evaluation: Some progress made toward meeting Objective

Goal 1: Student Achievement

Performance Objective 3: Students will perform close to grade level on a given standardized test.

Evaluation Data Sources: MAP/DRA/Kinder Assessment

Summative Evaluation: No progress made toward meeting Objective

Goal 2: Equity

Performance Objective 1: Staff and students at MLA will increase awareness of need for equitable practices and will eliminate equity issues within our school community.

Evaluation Data Sources: Survey results from staff/families/students

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: Conduct new survey in September 2021</p> <p>Strategy's Expected Result/Impact: Updated data to form year-long goals and activities for our DEIAT</p> <p>Staff Responsible for Monitoring: DEIAT leadership and committee</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<table border="0"> <tr> <td data-bbox="1224 565 1365 711"> <p>Dec</p>  </td> <td data-bbox="1365 565 2026 711"> <p>December Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1224 711 1365 857"> <p>Mar</p>  </td> <td data-bbox="1365 711 2026 857"> <p>March Evidence of Progress</p> <p style="text-align: right;">422</p> </td> </tr> <tr> <td data-bbox="1224 857 1365 1003"> <p>May</p>  </td> <td data-bbox="1365 857 2026 1003"> <p>May Evidence of Progress</p> <p>The team agrees to survey families in the fall</p> </td> </tr> <tr> <td data-bbox="1224 1003 1365 1195"> <p>June</p>  </td> <td data-bbox="1365 1003 2026 1195"> <p>June Evidence of Progress</p> <p>Prepare survey for the fall in June</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p style="text-align: right;">422</p>	<p>May</p> 	<p>May Evidence of Progress</p> <p>The team agrees to survey families in the fall</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Prepare survey for the fall in June</p>
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Goal 2: Equity

Performance Objective 2: Newly formed Diversity, Equity and Inclusion, Anti-racism (DEIA) Team will create a school-wide Equity statement, mission statement, year-long goals and professional development plan for 21-22

Evaluation Data Sources: Feedback and development of policies and procedures from the DEIA Team.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: Equity

Performance Objective 3: Continued increase of available written materials in the top 4 most represented languages other than English. All materials translated to Spanish by June 2021.

Evaluation Data Sources: Number of materials translated/number still left to be completed

Summative Evaluation: Met Objective

Goal 3: Communication

Performance Objective 1: All meetings and verbal communication available in English and Spanish. Increase ease of access and availability of interpretation services.

Summative Evaluation: Exceeded Objective

Goal 4: Safety

Performance Objective 1: Ongoing process for care and connection is implemented with a systematic and individualized approach to communication and support for all families.

Evaluation Data Sources: Documentation and family communication data tracking. Attendance and engagement reports.

Summative Evaluation: Significant progress made toward meeting Objective

Reynolds School District 7
Reynolds Arthur Academy
2020-2021 Formative Review with Notes

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Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 428
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement Goal: At least 50% of Reynolds Arthur Academy students will receive a score of proficient in math on Oregon's Statewide Assessment.

Performance Objective 1: We offered the state testing this year to students/families. Some students completed the test. However, the data is not available at this time to see if we met the goal.

Evaluation Data Sources: OSAS

Goal 2: Student Achievement Goal: At least 65% of Reynolds Arthur Academy students will receive a score of proficient in ELA on Oregon's Statewide Assessment.

Performance Objective 1: We offered the state testing this year to students/families. Some students completed the test. However, the data is not available at this time to see if we met the goal.

Evaluation Data Sources: OSAS

Goal 3: Student Achievement Goal: All Arthur Academy classes will demonstrate at least 80% mastery in all Direct Instruction subjects on the January 2021 2nd quarter report.

Performance Objective 1: We met this goal as a school. We collected test scores in quarter 1 and 2. Students took a reading, math or language test every 10 lessons. These test are given to show mastery of concepts taught. Overall, we scored a 90% mastery in Kindergarten-5th grade test.

Evaluation Data Sources: Arthur Academy Quarterly Reports

Summative Evaluation: Exceeded Objective

Goal 4: Student Achievement Goal: All Arthur Academy classes will demonstrate at least 80% mastery in all Direct Instruction subjects on the June 2021 4th quarter report.

Performance Objective 1: Currently, we do not have this data available. The goal was to be at 80% or higher at the end of June. We still have two and half weeks left of school and will be able to conduct at least one more test in grades Kindergarten through 5th grade. Therefore, I do not have June data to share. I can share that at end of quarter three, as a school, we met the goal again. It was lower than quarters one and two. In reading we were at 85% and in math we were at 83%.

Evaluation Data Sources: Arthur Academy Quarterly Reports

Goal 5: Safety Goal: Decrease the number of Think Time Sheets/referrals given to student by 5% from 3rd quarter of 19/20 to the end of 4th quarter of 20/21.

Performance Objective 1: This year was very unusual with students being at home 75% of the year doing Comprehensive Distance Learning. We split the classroom in half to allow for a smaller teacher/student ratio on the computer. The smaller class size and students at home provided a different type of learning platform for all students. Classroom expectations were a strong part of the classroom structure but we did not find the need to implement our current behavior system. We did not hand out Think Time Sheets to any students this school so it is really not something we can compare from the prior school year. During CDL this year, we spent many hours on community classroom building and mental health activities that COVID might have created with many students or families.

Evaluation Data Sources: Think Time sheets completed by student and kept on file. No student completed this year.

Goal 6: Safety Goal: On the Friendly student survey (SEL Curriculum), at least 50% of our students will rate the following question at a 3 or 4 (The scale is 1 to 4). Question: Students in my school help one another even if they are not friends.

Performance Objective 1: This year we spent many lessons on classroom community activities. Teachers were able to have discussions with students daily on all kinds of Social and Emotional activities this year. We offer a paper pencil survey in the classroom each year. This year the survey was an electronic one sent to families. The survey results were not in a % form but more of an overall statement based on the results. Here is what the survey said:

HELP

Reynolds Arthur Academy r reported a higher than average rate of peer to peer help, both academically and personally, compared to all Friendly schools. Your students tend to reach out to their peers for help when needed. The survey results show an emphasis on collaboration and community within your school. It is evident the students at your school are capable of assisting each other in understanding academic concepts as opposed to 3 just giving the right answer. Excellent work in promoting a collaborative and helpful learning environment for your students.

Evaluation Data Sources: Friendly Survey

Summative Evaluation: Met Objective

Reynolds School District 7
Rockwood Preparatory Academy
2020-2021 Formative Review with Notes

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Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. ⁴³⁷
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: All students, K-5, will increase their reading and math proficiency in their grade level standards. 100% of students will meet expected (average) or better growth on grade level placement tests (K-4) and on established standardized assessments (3-5) for the 2020-21 school year.

Evaluation Data Sources: Grade level placement tests in reading and math. Standardized assessments in Mathematics and ELA.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Small group interventions, tutoring for high need students, weekly lesson progress checks</p> <p>Strategy's Expected Result/Impact: Early interventions, early tutoring support, students will make steady growth</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Aides/Tutors, Admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<p>Dec December Evidence of Progress</p>  <p>K-R-33% , M-77% 1st-R- 31%, M-71% 2nd-R-54%, M-63% 3rd - R- 55%, M- 50%. 4th - R-40% M- 23%. 5th - R-11%, M-3%</p> <p>Mar March Evidence of Progress 439</p>  <p>K-R 15%, M-55%, 1st-R-44%, M-50% , 2nd-R-57%, M-59%, 3rd- R56% M 52%, 4th- R 40% M 24%, 5th- R 13% M 5%</p> <p>May May Evidence of Progress</p>  <p>K-R 20% M 63%, 1st R 60% M 63% 2nd-R 65% M 27%, 3rd- R 62% M 59%, 4th- R 64% M 29%, 5th- R 19% M 8%</p> <p>June June Evidence of Progress</p>  <p>Placement Testing Scores: K-R 28% M 70%, 1st-R 77% M 75%%, 2nd-R 73% M 70%, 3rd- R 72% M 80%, 4th- R71%, M 62%, 5th- R 54% M 49%</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: SPED support and English Language support will be provided in real-time opportunities during CDL.</p> <p>Strategy's Expected Result/Impact: Increased student participation and performance.</p> <p>Staff Responsible for Monitoring: SST, Admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p> <p>Problem Statements: Demographics 1</p>	<p>Dec December Evidence of Progress</p> <p> On track, bi weekly CST meetings, bi weekly SPED meetings with district. Weekly schedules are made for students with times and meeting links, additional ELD support has allowed for more small group support for students, accountability for all staff</p> <p>Mar March Evidence of Progress</p> <p> Continue with CST Meetings, SPED has added in more teacher check ins, small groups are made and adjusted based on needs, whole team collaboration</p> <p>May May Evidence of Progress</p> <p> Continue with CST Meetings, SPED has added in more teacher check ins, small groups are made and adjusted based on needs, whole team collaboration</p> <p>June June Evidence of Progress</p> <p> Continue with CST Meetings, SPED has added in more teacher check ins, small groups are made and adjusted based on needs, whole team collaboration</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: PD focused on fidelity in delivery of Reading Mastery and Connecting Math Concepts across all grade levels.</p> <p>Strategy's Expected Result/Impact: Continuity as students move to higher levels. High levels of progress. Reduction in interventions/re-teaching</p> <p>Staff Responsible for Monitoring: Classroom teachers, admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	



Dec



December Evidence of Progress

PLCs dedicated to student data review taking place quarterly, tracking individual student progress. Less than 5 whole lesson re-teaches in grades 3-5 October through January. Increased level of intervention for struggling students observable in increased # of small groups per class and # of students receiving 1:1 tutoring. Grades K-2 small group and 1:1 instruction for students not at mastery. Teacher and admin meet weekly to discuss data and interventions to support students in reaching mastery.

Mar



March Evidence of Progress

continue to provide small groups and 1:1 instruction for students not at mastery. Teacher and admin meet weekly to discuss data and interventions to support students in reaching mastery. Students on campus have shown great growth by having a stable, quiet environment to learn in.

May



May Evidence of Progress

continue to provide small groups and 1:1 instruction for students not at mastery. Teacher and admin meet weekly to discuss data and interventions to support 42 students in reaching mastery. Students on campus have shown great growth by having a stable, quiet environment to learn in.

June



June Evidence of Progress

Students picking up the pace in independent learning. Increased level of intervention for struggling students observable in increased # of small groups per class and # of students receiving 1:1 tutoring.



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Safety

Performance Objective 1: Offer ongoing support (social, emotional, technological, and needs-based) to students and families; RPA as a community resource

Evaluation Data Sources: School counselor survey, needs assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Monthly lessons taught by school counselor to each class, weekly activities shared with students through school counselor website, parent and student resources shared with families, access to community resources from school website; RPA as a reference point and advocate for assisting families in meeting needs.</p> <p>Strategy's Expected Result/Impact: Students and families will gain social and emotional skills, increased access to and familiarity with community resources, strong home-school connection</p> <p>Staff Responsible for Monitoring: Counselor, admin, teachers</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	<div data-bbox="1260 397 2028 592"> <p>Dec December Evidence of Progress</p>  <p>Weekly SE lessons assigned to students, monthly SE lessons taught by counselor during live instruction for each class, Monthly parent meetings with the counselor, resources shared and updated on counselor page on school web site, student virtual break space</p> </div> <div data-bbox="1260 609 2028 803"> <p>Mar March Evidence of Progress</p>  <p>Weekly SE lessons assigned to students, monthly SE lessons taught by counselor during live instruction for each class, Monthly parent meetings with the counselor, resources shared and updated on counselor page on school web site, student virtual break space 444</p> </div> <div data-bbox="1260 820 2028 1015"> <p>May May Evidence of Progress</p>  <p>Weekly SE lessons assigned to students, monthly SE lessons taught by counselor during live instruction for each class, Monthly parent meetings with the counselor, resources shared and updated on counselor page on school web site, student virtual break space</p> </div> <div data-bbox="1260 1031 2028 1258"> <p>June June Evidence of Progress</p>  <p>Weekly SE lessons assigned to students, monthly SE lessons taught by counselor during live instruction for each class, Monthly parent meetings with the counselor, resources shared and updated on counselor page on school web site, student virtual break space. Not all students/parents engaging in these opportunities.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 2: Safety

Performance Objective 2: Implementation of PBIS, restorative practices, and zones of regulation to drive student motivation, build community, and reduce instances of misbehavior.

Evaluation Data Sources: Referrals, behavior data, positive office referral data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Daily community circles during morning meeting; teach, model, and reinforce core behavior expectations and zones of regulation; weekly lessons with counselor</p> <p>Strategy's Expected Result/Impact: Improved sense of belonging and safety within the school environment/during virtual interactions and participation</p> <p>Staff Responsible for Monitoring: SST, admin, counselor, classroom teachers</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	<div data-bbox="1260 397 2016 560"> <p>Dec December Evidence of Progress</p>  <p>Classroom communities have allowed students to openly share out and build relationships with teacher and classmates, weekly and monthly lessons taught by counselor, break space resources</p> </div> <div data-bbox="1260 576 2016 868"> <p>Mar March Evidence of Progress</p>  <p>Classroom communities have allowed students to openly share out and build relationships with teacher and classmates, weekly and monthly lessons taught by counselor, break space resources. Students on campus have a break space to visit if needed, walking breaks are built in for students who need them, interventions were put in place before students arrived on campus and have shown to be very successful.</p> </div> <div data-bbox="1260 885 2016 1177"> <p>May May Evidence of Progress</p>  <p>Classroom communities have allowed students to openly share out and build relationships with teacher and classmates, weekly and monthly lessons taught by counselor, break space resources. Students on campus have a break space to visit if needed, walking breaks are built in for students who need them, interventions were put in place before students arrived on campus and have shown to be very successful.</p> </div> <div data-bbox="1260 1193 2016 1477"> <p>June June Evidence of Progress</p>  <p>Classroom communities have allowed students to openly share out and build relationships with teacher and classmates, weekly and monthly lessons taught by counselor, break space resources. Students on campus have a break space to visit if needed, walking breaks are built in for students who need them, interventions were put in place before students arrived on campus and have shown to be very successful.</p> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Support students with high-level behavior needs to foster independence, self-regulation and self-monitoring through check-in/check-outs, social groups with counselor, RJ opportunities vs. punitive approaches, and individual behavior support plans (as needed)</p> <p>Strategy's Expected Result/Impact: Decrease instances of high-level consequences (loss of activities, suspension, etc.). Increase time in the classroom/decrease classroom disruptions.</p> <p>Staff Responsible for Monitoring: SST, classroom teacher, admin</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	

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Dec



December Evidence of Progress

Counselor is doing 1:1 check ins with students not accessing school during CDL and meets weekly with students 3-5 in social/emotional groups to foster independence and accountability related to CDL

Mar



March Evidence of Progress

Counselor is doing 1:1 check ins with students not accessing school during CDL and meets weekly with students 3-5 in social/emotional groups to foster independence and accountability related to CDL. Behavior support plans were created collaboratively before students arrived back on campus for hybrid. Pre-planned interventions and supports have shown to be very successful

May



May Evidence of Progress

Counselor is doing 1:1 check ins with students not accessing school during CDL and meets weekly with students 3-5 in social/emotional groups to foster independence and accountability related to CDL. Behavior support plans were created collaboratively before students arrived back on campus for hybrid. Pre-planned interventions and supports have shown to be very successful

June



June Evidence of Progress

Counselor is doing 1:1 check ins with students not accessing school during CDL and meets weekly with students 3-5 in social/emotional groups to foster independence and accountability related to CDL. Behavior support plans were created collaboratively before students arrived back on campus for hybrid. Pre-planned interventions and supports have shown to be very successful



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Equity

Performance Objective 1: Create incentive plan for improved attendance and increase connection with families for empathy interviews, to acknowledge improved attendance, and/or to encourage improvement in attendance.

Evaluation Data Sources: Weekly LPC, daily/weekly/monthly attendance reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details

Strategy/Action 1: Students who participate in morning meetings, class assignments, reach out to teacher will get their name put into an attendance raffle and teacher will pull a name each week for a prize. Attendance committee will pull a name from each grade level at the monthly assembly and reward students with a prize.

Strategy's Expected Result/Impact: Improved attendance

Staff Responsible for Monitoring: Classroom teachers, attendance committee

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements: Demographics 1 - School Processes & Programs 1

Reviews

Dec



December Evidence of Progress

Monthly drawings school wide for those with perfect attendance followed by a prize. Attendance committee, admin and counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance.

Mar



March Evidence of Progress

Monthly drawings school wide for those with perfect attendance followed by a prize. Attendance committee, admin and counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance. Many students' attendance has improved since hybrid began

May



May Evidence of Progress

Quarantine led to reduced attendance for some who were attending daily on campus. Monthly drawings school wide for those with perfect attendance followed by a prize. Attendance committee, admin and 449 counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance. Many students' attendance has improved since hybrid began

June



June Evidence of Progress

Monthly drawings school wide for those with perfect attendance followed by a prize. Attendance committee, admin and counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance. Many students' attendance has improved this year!

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Conduct monthly empathy interviews for students displaying a pattern of reduced engagement/poor attendance (5 or more days of non-engagement for the month/ 2 or more days in a given week)</p> <p>Strategy's Expected Result/Impact: Improved attendance and/or awareness of barriers faced by families</p> <p>Staff Responsible for Monitoring: Attendance committee, admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	<p>Dec December Evidence of Progress</p> <p> Attendance committee, admin and counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance.</p> <p>Mar March Evidence of Progress</p> <p> Attendance committee, admin and counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance.</p> <p>May May Evidence of Progress</p> <p> Attendance committee, admin and counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance.</p> <p>June June Evidence of Progress</p> <p> More opportunities for empathy interviews needed.⁴⁵⁰ Many parents not responding to inquiries</p>

Goal 3: Equity

Performance Objective 2: Increase staff knowledge and application of anti-racist and culturally responsive teaching and interactions

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Equity Committee will have a different focus cultural awareness each month and provide teachers with a variety of resources to share with their classes.</p> <p>Strategy's Expected Result/Impact: Students and families will be able to participate in multicultural events/activities each month.</p> <p>Staff Responsible for Monitoring: Equity Committee and Classroom teachers</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<p>Dec December Evidence of Progress</p>  <p>Equity committee delivered PD on Anti-racist education to staff, have planned weekly lesson plans/read a louds for teachers to add to their live instruction</p> <p>Mar March Evidence of Progress</p>  <p>Equity committee has planned weekly lesson plans/read a louds for teachers to add to their live instruction</p> <p>May May Evidence of Progress</p>  <p>Equity committee has planned weekly lesson plans/read a louds for teachers to add to their live instruction. Many PD opportunities focused on cultural awareness and building equity 452</p> <p>June June Evidence of Progress</p>  <p>Equity committee has planned weekly lesson plans/read a louds for teachers to add to their live instruction. Many PD opportunities focused on cultural awareness and building equity</p>

Strategy/Action 2 Details	Reviews								
<p>Strategy/Action 2: Quarterly book studies related to cultural awareness and anti-racist teaching practices</p> <p>Strategy's Expected Result/Impact: Equitable teaching and increased use of restorative practices</p> <p>Staff Responsible for Monitoring: admin, teachers, equity committee</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Perceptions 1</p>	<table border="1"> <tr> <td data-bbox="1255 331 1367 472"> <p>Dec</p>  <p>25%</p> </td> <td data-bbox="1367 331 2028 472"> <p>December Evidence of Progress</p> <p>Began year with book study focus on distance learning, rolled out anti-racist teaching practice focus in weekly PD meetings to regularly explore these topics.</p> </td> </tr> <tr> <td data-bbox="1255 493 1367 634"> <p>Mar</p>  <p>15%</p> </td> <td data-bbox="1367 493 2028 634"> <p>March Evidence of Progress</p> <p>Have not able to meet this goal as planned. Have spent Professional development days on learning, preparing, collaborating, etc. for the hybrid transition</p> </td> </tr> <tr> <td data-bbox="1255 656 1367 797"> <p>May</p>  <p>15%</p> </td> <td data-bbox="1367 656 2028 797"> <p>May Evidence of Progress</p> <p>Have not able to meet this goal as planned. Have spent Professional development days on learning, preparing, collaborating, etc. for the hybrid transition</p> </td> </tr> <tr> <td data-bbox="1255 818 1367 959"> <p>June</p>  </td> <td data-bbox="1367 818 2028 959"> <p>June Evidence of Progress</p> <p>Will continue this focus in 21-22.</p> </td> </tr> </table>	<p>Dec</p>  <p>25%</p>	<p>December Evidence of Progress</p> <p>Began year with book study focus on distance learning, rolled out anti-racist teaching practice focus in weekly PD meetings to regularly explore these topics.</p>	<p>Mar</p>  <p>15%</p>	<p>March Evidence of Progress</p> <p>Have not able to meet this goal as planned. Have spent Professional development days on learning, preparing, collaborating, etc. for the hybrid transition</p>	<p>May</p>  <p>15%</p>	<p>May Evidence of Progress</p> <p>Have not able to meet this goal as planned. Have spent Professional development days on learning, preparing, collaborating, etc. for the hybrid transition</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Will continue this focus in 21-22.</p>
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<p>June</p> 	<p>June Evidence of Progress</p> <p>Will continue this focus in 21-22.</p>								
<table border="0"> <tr> <td data-bbox="464 971 516 1019"></td> <td data-bbox="758 971 810 1019"></td> <td data-bbox="1073 971 1125 1019"></td> <td data-bbox="1430 971 1482 1019"></td> </tr> <tr> <td data-bbox="499 1029 638 1057">No Progress</td> <td data-bbox="793 1029 957 1057">Accomplished</td> <td data-bbox="1108 1029 1304 1057">Continue/Modify</td> <td data-bbox="1465 1029 1604 1057">Discontinue</td> </tr> </table>						No Progress	Accomplished	Continue/Modify	Discontinue
No Progress	Accomplished	Continue/Modify	Discontinue						

Goal 4: Communication

Performance Objective 1: Increase consistent communication within a timely manner and post using all forms of communication

Evaluation Data Sources: POSSIP, Class Dojo, One Call, School website, FB parent group page

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create a yearly calendar for planned events, share out reminders at least 2 weeks in advance.</p> <p>Strategy's Expected Result/Impact: Improved parent participation and communication. Limited instances of frustration/escalation</p> <p>Staff Responsible for Monitoring: Admin, teachers and school secretaries</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1</p>	<div data-bbox="1260 365 2016 503"> <p>Dec December Evidence of Progress</p>  <p>Creating event reminders on class dojo, sending out one call the day before, monthly news letter is shared first week of the new month</p> </div> <div data-bbox="1260 519 2016 722"> <p>Mar March Evidence of Progress</p>  <p>Creating event reminders on class dojo, sending out one call the day before, monthly news letter is shared first week of the new month. Parent feedback is they are extremely happy with the amount of communication given by RPA</p> </div> <div data-bbox="1260 738 2016 941"> <p>May May Evidence of Progress</p>  <p>Creating event reminders on class dojo, sending out one call the day before, monthly news letter is shared first week of the new month. Parent feedback is they are extremely happy with the amount of communication given by RPA</p> </div> <div data-bbox="1260 958 2016 1136"> <p>June June Evidence of Progress</p>  <p>Creating event reminders on class dojo, sending out one call the day before, monthly news letter is shared first week of the new month. Parent feedback is they are extremely happy with the amount of communication given by RPA</p> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Weekly POSSIP surveys of parent satisfaction</p> <p>Strategy's Expected Result/Impact: Increased level of parent feedback on a regular basis</p> <p>Staff Responsible for Monitoring: admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p>  <p>Reminders with the POSSIP link are shared on class dojo in addition to the email and phone call sent out weekly. Feedback has increased</p> <p>Mar March Evidence of Progress</p>  <p>Reminders with the POSSIP link are shared on class dojo in addition to the email and phone call sent out weekly. Feedback continues to stay the same and or increased</p> <p>May May Evidence of Progress</p>  <p>Reminders with the POSSIP link are shared on class dojo in addition to the email and phone call sent out weekly. Feedback continues to stay the same and or increased</p> <p>June June Evidence of Progress</p>  <p>Reminders with the POSSIP link are shared on class dojo in addition to the email and phone call sent out weekly. Feedback continues to stay the same and or increased</p> <p style="text-align: right;">455</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Monthly Coffee with the Principals meetings (virtual or in person)</p> <p>Strategy's Expected Result/Impact: Increased parent communication and participation</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress</p> <p> Each month we have many returning parents and new parents join, meeting notes are shared out with parents who were unable to attend</p> <p>Mar March Evidence of Progress</p> <p> Each month we have many returning parents and new parents join, meeting notes are shared out with parents who were unable to attend. Numbers have died down a little with our transition to hybrid. Parents have communicated that they are feel comfortable with how things are going and haven't had the need to bring any concerns or new ideas to the meetings.</p> <p>May May Evidence of Progress</p> <p> Each month we have many returning parents and new parents join, meeting notes are shared out with parents who were unable to attend. Numbers have died down a little with our transition to hybrid. Parents have communicated that they are feel comfortable with how things are going and haven't had the need to bring any concerns or new ideas to the meetings. 456</p> <p>June June Evidence of Progress</p> <p> Smallest turnout to this event for the whole year. Will continue into fall.</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Monthly Native Language Community Circles for Spanish speaking families.</p> <p>Strategy's Expected Result/Impact: Increased participation from dominant parent group</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<div data-bbox="1260 267 2028 462"> <p>Dec December Evidence of Progress</p>  <p>Each month we have many returning parents and new parents join, meeting notes are shared out with parents who were unable to attend. Parents have shared out how beneficial this has been as often times things get lost in translation</p> </div> <div data-bbox="1260 479 2028 673"> <p>Mar March Evidence of Progress</p>  <p>Each month we have many returning parents and new parents join, meeting notes are shared out with parents who were unable to attend. Parents have shared out how beneficial this has been as often times things get lost in translation</p> </div> <div data-bbox="1260 690 2028 885"> <p>May May Evidence of Progress</p>  <p>Each month we have many returning parents and new parents join, meeting notes are shared out with parents who were unable to attend. Parents have shared out how beneficial this has been as often times things get lost in translation</p> </div> <div data-bbox="1260 901 2028 1047"> <p>June June Evidence of Progress</p>  <p>Smallest turnout to this event for the whole year. Will continue into fall.</p> </div>
<div data-bbox="462 1071 525 1120">  </div> <p>No Progress</p> <div data-bbox="756 1071 819 1120">  </div> <p>Accomplished</p> <div data-bbox="1071 1071 1134 1120">  </div> <p>Continue/Modify</p> <div data-bbox="1428 1071 1491 1120">  </div> <p>Discontinue</p>	

Reynolds School District 7
Assessment & Accountability
2020-2021 Department Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 459
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: The percentage of students reading at grade level by the end of third grade will increase by 5% as measured by STAR and reach 30% district wide as measured by OSAS English/Language Arts assessment.

Evaluation Data Sources: Renaissance STAR Reading
OSAS English/Language Arts

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
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Strategy/Action 1: Reconcile district-wide ELA Student Performance validation for publication as a metric in state and federal report cards.

Strategy's Expected Result/Impact: Increase in ELA academic achievement

Staff Responsible for Monitoring: Assessment Department

- **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3

Dec

December Evidence of Progress

STAR Fall screening administered remotely with mixed success. Mandatory Winter screening window open 2/8-3/16.

No 2019-20 state assessments available for comparison data. Awaiting notice from USDOE regarding ODE waiver application to suspend state assessments in ELA, Math and Science.

Mar

March Evidence of Progress

Satisfactory success with STAR Winter screening window participation rates with 83% of all third graders enrolled testing remotely compared to 89% testing in-person last year. Improvement in 3rd grade reading performance by meeting 5% goal increase from 27% in 2019-20 to 32% in 2020-21 of all 3rd graders tested attaining at/above benchmark level.

Satisfactory success with STAR Winter screening window participation rates with 83% of all fifth graders enrolled testing remotely compared to 89% testing in-person last year. Did not meet 5% goal increase in 5th grade math performance from 37% in 2019-20 compared to 34% in 2020-21 of all 5th graders tested attaining at/above benchmark level. .

Application to suspend OSAS state assessments denied. Amended waiver application being submitted.

May

May Evidence of Progress

STAR spring window is still open through June 4, 2021. Results will be analyzed in mid-June.

Amended waiver application for OSAS ELA, Math and Science approved by DOE with targeted grade levels required to test in subject areas. School board approved voluntary student opportunities to participate in state assessments. Currently below 1% district participation rate in state assessments.

June

June Evidence of Progress

STAR assessment window closed June 4, 2021. Will analyze 3rd grade reading and 5th grade math results to compare Winter to Spring performance.

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Monitor STAR Assessment testing to ensure timely administration with fidelity by all schools.</p> <p>Strategy's Expected Result/Impact: Increase in ELA academic achievement</p> <p>Staff Responsible for Monitoring: Assessment Department</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	

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Dec



December Evidence of Progress

Participation reports provided to principals during STAR Fall screening. Weekly participation reports by grade level are provided to principals by Emily Summers, newly hired District Test Coordinator, throughout the Winter Test window via CIA Brief.

Mar



March Evidence of Progress

Participation reports provided to principals during STAR Winter screening. Weekly participation reports by grade level are provided to principals by Emily Summers throughout the Winter Test window via CIA Brief. School principals at schools with lower participation rates provided feedback as to the phenomena. Some reasons included: 1. Students were unable to withdraw students with 10 or more consecutive absences, 2. Low participation rates at make-up sessions, 3. Lack of perseverance, 4. Students unable to reach the threshold to get a least 1 question correct within the first 5 questions, 5. Connectivity issues.

May



May Evidence of Progress

Participation reports provided to principals during 465 STAR Winter screening. Weekly participation reports by grade level are provided to principals by Emily Summers throughout the Winter Test window via CIA Brief.

June



June Evidence of Progress

Final participation rates will be posted and analyzed by grade level and subject.



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Student Achievement

Performance Objective 2: The percentage of students at grade level in mathematics by the end of eighth grade will reach 77% as measured by the district mathematics assessment (internal assessment), course grades, and proficient score on the OSAS Mathematics assessment.

Evaluation Data Sources: Renaissance STAR Mathematics
OSAS Mathematics

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Reconcile district-wide Mathematics Student Performance validation for publication as a metric in state and federal report cards.</p> <p>Strategy's Expected Result/Impact: Increase in Math academic achievement</p> <p>Staff Responsible for Monitoring: Assessment Department</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	<p>Dec December Evidence of Progress</p> <p> STAR Fall screening administered remotely with mixed success. Mandatory Winter screening window open 2/8-3/16. No 2019-20 state assessments available for comparison data. Awaiting notice from USDOE regarding ODE waiver application to suspend state assessments in ELA, Math and Science.</p> <p>Mar March Evidence of Progress</p> <p> Application to suspend OSAS state assessments denied. Amended waiver application being submitted. 466</p> <p>May May Evidence of Progress</p> <p> Amended waiver application for OSAS ELA, Math and Science approved by DOE with targeted grade levels required to test in subject areas. School board approved voluntary student opportunities to participate in state assessments . Currently below 1% district participation rate in state assessments.</p> <p>June June Evidence of Progress</p> <p> Window closed on June 4, 2021. Preliminary student participation rates by subject: ELA 41 tests completed out of 42 started Math 43 tests completed out of 44 started Science 28 tests completed out of 29 started</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Monitor STAR Assessment testing to ensure timely administration with fidelity by all schools</p> <p>Strategy's Expected Result/Impact: Increase in Math academic achievement</p> <p>Staff Responsible for Monitoring: Assessment Department</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	

Dec



December Evidence of Progress

Participation reports provided to principals during STAR Fall screening. Weekly participation reports by grade level will be provided to principals by Emily Summers, newly hired District Test Coordinator, throughout the Winter test window.

Mar



March Evidence of Progress

Participation reports provided to principals during STAR Winter screening. Weekly participation reports by grade level are provided to principals by Emily Summers throughout the Winter Test window via CIA Brief. School principals at schools with lower participation rates provided feedback as to the phenomena. Some reasons included: 1. Students were unable to withdraw students with 10 or more consecutive absences, 2. Low participation rates at make-up sessions, 3. Lack of perseverance, 4. Students unable to reach the threshold to get a least 1 question correct within the first 5 questions, 5. Connectivity issues.

May



May Evidence of Progress

Participation reports provided to principals during 468 STAR Winter screening. Weekly participation reports by grade level are provided to principals by Emily Summers throughout the Winter Test window via CIA Brief.

June



June Evidence of Progress

Final participation rates will be posted and analyzed by grade level and subject.



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Student Achievement

Performance Objective 3: The percentage of students who've earned 6 or more credits by the start of 10th grade will increase by 5%.

Evaluation Data Sources: Ninth Grade On Track collection
Semi-annual evaluation of credit attainment

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Reconcile district-wide 9th Grade On Track validation for publication as a metric in state and federal report cards.</p> <p>Strategy's Expected Result/Impact: Increase in 9th grade credit attainment</p> <p>Staff Responsible for Monitoring: Assessment Department</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	<p>Dec December Evidence of Progress</p> <p> Ninth Grade On-Track collection window not open until May 6, 2021. Credit attainment monitoring ongoing at RHS through Raider Reports and at RHS & RLA via Freshman Success Team /M98 efforts.</p> <p>Mar March Evidence of Progress</p> <p> Ninth Grade On-Track collection window not open until May 6, 2021. Credit attainment monitoring ongoing at RHS through Raider Reports and at RHS & RLA via Freshman Success Team/M98 efforts.</p> <p>May May Evidence of Progress</p> <p> Ninth Grade On-Track collection window opened on May 6, 2021. Data will be submitted in June after final semester grades are submitted and credits are calculated for course credit. Credit attainment monitoring ongoing at RHS through Raider Reports and at RHS & RLA via Freshman Success Team efforts.</p> <p>June June Evidence of Progress</p> <p> Ninth Grade On-Track collection submitted at end of June.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Provide first semester 9th grade credit attainment reports to RHS and RLA</p> <p>Strategy's Expected Result/Impact: Increase in 9th grade credit attainment</p> <p>Staff Responsible for Monitoring: Assessment Department</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	<div data-bbox="1260 337 2028 479"> <p>Dec December Evidence of Progress</p>  <p>Raider Reports shared in 1:1 student meetings and Freshman Success Team work ongoing.</p> </div> <div data-bbox="1260 495 2028 636"> <p>Mar March Evidence of Progress</p>  <p>Raider Reports shared in 1:1 student meetings and Freshman Success Team work ongoing.</p> </div> <div data-bbox="1260 652 2028 794"> <p>May May Evidence of Progress</p>  <p>Raider Reports shared in 1:1 student meetings and Freshman Success Team work ongoing.</p> </div> <div data-bbox="1260 810 2028 951"> <p>June June Evidence of Progress</p>  <p>Raider Reports shared in 1:1 student meetings and Freshman Success Team work ongoing.</p> <p style="text-align: right;">470</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 971 640 1063">  No Progress </div> <div data-bbox="756 971 955 1063">  Accomplished </div> <div data-bbox="1071 971 1312 1063">  Continue/Modify </div> <div data-bbox="1428 971 1606 1063">  Discontinue </div> </div>	

Goal 2: Safety

Performance Objective 1: Provide consistent and reliable overall administration of testing in the district including, the training and administration of statewide assessments.

Evaluation Data Sources: Electronic and paper files of evidence.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Ensure that all School Test Coordinators (STC) and Test Administrators (TA) are appropriately trained regarding test administration and security policies and procedures and manage Assurance of Test Security forms for all district personnel. Manage all aspects of testing and training in conjunction with Title III Directors (ELPA), Itinerant Teachers for students with visual impairments (Braille), and Special Education Directors (Extended)</p> <p>Strategy's Expected Result/Impact: Valid and reliable data for all metrics reported in the district's state and federal report cards.</p> <p>Staff Responsible for Monitoring: Assessment Department District Test Coordinator</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	<p>Dec December Evidence of Progress</p> <p>Emily Summers, DTC, is preparing online training courses in Schoology in preparation of district-wide state assessment administration. Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March. ODE submitted waiver application to US DOE requesting suspension of OSAS ELA, Math, and Science. Response expected in March.</p> <p>Mar March Evidence of Progress</p> <p> Emily Summers, DTC, prepared online training courses in Schoology for all subjects for district-wide state assessment administration. Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March. 472 Oregon Department of Education submitted waiver application to US DOE requesting suspension of OSAS ELA, Math, and Science. Application denied. Amended waiver filed by ODE.</p> <p>May May Evidence of Progress</p> <p> Amended waiver application for OSAS ELA, Math and Science approved by DOE with targeted grade levels required to test in subject areas. School board approved voluntary student opportunities to participate in state assessments . Currently below 1% district participation rate in state assessments.</p> <p>June June Evidence of Progress</p> <p> All Elementary School Principals/STCs and secondary STCs trained. All ELPA Test Administrators trained for ELPA Summative and Unique Screener test administration.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Conduct investigation of all potential test irregularities or improprieties. Report all potential test improprieties to ODE. Ensure district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv.</p> <p>Strategy's Expected Result/Impact: Valid and reliable data for all metrics reported in the district's state and federal report cards.</p> <p>Staff Responsible for Monitoring: Assessment Department District Test Coordinator</p> <p>- Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec December Evidence of Progress Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March.</p> <p>Mar March Evidence of Progress Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March.</p> <p>May May Evidence of Progress Amended waiver application for OSAS ELA, Math and Science approved by DOE with targeted grade levels required to test in subject areas. School board approved voluntary student opportunities to participate in state assessments. Currently below 1% district participation rate in state assessments.</p> <p>June June Evidence of Progress 473 No Test Improprieties submitted. Window closed on June 4, 2021. Preliminary student participation rates by subject: ELA 41 tests completed out of 42 started Math 43 tests completed out of 44 started Science 28 tests completed out of 29 started</p>

Goal 3: Equity

Performance Objective 1: Reynolds School District's SIA Longitudinal Growth Goals will be monitored and used to develop Progress Markers. Longitudinal performance growth targets will be applied as a whole and to student groups which have historically experienced academic disparities. Reynolds SD has identified an additional focus group in addition to the required student groups to be Under-served Ethnicity/Race student group performance for the following metrics:

1. Four-year Graduation; 2. Five-year Completion; 3. Third Grade Reading; 4. Ninth Grade On-Track; and, 5. Regular Attenders.

Evaluation Data Sources: OSAS Third Grade ELA performance data
Graduation and Completer data
Ninth Grade On-Track credit attainment data
Regular Attenders data
STAR Reading Performance data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Reconcile and validate district-wide ELA Student Performance for comparison to SIA LG growth target metrics. Submit, reconcile, and validate Cohort Graduation and Completer data for comparison to SIA LG growth target metrics. Submit, reconcile, and validate Ninth Grade On-Track data for comparison to SIA LG growth target metrics.</p> <p>Strategy's Expected Result/Impact: Achieve or exceed Reach Target growth percentages annually for Under-served Race/Ethnicity focus student group.</p> <p>Staff Responsible for Monitoring: Assessment Department</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students,</p>	

Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3

Dec

December Evidence of Progress

No comparability data available. Statewide assessment data unavailable for 2019-20 due to the closure of schools and suspension of state assessments due to the COVID-19 pandemic. Ninth Grade On-Track (9OT) data submitted but not validated due to no submission of 3rd Period Cum ADM collection. ODE did not publicly release 9OT data.

Mar



March Evidence of Progress

4- and 5-year cohort graduation rates for 2019-20 validated and published. 4-yr grad rate for Under-served Race/Ethnicity decreased by 1.7% from 64.1% to 62.4%. The 5-yr Completer rate for Under-served Race/Ethnicity fell 2.0% from 74.4% to 72.4%. No 3rd grade ELA performance data available for 2019-20 and 2020-21. Regular Attenders rate will be calculated in 2020-21, but no 2019-20 data exists for valid comparison. Ninth Grade On-Track (9OT) data will be submitted by end of June for comparison to invalidated data for 2019-20. ODE did not publicly release 9OT data.

May



May Evidence of Progress

477

4- and 5-year cohort graduation rates for 2019-20 validated and published. 4-yr grad rate for Under-served Race/Ethnicity decreased by 1.7% from 64.1% to 62.4%. The 5-yr Completer rate for Under-served Race/Ethnicity fell 2.0% from 74.4% to 72.4%. No 3rd grade ELA performance data available for 2019-20 and 2020-21. Regular Attenders rate will be calculated in 2020-21, but no 2019-20 data exists for valid comparison. Ninth Grade On-Track (9OT) data will be submitted by end of June for comparison to invalidated data for 2019-20. ODE did not publicly release 9OT data.

June



June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Equity

Performance Objective 2: Develop and maintain clear, collaborative and consistent communication with IT Department's Data Analyst to ensure valid and reliable retrieval of ADM data tied to Regular Attendance SIA metric.

Evaluation Data Sources: ODE Cumulative Average Daily Membership collections submitted in October, December, May and June.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Spot check ADM collection submissions. Cross-reference to Synergy report U-CTA-2057: Student Attendance Rates by Month.</p> <p>Strategy's Expected Result/Impact: Achieve or exceed Reach Target growth percentages annually for Under-served Race/Ethnicity focus student group for Regular Attender metric.</p> <p>Staff Responsible for Monitoring: Assessment Department Information Technology Data Analyst/ADM primary submitter Director of Student/Family Services or designee</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	



Dec



December Evidence of Progress

Period 1 and Period 2 Cum ADM collections monitored for error and audit record submissions. Continuing training and oversight of collection submissions through year-end.

No comparability data available for Regular Attenders collection. Attendance rates for 2019-20 were not calculated by ODE in Regular Attenders collection due to suspension of 2019-20 3rd Period Cum ADM collection. Only internal attendance comparisons can be made.

Mar



March Evidence of Progress

Period 1 and Period 2 Cum ADM collections monitored for error and audit record submissions. Continuing training and oversight of collection submissions through year-end.

No comparability data available for Regular Attenders collection. Attendance rates for 2019-20 were not calculated by ODE in Regular Attenders collection due to suspension of 2019-20 3rd Period Cum ADM collection. Only internal attendance comparisons can be made.

May



May Evidence of Progress

Period 3 Cum ADM collection monitored for error and audit record submissions. Continuing training and oversight of collection submissions through year-end.

480

June



June Evidence of Progress

Final Cum ADM will be spot checked for final validation.



No Progress



Accomplished



Continue/Modify



Discontinue

Reynolds School District 7
Curriculum
2020-2021 Department Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 482
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: All students will engage in grade level ELA and Math standards instruction, with multiple opportunities to show proficiency in those standards.

Evaluation Data Sources: CFA data team meetings within PLCs October/December 2020, February/April 2021.
Updated pacing guides and Framework, with teacher input, October/December 2020, February/April 2021.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Facilitate staff committee to create ELA/Math Instructional Framework, pacing guide, CFAs.</p> <p>Strategy's Expected Result/Impact: Prioritized standards for aligned instruction, formative data to inform instruction.</p> <p>Staff Responsible for Monitoring: Debbie Nicolai, Curriculum TOSAs.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Perceptions 2</p>	<p>484</p>

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Dec	December Evidence of Progress
	instructional Framework in use across all schools. Update to Framework made in November.
Mar	March Evidence of Progress
	
May	May Evidence of Progress
	
June	June Evidence of Progress
	Instructional Framework in Schoology

 No Progress	 Accomplished	 Continue/Modify	 Discontinue	485
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Goal 1: Student Achievement

Performance Objective 2: Support Excellent First Time Instruction with core curriculum materials and professional development to enhance inclusive practices.

Evaluation Data Sources: Analyze core curriculum materials usage at least quarterly (November 2020, February/May 2021). Analyze SOS ticketing system data at least quarterly (November 2020, February/May 2021). Collect feedback within every professional development opportunity, and analyze data at least quarterly (November 2020, February/May 2021).

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Provide high quality professional development for the use of all district supported core and supplemental instructional materials.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy in the use of materials during content standards instruction. Increase student achievement outcomes from high quality teaching.</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	<div data-bbox="1255 597 2007 760"> <p>Dec December Evidence of Progress</p>  <p>All staff trained in use of new supplemental software programming. Ongoing training on all software (core/supplemental). New teacher curriculum trainings in core ELA and Math materials completed.</p> </div> <div data-bbox="1255 782 2007 912"> <p>Mar March Evidence of Progress 486</p>  <p>Ongoing PD offered and feedback collected.</p> </div> <div data-bbox="1255 935 2007 1065"> <p>May May Evidence of Progress</p>  <p>Data usage in Lexia and Dreambox indicate students progressing more than one year if lesson targets met.</p> </div> <div data-bbox="1255 1088 2007 1218"> <p>June June Evidence of Progress</p>  <p>Usage of materials/programs not yet at acceptable levels.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Communication

Performance Objective 1: Utilize new and existing communication pathways to inform school and district personnel of advances in curriculum standards, instructional materials, and ODE guidance.

Evaluation Data Sources: Documented curriculum department work with committee charters, reports, and guidance documents at least quarterly (November 2020, February/May 2021).

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create artifacts that explain who, what, where, when, why and how for all curriculum department work.</p> <p>Strategy's Expected Result/Impact: Clear expectations of department guidance with adequate training for implementation.</p> <p>Staff Responsible for Monitoring: Debbie Nicolai, Curriculum TOSAs</p> <p>Characteristics: Effective School Leadership, Focused Professional Development</p> <p>Problem Statements: Perceptions 2</p>	<div data-bbox="1260 609 2016 812"> <p>Dec December Evidence of Progress</p>  <p>District Memos document work groups formed. Sharepoint RTT Learning Leaders folders contain artifacts from completed work. Work group artifacts in Schoology groups to document all committee work, from start to finish. 487</p> </div> <div data-bbox="1260 820 2016 950"> <p>Mar March Evidence of Progress</p>  <p>Cabinet and School Board artifacts reflect the work of the curriculum department to date.</p> </div> <div data-bbox="1260 958 2016 1112"> <p>May May Evidence of Progress</p>  <p>Cabinet and School Board artifacts reflect the work of the curriculum department all year.</p> </div> <div data-bbox="1260 1120 2016 1274"> <p>June June Evidence of Progress</p>  <p>Board informatives and Cabinet memos.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Equity

Performance Objective 1: Identify and implement Culturally Relevant Text in all core ELA instructional programs, K-12.

Evaluation Data Sources: CRT committee feedback analysis at least quarterly (November 2020, February/May 2021). CRT text in place, within core ELA instruction, by may, 2021.

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Facilitate committee to identify CRT and support the implementation of CRT within core ELA instruction.</p> <p>Strategy's Expected Result/Impact: Students "see" themselves in core instructional materials. Student diversity is affirmed. Teachers utilize engaging text to support student academic growth.</p> <p>Staff Responsible for Monitoring: Debbie Nicolai, Curriculum TOSAs</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p>Problem Statements: Student Learning 2</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>CRT committee engaged and will provide recommendations to school board in march.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Mar</p>  </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>Presentation to School Board on March 31, 2021 488</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>May</p>  </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> <p>Approval by School Board in March. Text purchasing underway.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>School Board minutes and purchase invoices.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 3: Equity

Performance Objective 2: Elevate AVID in all secondary schools to a program of rigor and fidelity.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Hire and collaborate with an AVID TOSA to provide support to all AVID sites.</p> <p>Strategy's Expected Result/Impact: Immediacy in the response to schools' needs within their AVID programming. A concerted effort to ensure the AVID indicators are implemented with fidelity. Access to training for staff and tutors to ensure high quality instruction and support for students.</p> <p>Staff Responsible for Monitoring: Debbie Nicolai</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p> <p>Problem Statements: Demographics 2</p>	<div data-bbox="1260 535 2016 665"> <p>Dec December Evidence of Progress</p>  40% <p>Staff and tutor training complete for RHS. As MS tutors come on board, training will ensue.</p> </div> <div data-bbox="1260 698 2016 828"> <p>Mar March Evidence of Progress</p>  60% <p>Site Coordinator meetings indicate AVID during CDL is implemented as much as possible. 489</p> </div> <div data-bbox="1260 860 2016 990"> <p>May May Evidence of Progress</p>  75% <p>PD delivered to Walt Morey and HB Lee.</p> </div> <div data-bbox="1260 1023 2016 1153"> <p>June June Evidence of Progress</p>  <p>Preparing for an RSD Summer Institute Event and planning SY 2021-22 with all site teams.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Reynolds School District 7
Instructional Technology
2020-2021 Department Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 491
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Student Achievement

Performance Objective 1: Provide students and staff access to content and services in a reliable and timely way.

Evaluation Data Sources: Improved student outcomes as measured by local and state wide assessments.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Provide professional development to staff to leverage technology in order to support best practices in instruction.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes.</p> <p>Staff Responsible for Monitoring: Chris Greenhalgh</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p> <p>Problem Statements: Student Learning 1</p>	<div data-bbox="1260 657 2016 812"> <p>Dec December Evidence of Progress</p> <p>Staff and Student access to platforms, technology and wifi in September.</p> <p style="text-align: right;">493</p> </div> <div data-bbox="1260 820 2016 966"> <p>Mar March Evidence of Progress</p> </div> <div data-bbox="1260 974 2016 1120"> <p>May May Evidence of Progress</p> <p>Staff will be surveyed in May/June 2021 to see what professional development they would like to receive for the 21-22 school year.</p> </div> <div data-bbox="1260 1128 2016 1274"> <p>June June Evidence of Progress</p> <p>Staff will be surveyed in May/June 2021 to see what professional development they would like to receive for the 21-22 school year.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1299 630 1388">  <p>No Progress</p> </div> <div data-bbox="756 1299 955 1388">  <p>Accomplished</p> </div> <div data-bbox="1071 1299 1302 1388">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1299 1606 1388">  <p>Discontinue</p> </div> </div>	

Goal 2: Equity

Performance Objective 1: Provide equitable access to devices, applications and the internet for all students.

Evaluation Data Sources: Data collection regarding students with a device and access to reliable internet.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Provide an RSD device to all K-12 students.</p> <p>Strategy's Expected Result/Impact: Student access to learning.</p> <p>Staff Responsible for Monitoring: Chris Greenhalgh</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p> <p>Problem Statements: Perceptions 1</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Students received a device in September 2020 and new students receive devices during registration.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  </div> </div> <div style="margin-bottom: 10px;"> <p>May May Evidence of Progress 494</p> <div style="display: flex; align-items: center;">  <p>All students who were in need of internet at home received internet or a hot spot from the Reynolds School District. This access was in partnership with Comcast, Sprint, Verizon and T-Mobile.</p> </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>All students who were in need of internet at home received internet or a hot spot from the Reynolds School District. This access was in partnership with Comcast, Sprint, Verizon and T-Mobile.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Safety

Performance Objective 1: Implement a technology environment that is well-managed, secure, reliable, and sustainable.

Evaluation Data Sources: Digital citizenship lessons for all grade levels loaded into Schoology for staff to access.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Provide staff digital citizenship lessons that can be taught to students in all grade levels.</p> <p>Strategy's Expected Result/Impact: Digital citizenship lessons for all grade levels loaded into Schoology for staff to access.</p> <p>Staff Responsible for Monitoring: Chris Greenhalgh</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment</p>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div> <p>Dec</p>  <p>December Evidence of Progress</p> <p>Digital Citizenship is being taught to all K-12 students. Continue to refine and improve the security of all devices through the use of Securly.</p> </div> <div> <p>Mar</p>  <p>March Evidence of Progress</p> <p>The Reynolds School Board formally adopted the ISTE Standards for technology and the Common Sense Media digital citizenship curriculum for all schools. ⁴⁹⁵</p> </div> <div> <p>May</p>  <p>May Evidence of Progress</p> <p>The RSD Technology Committee is working on a crosswalk document that aligns the ISTE Standards with the Oregon State Curriculum Standards.</p> </div> <div> <p>June</p>  <p>June Evidence of Progress</p> <p>The RSD Technology Committee is working on a crosswalk document that aligns the ISTE Standards with the Oregon State Curriculum Standards.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Reynolds School District 7
Communications Department
2020-2021 Department Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

-
- 1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
- 2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
- 3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
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Goals

Goal 1: Communication & Equity

Performance Objective 1: During the 2020-21 academic year, Communications will finalize completion and launch of new websites for District, all school sites, and staff intranet.

Evaluation Data Sources: Launch of all websites.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Redesign website(s) with a streamlined user experience between all schools and district.</p> <p>Strategy's Expected Result/Impact: Increased engagement with students, families, and staff as indicated with Google Analytics.</p> <p>Staff Responsible for Monitoring: Stephanie Field Beth Fridh</p>	<div data-bbox="1255 727 1999 863"> <p>Dec December Evidence of Progress</p> <p> All schools and District site launched on October 23, 2020. Continued work on staff intranet. 23/499</p> </div> <div data-bbox="1255 889 1999 1026"> <p>Mar March Evidence of Progress</p> <p> All schools and District site launched on October 23, 2020. Continued work on staff intranet.</p> </div> <div data-bbox="1255 1052 1999 1188"> <p>May May Evidence of Progress</p> <p> All schools and District site launched on October 23, 2020. Continued work on staff intranet.</p> </div> <div data-bbox="1255 1214 1999 1351"> <p>June June Evidence of Progress</p> <p> Intranet development is still underway. Will be completed over Summer 2021.</p> </div>
<div data-bbox="464 1365 516 1409">  </div> <p>No Progress</p>	<div data-bbox="758 1365 810 1409">  </div> <p>Accomplished</p> <div data-bbox="1073 1365 1125 1409">  </div> <p>Continue/Modify</p> <div data-bbox="1430 1365 1482 1409">  </div> <p>Discontinue</p>

Goal 1: Communication & Equity

Performance Objective 2: During the 2020-21 academic year, Communications will reduce response time to department inquiries.

Evaluation Data Sources: Positive CEE survey results as compared to previous year.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Launch online Communications Project Request form to set deliverables expectations and process flow.</p> <p>Strategy's Expected Result/Impact: Increase satisfactory responses to Responsiveness in CEE departmental customer service survey over previous year.</p> <p>Staff Responsible for Monitoring: Stephanie Field Beth Fridh</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Communications Project Request form completed. Ready to launch in February 2021.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Launched in March 2020.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Launched. Submission results as of 5/31/2021</p> <ul style="list-style-type: none"> Academics 6 English Language Development 8 Federal Programs 1 Financial Services 2 Nutrition 8 Operations/Facilities 3 Student & Family Services 3 Davis Elementary School 1 </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>CEE customer service results increased in all categories for Communications Department compared to previous year (all green, no yellow) and no longer targeted "to watch."</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 1: Communication & Equity

Performance Objective 3: During the 2020-21 academic year, Communications will increase community engagement by issuing a minimum of 10 press releases published using established media relations contacts/channels.

Evaluation Data Sources: FlashAlert report.

Summative Evaluation: Exceeded Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Hire Assistant Director of Public Relations & Partnerships</p> <p>Strategy's Expected Result/Impact: Increase capacity to create and distribute press releases.</p> <p>Staff Responsible for Monitoring: Stephanie Field</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>Hired Steve Padilla on 10/19/2020</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>501</p> <p>June Evidence of Progress</p> <p>Complete</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Develop, distribute, and follow-up with 10 or more timed positive press releases.</p> <p>Strategy's Expected Result/Impact: Gain positive press exposure.</p> <p>Staff Responsible for Monitoring: Assistant Director of Public Relations & Partnerships (TBD) Stephanie Field</p>	<div data-bbox="1260 235 2016 381"> <p>Dec December Evidence of Progress</p> <p>Release 1: 11/11/2020 - Food for Families During Governor's Pause Order</p>  </div> <div data-bbox="1260 397 2016 600"> <p>Mar March Evidence of Progress</p> <p>Release 2: 1/12/2021 - Reynolds Fiscal Awards Release 3: 2/1/2021 - District Student Advisory Group Release 4: 2/2/2021 - Reopening Reynolds Schools Release 5: 2/4/2021 - T-Mobile 10 Million Project Grant for Hotspot</p>  </div> <div data-bbox="1260 617 2016 755"> <p>May May Evidence of Progress</p>  </div> <div data-bbox="1260 771 2016 1250"> <p>June June Evidence of Progress 502</p> <p>May 28, 2021 - Rockwood CDC Helps Homeless Families May 20, 2021 - Teacher of the Year April 28, 2021 - EL Review April 15, 2021 - RHS Debate Qualifies for State April 13, 2021 - E-Bus Addition March 23, 2021 - Return to School February 22, 2021 - Reynolds ASBO Award February 4, 2021 - T-Mobile Hot Spot Grant February 2, 2021 - Reopening Reynolds Schools February 1, 2021 - District Student Advisory Group January 12, 2021 - Reynolds Fiscal Award November 11, 2020 - Food for Families During Governor's Pause Order</p>  </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1266 640 1364">  No Progress </div> <div data-bbox="756 1266 955 1364">  Accomplished </div> <div data-bbox="1071 1266 1312 1364">  Continue/Modify </div> <div data-bbox="1428 1266 1606 1364">  Discontinue </div> </div>	

Goal 1: Communication & Equity

Performance Objective 4: During the 2020-21 academic year, Communications will develop, produce, and communicate 1-5 minute monthly video to provide students, families, and staff relevant and engaging content.

Evaluation Data Sources: Report on video engagement.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Develop, produce, and communicate monthly 1-5 minute videos beginning in September 2020 with Superintendent of Schools.</p> <p>Strategy's Expected Result/Impact: Increased engagement.</p> <p>Staff Responsible for Monitoring: Joanna Williams Stephanie Field</p>	<p>Dec December Evidence of Progress 9/11/2020 - Welcome Back to the 2020-21 School Year 10/1/2020 - Hispanic Heritage Month 11/12/2020 - 2020 Thanksgiving Message 1/21/2021 - Elementary and Secondary Hybrid Videos</p> <p>Mar March Evidence of Progress February 2021 - LIPI News April 2021 - Kindergarten Enrollment 503</p> <p>May May Evidence of Progress May 2021 - News and Updates (Memorial Day weekend)</p> <p>June June Evidence of Progress June 2021 - PLANNED End of Year</p>
<p style="text-align: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: Communication & Equity

Performance Objective 5: During the 2020-21 academic year, Communications will create and/or become administrators on all school-based social media accounts using Facebook and Twitter and will develop engagement strategies and best practice training for hand-off to school-based staff.

Evaluation Data Sources: Site development and engagement reports.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create and/or become administrators for school-based Facebook and Twitter accounts.</p> <p>Strategy's Expected Result/Impact: Create strategic engagement opportunities.</p> <p>Staff Responsible for Monitoring: Stephanie Field Beth Fridh</p>	<p>Dec December Evidence of Progress</p> <p> In progress.</p> <p>Mar March Evidence of Progress</p> <p> In progress.</p> <p>May May Evidence of Progress</p> <p> Working on becoming administrators on existing school-based social media accounts and creating 504 accounts for others.</p> <p>June June Evidence of Progress</p> <p> Report of school-based social media accounts and activities. PLANNED roll-out to principals and secretaries at August 2021 meetings.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Develop site-based strategies and best practices guidebook. Strategy's Expected Result/Impact: Training of site staff for hand-off. Staff Responsible for Monitoring: Beth Fridh</p>	<p>Dec December Evidence of Progress Research in progress.</p> <p>Mar March Evidence of Progress</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress Working on social media best practices guidance. PLANNED roll-out to principals and secretaries at August 2021 meetings. 505</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Student Achievement & Equity

Performance Objective 1: During the 2020-21 academic year, Communications will meet with Partner Organizations to develop relationships based on District goals for student achievement by facilitating one or more formal meetings to collaborate and align services, set metrics, and determine expectations for future processes.

Evaluation Data Sources: Meeting minutes.
Application processes.
Partner year-end reports.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Schedule initial meeting</p> <p>Strategy's Expected Result/Impact: Facilitation of collaborative conversations around partner services</p> <p>Staff Responsible for Monitoring: Stephanie Field Assistant Director of Public Relations & Partnerships</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  Developed mail list. Currently planning. </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress 506 </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  Meeting date set for June 9, 2021. Partners invited. Partner online application for 2021-2022 school year created. Process for contracts determined. </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  Planning meeting. Presentation created. Meeting set for June 9, 2021 @ 11:00am. </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Safety

Performance Objective 1: During the 2020-21 academic year, Communication will analyze and build equitable solutions for communications in events of crisis, emergency, and inclement weather.

Evaluation Data Sources: Assessment and summative report.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Analyze current communications with equity oversight to determine plan of action for increased and more efficient reach with sensitive communications.</p> <p>Strategy's Expected Result/Impact: Students, families, and staff feeling greater sense of security during difficult situations and developing trust in communications.</p> <p>Staff Responsible for Monitoring: Stephanie Field</p>	<div data-bbox="1260 527 1995 665"> <p>Dec December Evidence of Progress In progress.</p>  </div> <div data-bbox="1260 690 1995 828"> <p>Mar March Evidence of Progress 507</p>  </div> <div data-bbox="1260 852 1995 990"> <p>May May Evidence of Progress Determination of need for Communication Audit by third-party for Fall 2021.</p>  </div> <div data-bbox="1260 1015 1995 1153"> <p>June June Evidence of Progress Determination of need for Communication Audit by third-party for Fall 2021.</p>  </div>
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Reynolds School District 7
Human Capital Management
2020-2021 Department Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 509
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Safety Pillar - Employee Relations

Performance Objective 1: Human Capital Management will redesign the process for employee relations. The Assistant Superintendent of Human Capital Management will provide District administration with investigations training to minimize litigious action. This will include a standard, researched-based, clearly articulated, and progressive discipline model. HCM will develop a database of disciplinary actions to ensure consistency throughout the organization.

Evaluation Data Sources: By June 30, 2021, administrative staff will be trained in investigations and applicable progressive discipline.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews								
<p>Strategy/Action 1: By November 30, 2020, HCM will convene a committee comprised of bargaining unit leadership from all groups to review, revise, and standardize progressive discipline.</p> <p>Strategy's Expected Result/Impact: By June 30, 2021, administrative staff will be trained in investigations and applicable discipline.</p> <p>Staff Responsible for Monitoring: Rob Neu</p>	<table border="0"> <tr> <td data-bbox="1255 776 1367 917"> <p>Dec</p>  </td> <td data-bbox="1396 776 1997 852"> <p>December Evidence of Progress 511 Discussions with REA, RAA, and OSEA taking place</p> </td> </tr> <tr> <td data-bbox="1255 938 1367 1079"> <p>Mar</p>  </td> <td data-bbox="1396 938 1997 1036"> <p>March Evidence of Progress Form committee of leaders to design process for legal review</p> </td> </tr> <tr> <td data-bbox="1255 1101 1367 1242"> <p>May</p>  </td> <td data-bbox="1396 1101 1997 1242"> <p>May Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1255 1263 1367 1404"> <p>June</p>  </td> <td data-bbox="1396 1263 1997 1328"> <p>June Evidence of Progress Schedule investigation with PACE for fall 2021</p> </td> </tr> </table>	<p>Dec</p> 	<p>December Evidence of Progress 511 Discussions with REA, RAA, and OSEA taking place</p>	<p>Mar</p> 	<p>March Evidence of Progress Form committee of leaders to design process for legal review</p>	<p>May</p> 	<p>May Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress Schedule investigation with PACE for fall 2021</p>
<p>Dec</p> 	<p>December Evidence of Progress 511 Discussions with REA, RAA, and OSEA taking place</p>								
<p>Mar</p> 	<p>March Evidence of Progress Form committee of leaders to design process for legal review</p>								
<p>May</p> 	<p>May Evidence of Progress</p>								
<p>June</p> 	<p>June Evidence of Progress Schedule investigation with PACE for fall 2021</p>								
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue						

Goal 2: Equity Pillar - Hiring Practices

Performance Objective 1: Human Capital Management will implement best practices designed to increase the pool and hiring of candidates of color by five (5) percent by June 30, 2021.

Evaluation Data Sources: By June 30, 2021, 20% of RSD new hires will be people of color (current RSD staff is 15% people of color).

Administration 19%

Classified 22%

Licensed Staff 8%

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: HCM will create a "Grow Your Own" recruitment and retention program designed to increase the number of staff of color. Human Capital Management will develop a cohesive and comprehensive plan to grow RSD's own talent utilizing tuition support, paid internships, and release time to increase the number of staff of color and language diversity and retain them.</p> <p>Strategy's Expected Result/Impact: By March 31, 2021, HCM will present the "RSD Grow Your Own" plan to the Board.</p> <p>Staff Responsible for Monitoring: Jill Hunter/Rob Neu</p>	<p>Dec  December Evidence of Progress HCM is working with a regional collaborative through MESD to implement GYO strategies.</p> <p>Mar  March Evidence of Progress The regional collaborative has secured the Meyer Trust Fund award of \$7500 for paid leave while student teaching/ \$2,500 for technology hardware 512</p> <p>May  May Evidence of Progress Met with our cohort participants to check in on their progress and to see if we could provide additional assistance. Scheduling quarter check-ins to continue communications and support.</p> <p>June  June Evidence of Progress Received additional funds for Meyers grant to utilize this fiscal year to assist GYO cohorts with the purchase of technology.. Continue outreach to potential participants.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: HCM will work with RHS to develop a cadet teacher program designed to train students for a career in education.</p> <p>Strategy's Expected Result/Impact: By April 30, 2021, HCM and RHS will design a cadet teacher program.</p> <p>Staff Responsible for Monitoring: Rob Neu/Wade Bakley</p>	<p>Dec  0% December Evidence of Progress On hold due to COVID uncertainty</p> <p>Mar  70% March Evidence of Progress Met with RHS and the GYO collaborative to determine the capacity of a cadet program. March 2021</p> <p>May  70% May Evidence of Progress</p> <p>June  June Evidence of Progress This will be ongoing as we look to find funding to support our high school students.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: HCM will expand it's network of job search recruitment sites designed attract candidates of color to apply for jobs in RSD.</p> <p>Strategy's Expected Result/Impact: By October 31, 2020, HCM will expand it's network of diversified job search services by 5 services.</p> <p>Staff Responsible for Monitoring: Jill Hunter</p>	<div data-bbox="1262 240 2003 380"> <p>Dec December Evidence of Progress  HCM researching sites to expand network.</p> </div> <div data-bbox="1262 402 2003 542"> <p>Mar March Evidence of Progress  HCM will select 5 sites to use beginning with Asst Supt, HCM</p> </div> <div data-bbox="1262 565 2003 704"> <p>May May Evidence of Progress  Posting positions to OALA, AASPA, Edweek, COSA, LinkedIn, Partners in Diversity</p> </div> <div data-bbox="1262 727 2003 867"> <p>June June Evidence of Progress  514</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 878 663 922">  No Progress </div> <div data-bbox="758 878 982 922">  Accomplished </div> <div data-bbox="1073 878 1331 922">  Continue/Modify </div> <div data-bbox="1430 878 1625 922">  Discontinue </div> </div>	

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: The Classified Evaluation Committee will reconvene and complete an updated Classified Employee Program instrument and process.</p> <p>Strategy's Expected Result/Impact: The Classified Evaluation Committee will complete the redesign of the Classified Employee Evaluation Program by June 2021.</p> <p>Staff Responsible for Monitoring: Katrina Buttolph</p>	<p>Dec December Evidence of Progress</p> <p> N/A</p> <p>Mar March Evidence of Progress</p> <p> Forming Classified Evaluation committee to coincide with OSEA bargaining. Team will begin meeting in April.</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p> Classified Evaluation committee will be meeting in Fall 2021. HCM & Committee will work to bring classified eval into powerschools.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: HCM will convene a REA Article 5 Evaluation committee to address CDL/Hybrid/In-person updates to current and future changes and challenges to the licensed teacher evaluation program.</p> <p>Strategy's Expected Result/Impact: The Article 5 Evaluation Committee will collaborate with the REA Contract Maintenance Committee and Cabinet on a hybrid/in-person evaluation MOU by November 30, 2020.</p> <p>Staff Responsible for Monitoring: Rob Neu</p>	<p>Dec December Evidence of Progress 516</p> <p> Committee met twice to review and revise CDL evaluation and establish REA evaluation calendar.</p> <p>Mar March Evidence of Progress</p> <p> Committee will reconvene as needed to coincide with REA open bargaining.</p> <p>May May Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p></p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Strategy 4: HCM will coordinate training for all District administration in the use of Employee Evaluation (formerly called My Learning Plan) through Frontline Education.</p> <p>Strategy's Expected Result/Impact: Improved evaluation performance and tracking by District administration. The training will be held for 75 people by November 30, 2020.</p> <p>Staff Responsible for Monitoring: Rob Neu</p>	<div data-bbox="1260 240 2016 381"> <p>Dec December Evidence of Progress</p> <p>10%  First training in December</p> </div> <div data-bbox="1260 397 2016 539"> <p>Mar March Evidence of Progress</p> <p>100%  3 trainings for building admin arranged through March</p> </div> <div data-bbox="1260 555 2016 696"> <p>May May Evidence of Progress</p> <p>100% </p> </div> <div data-bbox="1260 712 2016 854"> <p>June June Evidence of Progress</p> <p>100%  Final training took place on June 2, 2021. All sessions were recorded for future training opportunities. 517</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 876 661 925">  No Progress </div> <div data-bbox="756 876 976 925">  Accomplished </div> <div data-bbox="1071 876 1333 925">  Continue/Modify </div> <div data-bbox="1428 876 1627 925">  Discontinue </div> </div>	

Goal 4: Organizational Culture Pillar - Customer Service

Performance Objective 1: HCM will implement strategies that will improve HCM's level of customer service contributing to positive organizational culture.

Evaluation Data Sources: Five (5) percent increases on all indicators in the Center for Educational Effectiveness (CEE) Survey results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Human Capital Management will collaborate with District and Bargaining Unit leadership to redesign and clarify the onboarding and offboarding processes for staff.</p> <p>Strategy's Expected Result/Impact: By October 2020, the draft redesigned processes will be shared for review and revision. By January 2021, the Board will receive an update on a redesigned set of processes.</p> <p>Staff Responsible for Monitoring: Katrina Buttolph</p>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Revised on boarding process and flowchart in place</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>Board presentation.</p>
	<p>May</p> 	<p>May Evidence of Progress</p> <p style="text-align: right;">518</p>
	<p>June</p> 	<p>June Evidence of Progress</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: HCM will distribute a customized survey all staff to determine specific areas of improvement, strength, and staff needs, that will inform the department to determine future growth goals and ensure continuous improvement.</p> <p>Strategy's Expected Result/Impact: Completion in April, 2021</p> <p>Staff Responsible for Monitoring: Tangela Sabir</p>	<p>Dec December Evidence of Progress  N/A</p> <p>Mar March Evidence of Progress  Survey to designed and implemented in April, CEE survey completed</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  CEE survey given in May.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: RSD Staff Handbook will be completed by November 30, 2020.</p> <p>Strategy's Expected Result/Impact: Completion, approval, and distribution in November 30, 2020</p> <p>Staff Responsible for Monitoring: Rob Neu</p>	<p>Dec December Evidence of Progress  Revisions made to staff handbook</p> <p>Mar March Evidence of Progress  Consultant reviewing, revising, and finalizing...</p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress  Staff handbook is completed and ready for publishing</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: HCM will implement a monthly Staff Wellness newsletter that will inform employees of the many health and wellness opportunities through the Employee Assistance Program.</p> <p>Strategy's Expected Result/Impact: Providing staff with continuous updates to health and wellness opportunities and overall improved staff health.</p> <p>Staff Responsible for Monitoring: Jennifer Phy</p>	<p>Dec December Evidence of Progress  Newsletters contain healthy recipes, EAP information, health webinars, etc.. This information is obtained by information we receive monthly from vendors (Kaiser, Moda, EAP) wellness departments</p> <p>Mar March Evidence of Progress  Continued including vaccine information and updates</p> <p>May May Evidence of Progress  Send monthly wellness emails from OEBC/Kaiser/Moda</p> <p>June June Evidence of Progress  Send monthly wellness emails from OEBC/Kaiser/Moda</p>
Strategy/Action 5 Details	Reviews 520
<p>Strategy/Action 5: Ritz Carlton customer service training for 12-month Classified staff October 9, 2020. HCM will explore options for a continuous cycle of customer service training.</p> <p>Strategy's Expected Result/Impact: Improved customer service as measured by staff and stakeholders on the CEE survey results.</p> <p>Staff Responsible for Monitoring: Katrina Buttolph</p>	<p>Dec December Evidence of Progress  Training was offered in October</p> <p>Mar March Evidence of Progress </p> <p>May May Evidence of Progress </p> <p>June June Evidence of Progress </p>

Strategy/Action 6 Details	Reviews								
<p>Strategy/Action 6: Employee Benefits Equity Committee will complete its work on an implementation plan in preparation for collective bargaining with all employee groups in 2020-2021 to move toward a district-wide comprehensive, equitable employee benefits programs for all work groups in 2021-2022.</p> <p>Strategy's Expected Result/Impact: Employee Benefits Equity Committee meeting minutes and report to School Board regarding viability and possible implementation plan of districtwide comprehensive, equitable employee benefits programs for all work groups by January, 2021.</p> <p>Staff Responsible for Monitoring: Jennifer Phy</p>	<table border="0"> <tr> <td data-bbox="1255 305 1367 444"> <p>Dec</p>  <p>20%</p> </td> <td data-bbox="1398 305 2028 444"> <p>December Evidence of Progress</p> <p>N/A due to calendar scheduling of members</p> </td> </tr> <tr> <td data-bbox="1255 467 1367 607"> <p>Mar</p>  <p>35%</p> </td> <td data-bbox="1398 467 2028 607"> <p>March Evidence of Progress</p> <p>Membership revised and committee reconvening to coincide with OSEA and REA bargaining.</p> </td> </tr> <tr> <td data-bbox="1255 630 1367 769"> <p>May</p>  <p>100%</p> </td> <td data-bbox="1398 630 2028 769"> <p>May Evidence of Progress</p> <p>Prepared board presentation and updated 21-22 rates for review with board</p> </td> </tr> <tr> <td data-bbox="1255 792 1367 932"> <p>June</p>  <p>100%</p> </td> <td data-bbox="1398 792 2028 932"> <p>June Evidence of Progress 521</p> <p>Presented to board on June 3, 2021: in current discussions with OSEA on possible one benefit program</p> </td> </tr> </table>	<p>Dec</p>  <p>20%</p>	<p>December Evidence of Progress</p> <p>N/A due to calendar scheduling of members</p>	<p>Mar</p>  <p>35%</p>	<p>March Evidence of Progress</p> <p>Membership revised and committee reconvening to coincide with OSEA and REA bargaining.</p>	<p>May</p>  <p>100%</p>	<p>May Evidence of Progress</p> <p>Prepared board presentation and updated 21-22 rates for review with board</p>	<p>June</p>  <p>100%</p>	<p>June Evidence of Progress 521</p> <p>Presented to board on June 3, 2021: in current discussions with OSEA on possible one benefit program</p>
<p>Dec</p>  <p>20%</p>	<p>December Evidence of Progress</p> <p>N/A due to calendar scheduling of members</p>								
<p>Mar</p>  <p>35%</p>	<p>March Evidence of Progress</p> <p>Membership revised and committee reconvening to coincide with OSEA and REA bargaining.</p>								
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<p>June</p>  <p>100%</p>	<p>June Evidence of Progress 521</p> <p>Presented to board on June 3, 2021: in current discussions with OSEA on possible one benefit program</p>								
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue						

Reynolds School District 7
Custodial Services
2020-2021 Department Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 523
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
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Goal 3: Custodial Communication Plan	7

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Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Operations Equity Committee will develop topic materials for each equity training based on the established needs of Operations leadership. The committee will have one representative for each department to communicate information and feedback to Operations Administrators.</p> <p>Strategy's Expected Result/Impact: Define 2 to 4 training topics, discuss training opportunities and align with a one-page handout for Operations leadership to train their department staff. A time line of training expectations will be created by the committee with deadline dates for each training to be completed.</p> <p>Staff Responsible for Monitoring: Agendas</p> <p>Meeting Minutes</p> <p>Operations Leadership Team Plan</p>	<div data-bbox="1260 389 1995 519"> <p>Dec December Evidence of Progress</p> <p> Discussed training topics based on RTT trainings</p> </div> <div data-bbox="1260 552 1995 682"> <p>Mar March Evidence of Progress</p> <p> Plans to hold Zoom meeting to discuss current events from an equity lens</p> </div> <div data-bbox="1260 714 1995 844"> <p>May May Evidence of Progress</p> <p> Order new PC computers to facilitate Zoom trainings 526</p> </div> <div data-bbox="1260 876 1995 1006"> <p>June June Evidence of Progress</p> <p> Developing training that piggy backs on the SafeSchools platform</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1031 640 1120">  No Progress </div> <div data-bbox="756 1031 955 1120">  Accomplished </div> <div data-bbox="1071 1031 1312 1120">  Continue/Modify </div> <div data-bbox="1428 1031 1606 1120">  Discontinue </div> </div>	

Goal 2: Custodial Standards of Service

Performance Objective 1: Standardize service across custodial department

Evaluation Data Sources: Hillyard CCAP Custodial Management Software
Custodial Handbook
Monthly Training

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Utilize our vendor's New Custodial Management Program - Hillyard CCAP</p> <p>Strategy's Expected Result/Impact: Highlight areas requiring additional labor / show areas where additional duties can be assigned</p> <p>Adjust budget request to meet the needs of the department to delivery the service expected</p> <p>Staff Responsible for Monitoring: Site assessment to document size, type and number of cleaning surfaces and fixtures</p> <p>Establish through interviews the average use of hours per task type for day versus night custodial team members</p> <p>Upload data into program to assess results & plan for training, communication and budgetary impacts</p> <p>Custodial Supervisor</p>	<p>527</p>



Dec 	December Evidence of Progress Continue to issue standards; e.g. Personal Use of Cell Phone
Mar 	March Evidence of Progress Continue to issue standards
May 	May Evidence of Progress Developing training that piggy backs on the SafeSchools platform
June 	June Evidence of Progress Hillyard CCAP Custodial Management Software is our resource for standardized training; will be linked to SafeSchools



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Custodial Communication Plan

Performance Objective 1: Create and execute a department Communications Plan to address the issues expressed by staff in the CEE survey

Evaluation Data Sources: 1.) Was the Plan created?
2.) Was the Plan implemented?

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Plan and conduct monthly team meetings with full team or smaller groups to improve communication of need, expectation and train</p> <p>Strategy's Expected Result/Impact: Increased staff understanding of expectations, opportunities for training, improve efficiency, effectiveness and subsequent feedback survey results</p> <p>Staff Responsible for Monitoring: Department or Smaller Group Meeting Agendas & Minutes (50 direct reports)</p> <p>Training Topic Calendar</p> <p>Updated communication / standard for levels of clean & follow up inspection forms</p> <p>Custodial Supervisor</p>	<p>Dec December Evidence of Progress</p> <p> COVID has necessitated communication within our department by e-mail, Zoom, etc.</p> <p>Mar March Evidence of Progress</p> <p> Purchasing new technology so that staff may participate in Zoom meetings.</p> <p>May May Evidence of Progress</p> <p> 529</p> <p>June June Evidence of Progress</p> <p></p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Plan and commence a Monthly Department written Newsletter</p> <p>Strategy's Expected Result/Impact: Produced Monthly Newsletter, Increased communication, employee morale, and efficiency</p> <p>Improved survey results on customer service and interactions with department staff</p> <p>Staff Responsible for Monitoring: Assessment of Software Programs Available for Newsletters</p> <p>Calendar of important communication time lines</p> <p>Completed Newsletters</p> <p>Custodial Supervisor</p>	<p>Dec December Evidence of Progress</p> <p> Newsletter has not been produced - due to department staffing challenges</p> <p>Mar March Evidence of Progress</p> <p> Newsletter has not been produced - due to department staffing challenges</p> <p>May May Evidence of Progress</p> <p> Picking up momentum on sending department-wide communications on standards, training, COVID updates</p> <p>June June Evidence of Progress</p> <p> Continuing to translate critical documents into Spanish, Arabic, Vietnamese</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Establish Plan and Topic Calendar for Weekly Training Emails to refresh staff knowledge of 'how to' processes and steps to prevent unanticipated work demands in the future.</p> <p>Strategy's Expected Result/Impact: Improvement and more frequent communication to staff</p> <p>Provide refresher training and reminders for preventative maintenance or preparation work</p> <p>Improve preventative maintenance work flow, reduce emergency issues that could have been prevented, and as a result improve results on customer service for the team</p> <p>Staff Responsible for Monitoring: Weekly topic and plan for communications</p> <p>Weekly email archive and 'how to' go by's for future use</p> <p>Custodial Supervisor</p>	<p>Dec December Evidence of Progress</p> <p> Training e-mails are being produced</p> <p>Mar March Evidence of Progress</p> <p> Will provide key department training on the SafeSchools platform so that it is "signed of" on</p> <p>May May Evidence of Progress 531</p> <p></p> <p>June June Evidence of Progress</p> <p> Training and Department Standards are being translated by in-house staff into</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Reynolds School District 7
Facilities Maintenance Services
2020-2021 Department Plan



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Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation⁵³³ in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
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Goals

Goal 1: Equity

Performance Objective 1: Create District wide signage understandable in multiple languages

Evaluation Data Sources: Current signage assessment

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Staff identify district wide signage, with district administrative input on development of universal language signs or communications.</p> <p>Strategy's Expected Result/Impact: Welcoming environment for all students, staff and community members.</p> <p>Staff Responsible for Monitoring: Facilities and Administrative Staff</p>				
	Dec	December Evidence of Progress		
	Mar	March Evidence of Progress		
	May	May Evidence of Progress 535		
	June	June Evidence of Progress		
	 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 1: Equity

Performance Objective 2: All operation staff will collaborate and participate in a uniformed training regarding cultural diversity and equity.

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Operations Leadership will meet to define training topics and general process for aligned training.</p> <p>Strategy's Expected Result/Impact: Topics and format defined for 10/20 SY training to create training with a unified message for all operational employees.</p> <p>Staff Responsible for Monitoring: Operations Leadership</p>	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	May	May Evidence of Progress
	June	June Evidence of Progress
Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: Operations Equity Committee will develop topic materials for each equity training based on the established needs of Operations leadership. The committee will have one representative for each department to communicate information and feedback to Operations Administrators.</p> <p>Strategy's Expected Result/Impact: Define 2 to 4 topics, discuss training opportunities and align with a one-page handout for Operations leadership to train their department staff. A time line of training expectations will be created by the committee with deadline dates for each training to be completed.</p> <p>Staff Responsible for Monitoring: Operations Equity Committee</p>	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	May	May Evidence of Progress
	June	June Evidence of Progress
Strategy/Action 3 Details	Reviews	
<p>Strategy/Action 3: Develop a training library for collaborated and new hire training. Library will include a table of contents for training by topic, including length of time training will take to complete.</p> <p>Strategy's Expected Result/Impact: New staff will have the opportunity to review previous training's to be able to have the same knowledge as all operations staff when entering the next topic of training. Additionally, we will have a way to train staff who missed the assigned training time.</p> <p>Staff Responsible for Monitoring: Operations Equity Committee</p>	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	May	May Evidence of Progress
	June	June Evidence of Progress

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Strategy/Action 4 Details	Reviews	
<p>Strategy/Action 4: Each department will schedule each training during each quarter based on departmental scheduling. Materials and topic will be sent out by the Operations Equity committee, with expectation of completion. Departments can elaborate on the topic, but will need to cover all information on handout provided.</p> <p>Strategy's Expected Result/Impact: A consistent message is being delivered at each training throughout all Operational departments to create a more welcoming environment for students and families.</p> <p>Staff Responsible for Monitoring: Operations Leadership</p>		
	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	May	May Evidence of Progress
	June	June Evidence of Progress
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>		

Goal 2: Student Achievement

Performance Objective 1: Create positive learning environments through timely response to work order repairs.

Evaluation Data Sources: School Dude Work Order data reports

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Train custodians to enter work orders on School Dude, including detailed information, so repairs can be made in a timely and efficient manner.</p> <p>Strategy's Expected Result/Impact: Needed building repairs will be reported early with enough detail for facilities staff to make repairs quickly and efficiently.</p> <p>Staff Responsible for Monitoring: School Dude work order system</p>	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	May	May Evidence of Progress
	June	June Evidence of Progress
Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: Specialist hired to review work orders and assign to appropriate area in facilities. Will monitor flow of work and determine if maintenance staff should complete, contractor assigned, or work delayed due to budget constraints or project required time lines. Communicate with stakeholder any reasons for delay.</p> <p>Strategy's Expected Result/Impact: Work orders will be completed timely, or reasons for delay will be communicated with stakeholders for better accountability.</p> <p>Staff Responsible for Monitoring: School Dude Work Order reports. Feedback surveys.</p>	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	May	May Evidence of Progress
	June	June Evidence of Progress
Strategy/Action 3 Details	Reviews	
<p>Strategy/Action 3: Assess work strategies to maintain school grounds so they are welcoming and safe for students, staff and the public. Determine how to best utilize staff time and equipment to meet identified standards for district sites. Identify any additional staff, equipment or contractor time needed to bring sites to a manageable condition to maintain.</p> <p>Strategy's Expected Result/Impact: All sites will have a welcoming front and play areas. Play areas will be pleasing and safe for students.</p> <p>Staff Responsible for Monitoring: Visual assessments of sites. School Dude work orders.</p>	Dec	December Evidence of Progress
	Mar	March Evidence of Progress
	May	May Evidence of Progress
	June	June Evidence of Progress

538

Strategy/Action 4 Details	Reviews	
<p>Strategy/Action 4: Review all open work orders to determine a priority list and time line to complete repairs. Establish what may need to be deferred due to repairs needed during non-student days and budget constraints. Communicate time lines and delays to site administrators.</p> <p>Strategy's Expected Result/Impact: Site repairs will be completed on priority basis and any delays will be communicated to site staff.</p> <p>Staff Responsible for Monitoring: School Dude Work Order System</p>		
	<p>Dec</p>	<p>December Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>May</p>	<p>May Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

Reynolds School District 7
Nutrition Services
2020-2021 Department Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 541
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Communication and Collaboration to Improve Program Services

Performance Objective 1: Improve program services by improving communications with our team members and stakeholders.

Evaluation Data Sources: Improvement with attendance, employee satisfaction improvement, meal participation increases and the ability for families to find information on our website.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Site Supervisors will be working with Kitchen Mangers and staff to work through conflicts using restorative practices techniques to work through issues as they arise.</p> <p>Strategy's Expected Result/Impact: If their is a cohesive working team we would expect attendance to be better and we will have less need for substitute hours.</p> <p>Staff Responsible for Monitoring: Emily Southworth-Gissel is in charge of monitoring absenteeism.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 4</p>	<div data-bbox="1260 576 2016 836"> <p>Dec December Evidence of Progress</p>  <p>We have less people calling in sick and we are having more success with staff entering their leaves in iVisions. We will begin meetings with team members who are struggling with this starting in January. We are still dealing with the pandemic and we are only considering people who have been working. We have 6 team members on extended leave.</p> </div> <div data-bbox="1260 852 2016 982"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 1006 2016 1209"> <p>May May Evidence of Progress</p>  <p>We have had some progress with this. We are following up with meetings and issuing letters of expectations where appropriate. With Covid, this was harder to track making sure not to count absent time during times of inclement weather and quarantine times.</p> </div> <div data-bbox="1260 1226 2016 1388"> <p>June June Evidence of Progress</p>  <p>We will continue to monitor this area next year. We have worked with HCM to improve our documentation process to be able to resolve conflict quicker when it arises. Absenteeism seems to be improving.</p> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Continue updating our recognition programs to keep them relevant and fresh.</p> <p>Strategy's Expected Result/Impact: We believe we will have less absenteeism and higher employee morale when our team members feel appreciated. We believe that we will have more opportunity for promotion when team morale is higher.</p> <p>Staff Responsible for Monitoring: Emily Southworth-Gissel is responsible for monitoring employee absenteeism. All management in charge of team morale.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p> <p>Problem Statements: Perceptions 4</p>	<div data-bbox="1260 121 2016 381"> <p>Dec December Evidence of Progress</p>  <p>Team morale was very low in September due to many things that happened during the pandemic closure starting in March. We have done some form of employee recognition each month. Our teams have responded well to our tokens of appreciation. When the District office puts anything out about meals we make sure and forward that to all employees.</p> </div> <div data-bbox="1260 397 2016 527"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 552 2016 722"> <p>May May Evidence of Progress</p>  <p>We have made an effort to send out a tokens of appreciation each month. Employee morale has improved since the fall. We will continue working on employee satisfaction moving forward.</p> </div> <div data-bbox="1260 738 2016 901"> <p>June June Evidence of Progress</p>  <p>We believe we have improved relations with team 544 members throughout the department. This is an area we will continue working on however, we define this work in another way using a different goal for next year.</p> </div>

Strategy/Action 3 Details

Strategy/Action 3: Update our website to include important information for program services and explanations of each program we participate.

Strategy's Expected Result/Impact: Less family confusion and helpful resource center. Monitor how many times someone visits our pages and what pages are more popular.

Staff Responsible for Monitoring: Office support team members and Coordinator

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements: School Processes & Programs 1

Reviews

Dec



December Evidence of Progress

The website just was revamped and we need to be trained on the website capabilities. At this time, we are not able to update the website. Training is being scheduled in January.

We are attempting to communicate with families on all meal service changes with the help of our communications department. They have actively been helping with social media, robo calls and the remind app.

Mar



March Evidence of Progress

May



May Evidence of Progress

We have really put in an effort to keep our website updated this year. The challenges of what Covid has brought us this year has made this goal even more important. We have worked closely with the 545 communications department to improve in this area. We put out a parent survey in March and the result show we still have improvement to make in this area. We have made considerable strides in this area considering the challenges of operating this year.

June



June Evidence of Progress

This will be an area we will need to continue to monitor and grow in department wide. We will include this in a modified or different goal for next year.

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Develop committee to help solve challenges during closure and for first year of re-opening schools.</p> <p>Strategy's Expected Result/Impact: To help solve department challenges during this time of rapid change.</p> <p>Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<div data-bbox="1260 284 2016 673"> <p>Dec December Evidence of Progress</p>  <p>We have instituted this committee. We focused on curbside services first. We had many things to solve with our teams now being exposed to the weather and dealing with how windy it can get. We made great strides in solving these challenges and are starting to work on hybrid ideas. Staff from this committee has tested out totes and carts we are planning to use for moving food to classrooms with. The unfortunate part of this is our planning continues to change as "building concerns" get identified. This has been a big obstacle for us and is frustrating to our committee members.</p> </div> <div data-bbox="1260 690 2016 828"> <p>Mar March Evidence of Progress</p>  <p style="text-align: right;">546</p> </div> <div data-bbox="1260 844 2016 1047"> <p>May May Evidence of Progress</p>  <p>This has been a great success for us. We have cooks engaged with problem solving and it has been a great opportunity to teach people more about process and how we problem solve. The cooks are enjoying being part of this process.</p> </div> <div data-bbox="1260 1063 2016 1201"> <p>June June Evidence of Progress</p>  <p>We will discontinue this as a goal. We will continue with the committee especially as we navigate what school will look like in the fall.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1226 640 1315">  <p>No Progress</p> </div> <div data-bbox="756 1226 955 1315">  <p>Accomplished</p> </div> <div data-bbox="1071 1226 1312 1315">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1226 1606 1315">  <p>Discontinue</p> </div> </div>	

Goal 2: Maintaining Fiscal Responsibility

Performance Objective 1: Menu variety and monitoring

Evaluation Data Sources: Higher meal participation

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Monitor menu for most popular items during first quarter of the 20/21 SY.</p> <p>Strategy's Expected Result/Impact: Study meal participation for drops and trends.</p> <p>Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment</p> <p>Problem Statements: Demographics 2, 3, 4</p>	<div data-bbox="1260 365 2016 527"> <p>Dec December Evidence of Progress</p>  <p>We have not been able to do this as we had anticipated. We are still serving curbside and we are trying to limit purchasing and use what we have on hand. We hope to institute this once hybrid starts.</p> </div> <div data-bbox="1260 544 2016 690"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 706 2016 998"> <p>May May Evidence of Progress</p>  <p>This has been a challenging year for us. Participation has been low off and on this year. We have made 547 several changes based on watching our revenue and budget. Unfortunately, these challenges were hard to navigate. We did a survey in May and the feedback had both negative and positive feedback for us. We will continue to check in with families and make considerations based off the survey input.</p> </div> <div data-bbox="1260 1015 2016 1177"> <p>June June Evidence of Progress</p>  <p>We improved our CEE survey this year. This was a success we celebrated this year. We worked hard to improve perception and scores. We will reestablish a goal around menu next year.</p> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Create new recipes to utilize our commodity program products and reduce the amount of non-commodity purchases. Rotate items in menu and monitor for popularity</p> <p>Strategy's Expected Result/Impact: increase of meal participation</p> <p>Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p>Problem Statements: Demographics 1, 2, 3, 4</p>	<div data-bbox="1260 121 2016 535"> <p>Dec December Evidence of Progress</p>  <p>We have made great process on this. We have two teams working on making supper meals that we can freeze in individual servings. This has worked great. These teams have worked with our Dietitian on adding flavor, overall look and getting the recipe yield to be consistent. We have made new recipes to utilize our commodity items we have in our freezers. This has been very exciting and we are moving our products better through this pandemic. We also used these meals for our winter food boxes. It has been a wonderful and creative way for us to limit purchasing as much as we can.</p> </div> <div data-bbox="1260 552 2016 698"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 714 2016 1193"> <p>May May Evidence of Progress</p>  <p>We made some great progress on this. For several months we had one kitchen closed and the team worked on making supper meals to distribute to all our school how were doing curbside services. The idea was to make more home made entrees that could be frozen to allow the students to have more home-cooked meals that could be prepared when they eat dinner. This team really worked on the recipes to make them more user friendly, to improve the directions given and quantity of each ingredient. We sent the updated recipes to kitchen as we tired a few out on the lunch menus. We had amazing feedback on how each one was updated and the successful results kitchens had. This was great to see.</p> </div> <div data-bbox="1260 1209 2016 1372"> <p>June June Evidence of Progress</p>  <p>We will continue working on our internal processes for recipes. I am very happy with the results we have had this year on this area. We will rework this idea to to another way for goals next year.</p> </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Participate in National School Lunch Week in October of 2020.</p> <p>Strategy's Expected Result/Impact: Increase of meal participation and awareness we are serving meals during the school closures.</p> <p>Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p> <p>Problem Statements: Demographics 2, 4</p>	<div data-bbox="1262 123 1360 261"> <p>Dec</p>  </div> <div data-bbox="1520 123 1892 152"> <p>December Evidence of Progress</p> </div> <div data-bbox="1398 164 2007 375"> <p>This was done and our teams enjoyed participating this year. The theme was the red carpet for movies. We purchased posters, had them laminated and put them outside. We purchased t-shirts for our teams. We purchased fun lunch sacks with games on them for the kids. We got a lot of good comments back from the students.</p> </div> <div data-bbox="1398 415 1976 537"> <p>This was also Principal Appreciation month and we purchased small academy awards to have each team present to their building Principal. The teams really enjoyed doing this.</p> </div> <div data-bbox="1262 561 1360 699"> <p>Mar</p>  </div> <div data-bbox="1541 561 1877 591"> <p>March Evidence of Progress</p> </div> <div data-bbox="1262 724 1360 862"> <p>May</p>  </div> <div data-bbox="1556 724 1864 753"> <p>May Evidence of Progress</p> </div> <div data-bbox="1398 756 1997 943"> <p>We participated in both the National Breakfast and Lunch weeks this year. We can not say it increased participation due to the challenges of serving meals curbside this year. Our teams had fun with this and celebrated with the families that came to our curbside services. We are calling it a success for these reasons.</p> </div> <div data-bbox="1262 967 1360 1105"> <p>June</p>  </div> <div data-bbox="1556 967 1864 997"> <p>June Evidence of Progress</p> </div> <div data-bbox="1398 1000 2007 1065"> <p>increasing meal participation is always a goal. We will write this is a goal in another way for next year.</p> </div>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Create cultural specific menu items that meet program requirements and represent the community in which we serve. Create one or two menus items to try each quarter. First quarter will be research and recipe creation. Menu items on menu starting quarter 2.</p> <p>Strategy's Expected Result/Impact: increase in community satisfaction of representing the community we serve.</p> <p>Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p> <p>Problem Statements: Demographics 1, 2, 3, 4</p>	



Dec



December Evidence of Progress

We have been doing some research on recipes when we can. During the pandemic its been challenging with each new day something new to solve. Finding time has been difficult. It is a challenge to find recipes we think we can create using products we have on our bids and meet the requirements for the meal pattern.

The second challenge is making the recipe fit our price point for food cost. We have talked to other districts and everyone is finding this to be a challenge. We are all sharing.

During this pandemic, we are watching our budget and will not be trying any of this until our finance's look better. At this time, we are collecting ideas and looking for recipes that we believe we can make during school lunch.

Mar



March Evidence of Progress

May



May Evidence of Progress 551

With meal service being curbside which limits variety this has been a challenge to work on however, we have collected many recipe's. We are dedicating time once a month to talk about how to move this work forward. We will continue working on this goal for next year.

June



June Evidence of Progress

We will continue working on this goal in the next school year.



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Equity

Performance Objective 1: To increase our awareness and processes of providing information and tools to staff, student and families in a way that is useful for each individual.

Evaluation Data Sources: Improved recruitment processes. Successful team members. Happier customers.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Create assessment test for interviews in Spanish and Russian (to start).</p> <p>Strategy's Expected Result/Impact: We believe this will allow us to have better interview processes.</p> <p>Staff Responsible for Monitoring: Secretary</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<div data-bbox="1260 402 2028 722"> <p>Dec December Evidence of Progress</p>  <p>We have not had time to work on this. HCM has stated they re working on similar ideas. We are excited to see what they come up with. Earlier this year, we asked them about a person who needs Spanish and has no computer. We were wondering if they had a plan for helping these individuals. They suggested they go to the library. We scheduled a zoom with them and helped them get their application in. It was challenging but we used the translators to help us.</p> </div> <div data-bbox="1260 738 2028 885"> <p>Mar March Evidence of Progress</p>  <p style="text-align: right;">552</p> </div> <div data-bbox="1260 901 2028 1047"> <p>May May Evidence of Progress</p>  <p>We are still working on these assessment tests. We have worked on the test it self and we are very close to request translations.</p> </div> <div data-bbox="1260 1063 2028 1282"> <p>June June Evidence of Progress</p>  <p>We will continue working in this direction to improve our interview processes for our teams and candidates that English is a second language. We want our teams who promote and candidates from the outside to feel their interview process was successful. We believe this direction is necessary for this to happen.</p> </div>

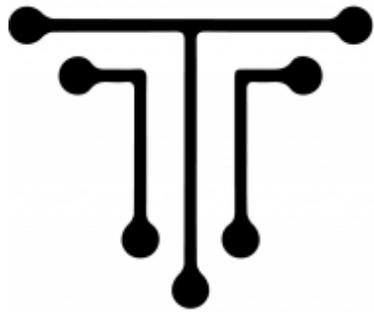
Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Create application questions in Spanish and Russian (to start) to allow candidate the option of reading the interview questions in their native language.</p> <p>Strategy's Expected Result/Impact: We believe this will allow us to have a better interview process.</p> <p>Staff Responsible for Monitoring: Secretary</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<div data-bbox="1260 121 1995 251"> <p>Dec December Evidence of Progress</p>  <p>We have not made any progress to this yet. We have deferred to February.</p> </div> <div data-bbox="1260 276 1995 414"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 438 1995 576"> <p>May May Evidence of Progress</p>  <p>We worked on our Manager and Assistant Manager questions and are sending them for translation this month.</p> </div> <div data-bbox="1260 600 1995 820"> <p>June June Evidence of Progress</p>  <p>We will continue working in this direction to improve our interview processes for our teams and candidates that English is a second language. We want our teams who promote and candidates from the outside to feel their interview process was successful. We believe this direction is necessary for this to happen.</p> </div>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Provide access to meals to families by reviewing schools not on an application to see if they meet the Community Eligibility Provisions status requirements. review eligibility, create recommendation and apply for any school that meet group requirements.</p> <p>Strategy's Expected Result/Impact: This will help families by eliminating the need to pay for breakfast and lunch meals. Will provide free meals to all enrolled students within the eligible school. This will also, reduce the HB3454 impact on families and the District.</p> <p>Staff Responsible for Monitoring: Coordinator</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p>	<div data-bbox="1260 349 2016 609"> <p>Dec December Evidence of Progress</p>  <p>We have completed this step. We were fortunate enough to get all our school on CEP except Walt Morey, Sweetbriar, MLA and Arthur. The high school is a huge win as the majority of our negative balances were generated by the high school students. We are really thankful we could do this. This will be wonderful for our families.</p> </div> <div data-bbox="1260 625 2016 771"> <p>Mar March Evidence of Progress</p>  </div> <div data-bbox="1260 787 2016 933"> <p>May May Evidence of Progress 554</p>  </div> <div data-bbox="1260 950 2016 1201"> <p>June June Evidence of Progress</p>  <p>There are no more steps for this goal. We completed this in June 2020 with approval in August 2020. We will need to reapply for this next year because our first group of 11 schools on the application expire at the end of next year. We have all but two RSD schools on CEP status. These two school and charters will be reviewed when new certifications are needed.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1226 640 1315">  <p>No Progress</p> </div> <div data-bbox="756 1226 955 1315">  <p>Accomplished</p> </div> <div data-bbox="1071 1226 1312 1315">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1226 1606 1315">  <p>Discontinue</p> </div> </div>	

Reynolds School District 7

Technology Services

2020-2021 Department Plan



TECHNOLOGY SERVICES

555

Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Technology Services Mission Statement:

Use resources efficiently to enable world class instruction and prepare students for a world yet to be imagined.

- Provide excellent customer service and training
- Drive district adoption and use of appropriate technology
- Constantly be improving processes and technology
 - Increase staff retention and development

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

556

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Prepare Student Tech Teams and Library Assistants to be able to help troubleshoot iPads & Chromebooks</p> <p>Strategy's Expected Result/Impact: Device troubleshooting guides, students and library assistants are trained by staff</p> <p>Staff Responsible for Monitoring: Student are resolving basic iPad and Chromebook issues that are reported by students without needing assistance</p>	<p>Dec December Evidence of Progress  Hired students to help with start of school</p> <p>Mar March Evidence of Progress  Accomplished use of students and had library assistants do tech support.</p> <p>May May Evidence of Progress  Worked with media assistants to provide access to troubleshooting tools.</p> <p>June June Evidence of Progress  Increased training on troubleshooting processes.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Create and document process for how students can get support with their iPads and Chromebooks</p> <p>Strategy's Expected Result/Impact: Process work flow diagram, Posters with QR codes for students to use when they need help, staff understand process</p> <p>Staff Responsible for Monitoring: Leadership team meetings periodically to track progress</p>	<p>Dec December Evidence of Progress 559  Tech Staff built troubleshooting guides for self service.</p> <p>Mar March Evidence of Progress  Trained library on the troubleshooting guides</p> <p>May May Evidence of Progress  Configured tools that facilitated the work of library media assistants</p> <p>June June Evidence of Progress Defined duties, granted access, and provided hands-on training for media assistants</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Create electronic method for parent permission forms to get signed; record assets in database</p> <p>Strategy's Expected Result/Impact: Process is created and parents can sign forms online</p> <p>Staff Responsible for Monitoring: Forms have to be signed before devices can be distributed. Information entered in Alexandria/Destiny</p>	<p>Dec December Evidence of Progress</p> <p> Parents/Students signed forms, devices entered in Alexandria</p> <p>Mar March Evidence of Progress</p> <p> Maintaining records as devices are replaced and students enter and exit RSD.</p> <p>May May Evidence of Progress</p> <p> Digital forms made available for parents.</p> <p>June June Evidence of Progress</p> <p>Used library system set in place for the check-in/on devices by parents. 560</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Student Achievement

Performance Objective 1: Implement Single Sign-on and Rostering Solution to provide a secure, complaint, and easy-to-use platform to deliver digital learning resources to teachers and students.

Evaluation Data Sources: Clever deployed
Surveys
Usage reports

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Configure online registration module in Synergy</p> <p>Strategy's Expected Result/Impact: Parents can use the online registration module to register students and verify information for returning students</p> <p>Staff Responsible for Monitoring: Progress is tracked on a project plan which details all of the sub-tasks</p>	<p>Dec  December Evidence of Progress Completed for the start of school</p> <p>Mar  March Evidence of Progress Working better solution for forms</p> <p>May  May Evidence of Progress Updated modules to allow parents online access to 561 registration information.</p> <p>June  June Evidence of Progress Online registration module set up at district level</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Train staff who will be affected by this new change and related processes</p> <p>Strategy's Expected Result/Impact: Staff will know how to do their job using the new online process as well as help parents fill out the online registration form</p> <p>Staff Responsible for Monitoring: All identified staff will attend a training related to their job</p>	<p>Dec December Evidence of Progress</p> <p> Trained staff in Clever, single sign on</p> <p>Mar March Evidence of Progress</p> <p> Continued training with support of Instructional Technology TOSA's</p> <p>May May Evidence of Progress</p> <p>Continue the addition of new apps to the platform.</p> <p>June June Evidence of Progress</p> <p>Increased the number of applications available via clever.</p>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Translate parent guides and online registration pages</p> <p>Strategy's Expected Result/Impact: All documentation for parents (guides and forms) are translated in multiple language.</p> <p>Staff Responsible for Monitoring: Verify the translated documentation is available for parent as the go-live date gets closer</p>	<p>Dec December Evidence of Progress</p> <p> Complete 562</p> <p>Mar March Evidence of Progress</p> <p> Working on translations of extra information - Comcast Internet Essentials</p> <p>May May Evidence of Progress</p> <p> Updated documentation.</p> <p>June June Evidence of Progress</p> <p></p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: User Acceptance Testing (making sure the users can use the module to do what they need)</p> <p>Strategy's Expected Result/Impact: Users have tested and approved that the new module is working</p> <p>Staff Responsible for Monitoring: Make sure each part of the module is functioning - tracked in project plan</p>	<p>Dec December Evidence of Progress Didn't have time for proper testing</p> <p>Mar March Evidence of Progress Made up for chaotic start of school and got all apps working properly in Clever</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy/Action 5 Details	Reviews
<p>Strategy/Action 5: Open computer labs for parents to fill out online registration</p> <p>Strategy's Expected Result/Impact: Parents will have an opportunity to fill out the online registration in a school setting with support</p> <p>Staff Responsible for Monitoring: Verify that open labs happen as scheduled</p>	<p>Dec December Evidence of Progress Did not do this due to pandemic 563</p> <p>Mar March Evidence of Progress Considering options for Spring</p> <p>May May Evidence of Progress Due to the pandemic not made available.</p> <p>June June Evidence of Progress Maybe a possibility for next year.</p>

Strategy/Action 6 Details	Reviews								
<p>Strategy/Action 6: Training staff for 2020-21 district-wide use of online registration</p> <p>Strategy's Expected Result/Impact: Prepare all necessary staff to do their job using the new online registration process by Fall 2020</p> <p>Staff Responsible for Monitoring: Schedule and verify trainings are held</p>	<table border="0"> <tr> <td data-bbox="1262 228 1360 363"> <p>Dec</p>  </td> <td data-bbox="1398 228 1898 298"> <p>December Evidence of Progress</p> <p>Completed for all district</p> </td> </tr> <tr> <td data-bbox="1262 423 1360 558"> <p>Mar</p>  </td> <td data-bbox="1398 386 1877 456"> <p>March Evidence of Progress</p> <p>Made changes as needed.</p> </td> </tr> <tr> <td data-bbox="1262 586 1360 721"> <p>May</p>  </td> <td data-bbox="1398 548 1864 618"> <p>May Evidence of Progress</p> <p>Updated documentation</p> </td> </tr> <tr> <td data-bbox="1262 748 1360 883"> <p>June</p>  </td> <td data-bbox="1398 711 1864 781"> <p>June Evidence of Progress</p> <p>Made training available to all staff.</p> </td> </tr> </table> <p style="text-align: right;">564</p>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Completed for all district</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>Made changes as needed.</p>	<p>May</p> 	<p>May Evidence of Progress</p> <p>Updated documentation</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Made training available to all staff.</p>
<p>Dec</p> 	<p>December Evidence of Progress</p> <p>Completed for all district</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p> <p>Made changes as needed.</p>								
<p>May</p> 	<p>May Evidence of Progress</p> <p>Updated documentation</p>								
<p>June</p> 	<p>June Evidence of Progress</p> <p>Made training available to all staff.</p>								
<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"> No Progress</td> <td style="text-align: center;"> Accomplished</td> <td style="text-align: center;"> Continue/Modify</td> <td style="text-align: center;"> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue						

Goal 3: Equity

Performance Objective 1: Provide department staff 3 equity trainings before June 30, 2021.

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Operations leadership to define training topics Strategy's Expected Result/Impact: Topics and format defined for 19-20 equity trainings Staff Responsible for Monitoring: Operations leadership will track</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p> <p>June</p>	<p>December Evidence of Progress Talking about equity in student learning</p> <p>March Evidence of Progress Reporting on equity - eg. devices and hotspots</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: Operations Equity Committee to develop topics and materials for equity trainings Strategy's Expected Result/Impact: 2 to 4 training topics and materials Staff Responsible for Monitoring: Operations leadership will track</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p> <p>June</p>	<p>December Evidence of Progress 565</p> <p>March Evidence of Progress Planning on Spring Equity Trainings</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Deliver 3 equity trainings to department staff Strategy's Expected Result/Impact: Create a more welcoming environment for students Staff Responsible for Monitoring: Trainings will be in team meeting minutes</p>	<p>Dec December Evidence of Progress  Initial meetings</p> <p>Mar March Evidence of Progress  Planning Spring Training</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Ensure all department staff attend the trainings Strategy's Expected Result/Impact: All staff participate in the trainings Staff Responsible for Monitoring: Department head will monitor</p>	<p>Dec December Evidence of Progress  Setting expectations on training and attendance 566</p> <p>Mar March Evidence of Progress  Implementing equity mindset to all trainings</p> <p>May May Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 4: Data security

Performance Objective 1: Implement cybersecurity training for staff

Evaluation Data Sources: All staff trained as shown in KnowBe4 console.
 Staff are actively reporting Phish with Phish Alert Button (real phish and training phish)
 Number of phish incidents that cause harm are decreased

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Implement KnowBe4 Security Awareness Training Strategy's Expected Result/Impact: All staff complete initial training. Staff Responsible for Monitoring: IT Director and Systems Engineer Characteristics: High Levels of Collaboration and Communication, Focused Professional Development</p>	<p>Dec  5% December Evidence of Progress Did testing with small groups of Staff</p> <p>Mar  90% March Evidence of Progress Completed all staff training, rolled out continual Phish training emails, beginning to offer additional training</p> <p>May  95% May Evidence of Progress Continue to provide phishing email awareness training 567</p> <p>June  June Evidence of Progress Maintained phishing campaign to help users identify phishing emails.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Implement Phish Alert Button (PAB) to improve awareness and reporting while offering practice.</p> <p>Strategy's Expected Result/Impact: Staff correctly identify Phish Phish issues decrease district wide</p> <p>Staff Responsible for Monitoring: IT Director Systems Administrator</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development</p>	<div data-bbox="1255 310 1360 448"> <p>Dec</p>  <p>15%</p> </div> <p>December Evidence of Progress</p> <p>Setup</p> <div data-bbox="1255 472 1360 610"> <p>Mar</p>  <p>100%</p> </div> <p>March Evidence of Progress</p> <p>Phish Alert Button installed and staff using.</p> <div data-bbox="1255 634 1360 773"> <p>May</p>  <p>100%</p> </div> <p>May Evidence of Progress</p> <p>Increased usage of phishing reports.</p> <div data-bbox="1255 789 1360 854"> <p>June</p>  <p>100%</p> </div> <p>June Evidence of Progress 568</p> <p>Decreased number of users clicking phishing emails.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 878 516 919">  <p>0%</p> <p>No Progress</p> </div> <div data-bbox="758 878 810 919">  <p>100%</p> <p>Accomplished</p> </div> <div data-bbox="1073 873 1129 927">  <p>Continue/Modify</p> </div> <div data-bbox="1430 878 1482 919">  <p>Discontinue</p> </div> </div>	

Goal 4: Data security

Performance Objective 2: Improve security of printed data

Evaluation Data Sources: Copiers are rolled out to each school and department
 Report shows staff printing to Copiers with Secure Print option
 Policy in place for future of printing
 Save money district wide on printing

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Implement a universal print queue to provide a secure, compliant, and easy-to-use platform to securely release printed documents by staff and students.</p>	<p>Dec  December Evidence of Progress Project manager hired and implemented and carried out plan for roll out</p> <p>Mar  March Evidence of Progress Continued training in Secure Print</p> <p>May  May Evidence of Progress Disabled direct printing to new copier machines. 569</p> <p>June June Evidence of Progress Made secure print available to all staff and only option for new copiers.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Implement a scan option to provide a secure, compliant, and easy-to-use platform to securely scan and distribute documents by staff and students.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Planning</p> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Implanting at schools</p> </div> </div> <div style="margin-bottom: 20px;"> <p>May May Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Increase awareness of the capabilities of new copiers</p> </div> </div> <div> <p>June June Evidence of Progress</p> <p>Updated options for users to scan directly to OneDrive or Email or other locations.</p> </div> </div>
Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Implement a district-wide printing policy that facilitates maintenance, management, and procurement that improves the security of printed documents.</p>	<p>570</p>

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Dec	December Evidence of Progress
	Planning
Mar	March Evidence of Progress
	Working on policy and getting feedback
May	May Evidence of Progress
	A district policy approved to eliminate the purchase of standalone printers.
June	June Evidence of Progress
	Collaborated with Principals to find better ways to manage printers at each site.

				571
No Progress	Accomplished	Continue/Modify	Discontinue	

Reynolds School District 7
Transportation Services
2020-2021 Department Plan



572

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 573
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Equity

Performance Objective 1: Provide 6 equity training sessions to all Transportation Staff by June 30, 2021

Evaluation Data Sources: ZOOM Polls, Plus Delta's, Homework assignments and staff presentations

Summative Evaluation: Significant progress made toward meeting Objective

575

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Staff will be required to attend small group meetings. Participation will be required at all meetings. Staff will share new discoveries, experiences and opportunities for improvement department wide.</p> <p>Strategy's Expected Result/Impact: Small group discussion will encourage deeper conversations. Drivers will be assigned to the same groups in an effort to build relationships and encourage sharing and personal discoveries.</p> <p>Staff Responsible for Monitoring: Transportation Leadership Team</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	<div data-bbox="1260 324 2016 552"> <p>Dec December Evidence of Progress</p>  <p>4-Day, 4 hr., Virtual Workshop with a DEI Professional. We've developed a shared document with our commitments, standards and next steps. 58 participants in the Rosetta Stone Application. 56 registered to learn to speak Spanish, 2 registered to learn to speak Russian.</p> </div> <div data-bbox="1260 568 2016 682"> <p>Mar March Evidence of Progress</p>  <p>DEI- Handbook Created. Agreements and Expectations document created and added to handbook.</p> </div> <div data-bbox="1260 730 2016 990"> <p>May May Evidence of Progress</p>  <p>A Book Study developed by drivers for drivers started in May. 576 DEI Handbook continues to evolve. Recordings from previous trainings to be processed for library. Book and Article list created for self and professional development. Worked Slowed during Hybrid Learning model.</p> </div> <div data-bbox="1260 1006 2016 1234"> <p>June June Evidence of Progress</p>  <p>We will continue to work towards a library, larger group studies and development in our pursuit of equity and anti-racism. Our work did slow during Hybrid but have a plan to survey staff for another book study over the summer. We will begin meeting as a group in September.</p> </div>
<div data-bbox="462 1250 651 1347">  <p>No Progress</p> </div> <div data-bbox="756 1250 966 1347">  <p>Accomplished</p> </div> <div data-bbox="1071 1250 1302 1347">  <p>Continue/Modify</p> </div> <div data-bbox="1428 1250 1617 1347">  <p>Discontinue</p> </div>	

Goal 2: Student Achievement

Performance Objective 1: Develop a student management standard to be used on all elementary school routes. The standard will include practical responses to the issues we can anticipate, deescalation tools, regular coaching and documented time line of progressive interaction.

Evaluation Data Sources: Bus Conduct referral system

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Identify one elementary principal that will collaborate and assist with practical responses, Student Management Committee formed</p> <p>Strategy's Expected Result/Impact: Effective responses to common behavior. Responses that assist in relationship building. Tools for being assertive but non-threatening while driving with back to students. Student Management Team conducts bi-monthly meetings.</p> <p>Staff Responsible for Monitoring: Transportation Coordinator, Transportation Supervisor and Training & Safety Lead</p> <p>- Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication</p> <p>Problem Statements: Student Learning 5</p>	<p>Dec  December Evidence of Progress Principal selected. No meeting scheduled, yet. COVID-19 kept us all busy.</p> <p>Mar March Evidence of Progress Work delayed as a result of COVID-19</p> <p>May May Evidence of Progress Work delayed as a result of COVID-19</p> <p>June  June Evidence of Progress We are planning to meet with committee members over the summer.</p>
Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Feedback received from ZOOM Training sessions will be shared with Student Management Committee. The committee will build a model taken from driver and principal input.</p> <p>Strategy's Expected Result/Impact: Training team to develop a checklist to attach to incident or conduct referral, emailed request for assistance or intervention that outlines all progressive support offered to student(s) and driver to date. Transportation Coordinator to identify a school and request to pilot by March 2021</p> <p>Staff Responsible for Monitoring: Transportation Coordinator, Safety & Training Lead, Student Management Committee</p> <p>- Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	<p>Dec  December Evidence of Progress A committee was formed to include new and seasoned drivers. The committee met once in August to discuss the tools and practices that work. With additional driver feedback they will create a manual.</p> <p>Mar March Evidence of Progress Work delayed as a result of COVID-19</p> <p>May May Evidence of Progress Work delayed as a result of COVID-19</p> <p>June  June Evidence of Progress We will share feedback with committee during the summer.</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: Following successful pilot Transportation Coordinator will reach out to others to request implementation at their schools.</p> <p>Strategy's Expected Result/Impact: Program continues to evolve with the addition of at least one more school. Improvements are made as we prepare to offer to other schools by Fall 2021</p> <p>Staff Responsible for Monitoring: Transportation Leadership, Safety & Training Lead, Student Management Committee</p> <p>- Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p> <p>Problem Statements: Student Learning 5</p>	<p>Dec December Evidence of Progress  Roll-Out plan now planned for Fall 2021.</p> <p>Mar March Evidence of Progress Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021</p> <p>May May Evidence of Progress Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021</p> <p>June June Evidence of Progress  Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021</p>

Strategy/Action 4 Details	Reviews
<p>Strategy/Action 4: Training, Coaching and Mentoring is offered to drivers continually. Trainers continue to liaise between school sites and Transportation. Bus safety demonstrations at schools.</p> <p>Strategy's Expected Result/Impact: Effective communication, using similar words and phrases and shared goals for bus expectations will provide consistency to students. When expectations are clear, anxiety is reduced creating a safer ride for all. Students arrive at school ready to learn.</p> <p>Staff Responsible for Monitoring: Transportation Leadership and Training staff with principal feedback</p>	<p>Dec December Evidence of Progress  The shared document created from our continued DEI Work does include expectations, commitments from drivers and best practices agreed on by the group. It isn't in a manual, yet but it is planned to be included in the manual created by the committee.</p> <p>Mar March Evidence of Progress Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021</p> <p>May May Evidence of Progress Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021</p> <p>June June Evidence of Progress  Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021 ⁵⁷⁹</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 3: Communication

Performance Objective 1: Communicate the need for timely loading and unloading practices at each school

Evaluation Data Sources: On-Time Schedule reports provided by GPS System

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Transportation Leadership on site the first week(s) of school to assist in establishing good practices in the load zones.</p> <p>Strategy's Expected Result/Impact: On-site, while in the load zone, Transportation staff will serve as a liaison between drivers, who must remain at the wheel and school staff. This opens up the line of communication and assists in building positive relationships between the two. Students see that transportation is connected to their school day and staff work as team on the bus as well. This could impact student management in a very positive way.</p> <p>Staff Responsible for Monitoring: Safety & Training Lead, Bus Drivers</p>	<p>Dec December Evidence of Progress</p> <p> 5% Training Department is fully staffed. The team is putting together school assignments and schedules in anticipation of re-open.</p> <p>Mar March Evidence of Progress</p> <p> 35% Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021</p> <p>May May Evidence of Progress</p> <p> 25% Trainers on site's during Hybrid to observe and support. 580</p> <p>June June Evidence of Progress</p> <p> Will follow the strategies listed when we return in Fall 2021</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Safety & Training Lead to create a schedule to ensure periodic visits to school sites.</p> <p>Strategy's Expected Result/Impact: As Transportation staff continue to be a positive presence outside of the bus at school sites, relationships are strengthened. Issues and concerns may be addressed while on site.</p> <p>Staff Responsible for Monitoring: Transportation Leadership</p>	<p>Dec  December Evidence of Progress Training Department is fully staffed. The team is putting together school assignments and schedules.</p> <p>Mar March Evidence of Progress Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021</p> <p>May May Evidence of Progress Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021</p> <p>June  June Evidence of Progress Work delayed as a result of COVID-19- Will follow the strategies listed when we return in Fall 2021</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	581

Goal 3: Communication

Performance Objective 2: Develop a standard response outline to assist dispatch and call takers in first person resolution.

Evaluation Data Sources: On-time schedule data, fewer documented level 1 supervisor involved resolutions

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Transportation Leadership will collaborate with Dispatch Team to identify the most common occurrences in which they feel a supervisor is needed for decision making.</p> <p>Strategy's Expected Result/Impact: A decision tree develops. A standard response go by is created to assist when under pressure. Staff is empowered to make decisions quickly and effectively. Communication improves. Response time is shortened when not awaiting supervisor approval. Service to parents, school staff, community and drivers improves. Students are impacted by the change with fewer occurrences of a late bus, less radio chatter while on board buses and delays in service</p> <p>Staff Responsible for Monitoring: Transportation Leadership</p> <p>- Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Dec</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>December Evidence of Progress</p> <p>Dispatch Team has created SOP's for situations they can anticipate. Transportation Leadership Team is currently reviewing all SOP's presented by this team.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="text-align: center;"> <p>Mar</p>  <p>5%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>SOP's written by the dispatch team. 582</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="text-align: center;"> <p>May</p>  <p>10%</p> </div> <div style="text-align: center;"> <p>May Evidence of Progress</p> <p>Leadership Team reviewed SOP's and gave feedback.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Work to continue through the summer in preparation for fall start-up.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Reynolds School District 7
Operations Department
2020-2021 Department Plan



583

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 584
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Equity

Performance Objective 1: Complete 2020 Facility Assessment and Master Plan

Evaluation Data Sources: Completed Master Plan

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Complete Facility Assessments</p> <p>Strategy's Expected Result/Impact: Facility Assessments including playgrounds and play fields</p> <p>Staff Responsible for Monitoring: Procurement Process for Architect</p> <p>Assessment Reports</p> <p>Meeting Minutes</p>	<p>Dec  December Evidence of Progress All Facilities Assessments completed</p> <p>Mar  March Evidence of Progress Draft Master Long Range Facilities Plan Completed; 586</p> <p>May  May Evidence of Progress Master Long Range Facilities Plan presented to Board at April meeting.</p> <p>June  June Evidence of Progress Master Long Range Facilities Plan presented to Board at April meeting.</p>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Commence Facility Master Plan Committee Work</p> <p>Strategy's Expected Result/Impact: Master Plan Committee will have toured every district school older than 2018</p> <p>Facility Assessment Data Shared with the Committee</p> <p>Committee will inform on District Standards & Assumptions for the Plan</p> <p>Staff Responsible for Monitoring: Master Plan Committee Member Roster</p> <p>Meeting Calendar with Topics and Sites for Tours Identified</p> <p>Work Toward Plan Completion for Spring 2021</p> <p>Meeting Agendas & Minutes</p>	<p>Dec December Evidence of Progress Due to COVID, site tours were virtual.</p> <p>Mar March Evidence of Progress Assessment Plan was shared will be shared at April Facilities Assessment and Steering Committee meeting.</p> <p>May May Evidence of Progress Master Long Range Facilities Plan presented to Board at April meeting.</p> <p>June June Evidence of Progress Master Long Range Facilities Plan presented to Board at April meeting.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Fiscal Responsibility

Performance Objective 1: Develop Surplus Property Program

Evaluation Data Sources: Up to date Property, Furnishing & Equipment Inventory

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Establish effective surplus property process - removal and acquisition</p> <p>Strategy's Expected Result/Impact: Clear time-line and plan for removal of usable and no longer needed items from schools</p> <p>Clear process for acquiring additional furniture for sites when needed</p> <p>Complete Inventory with Images & Counts</p> <p>Staff Responsible for Monitoring: Images & Counts of Existing Inventory</p> <p>Smart-Sheet form and data finalized for use by sites to 'order' needed furniture</p> <p>Assessment of current storage space & measure capacity</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>December Evidence of Progress</p> <p>December 17,2021 Friday Memo outlining Surplus procedures. Complete web-based picture gallery of all surplus items.</p> </div> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>March Evidence of Progress</p> <p>Implementation of surplus procedures.</p> </div> </div> </div> <div style="margin-bottom: 10px;"> <p>May</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>May Evidence of Progress</p> <p>Adoption of surplus procedures.</p> </div> </div> </div> <div> <p>June</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>June Evidence of Progress</p> <p>Adoption of surplus procedures.</p> </div> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 2: Fiscal Responsibility

Performance Objective 2: Close out 2015 Bond

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Work with the Citizen's Oversight Committee to identify remaining Facilities projects aligned with scope of the previous Bond.</p> <p>Strategy's Expected Result/Impact: Identify outstanding opportunities for Facilities to increase support of student success</p> <p>Staff Responsible for Monitoring: Completion of Facilities assessments of Safety, Security, and Playgrounds</p>	<p>Dec December Evidence of Progress</p> <p> Completion of security, safety, and playground assessments.</p> <p>Mar March Evidence of Progress</p> <p> Principals have reviewed and provided feedback on draft Facilities Assessment. Facilities Assessment Complete; to be presented to Board in April 2021</p> <p>May May Evidence of Progress</p> <p> Facilities Assessment presented at April Board Meeting.</p> <p>June June Evidence of Progress 589</p> <p> Facilities Assessment presented at April Board Meeting.</p>

Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: Hire new Project Management firm to oversee remaining construction projects related to the 2015 Bond</p> <p>Strategy's Expected Result/Impact: Completion of identified Facilities projects</p> <p>Staff Responsible for Monitoring: Execution of vendor contracts</p> <p>Timely and accurate payment to vendors</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>CBRE HEERY contracted to oversee remaining bond work including RHS Gym Seismic upgrade.</p>
	<p>May</p> 	<p>May Evidence of Progress</p> <p>CBRE HEERY contracted to oversee remaining bond work including RHS Gym Seismic upgrade.</p>
	<p>June</p> 	<p>June Evidence of Progress</p> <p>CBRE HEERY contracted to oversee remaining bond work including RHS Gym Seismic upgrade.</p>

Strategy/Action 3 Details	Reviews								
<p>Strategy/Action 3: In conjunction with the Citizen's Oversight Committee, present final Bond report to Board</p> <p>Strategy's Expected Result/Impact: Effectively communicate good stewardship of Bond Funds to the Board and Community</p>	<table border="0"> <tr> <td data-bbox="1262 220 1360 358"> <p>Dec</p>  </td> <td data-bbox="1398 220 1898 289"> <p>December Evidence of Progress September COC meeting minutes</p> </td> </tr> <tr> <td data-bbox="1262 383 1360 521"> <p>Mar</p>  </td> <td data-bbox="1398 383 1877 451"> <p>March Evidence of Progress February COC meeting minutes</p> </td> </tr> <tr> <td data-bbox="1262 545 1360 683"> <p>May</p>  </td> <td data-bbox="1398 545 1864 613"> <p>May Evidence of Progress COC presented to Board at April meeting.</p> </td> </tr> <tr> <td data-bbox="1262 708 1360 846"> <p>June</p>  </td> <td data-bbox="1398 708 1864 776"> <p>June Evidence of Progress COC presented to Board at April meeting.</p> </td> </tr> </table> <p style="text-align: right;">591</p>	<p>Dec</p> 	<p>December Evidence of Progress September COC meeting minutes</p>	<p>Mar</p> 	<p>March Evidence of Progress February COC meeting minutes</p>	<p>May</p> 	<p>May Evidence of Progress COC presented to Board at April meeting.</p>	<p>June</p> 	<p>June Evidence of Progress COC presented to Board at April meeting.</p>
<p>Dec</p> 	<p>December Evidence of Progress September COC meeting minutes</p>								
<p>Mar</p> 	<p>March Evidence of Progress February COC meeting minutes</p>								
<p>May</p> 	<p>May Evidence of Progress COC presented to Board at April meeting.</p>								
<p>June</p> 	<p>June Evidence of Progress COC presented to Board at April meeting.</p>								
<table border="0" style="width: 100%; text-align: center;"> <tr> <td data-bbox="464 857 516 906"></td> <td data-bbox="758 857 810 906"></td> <td data-bbox="1073 857 1125 906"></td> <td data-bbox="1430 857 1482 906"></td> </tr> <tr> <td data-bbox="495 915 638 948">No Progress</td> <td data-bbox="789 915 957 948">Accomplished</td> <td data-bbox="1104 915 1304 948">Continue/Modify</td> <td data-bbox="1461 915 1604 948">Discontinue</td> </tr> </table>						No Progress	Accomplished	Continue/Modify	Discontinue
									
No Progress	Accomplished	Continue/Modify	Discontinue						

Goal 3: Student Achievement

Performance Objective 1: Complete Technology Services & Instructional Technology Audit

Evaluation Data Sources: Audit Report & Recommendations

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Incorporate technology assessment and future instructional technology need data into Facility Master Plan</p> <p>Strategy's Expected Result/Impact: Instructional Technology Need Assessment Section in Facility Master Plan</p> <p>Staff Responsible for Monitoring: Coordinate work between committees and consultants</p> <p>Provide technology assessment data to address future needs in technology master plan, including anticipated impact on cost</p>	<p>Dec December Evidence of Progress  Technology Audit completed.</p> <p>Mar March Evidence of Progress  Technology Audit shared with BRIC Architecture, facilitators of Facilities Steering and Master Planning Committee</p> <p>May May Evidence of Progress  Technology Audit included with Long Range Facilities Master Plan and presented at April Board meeting.</p> <p>June June Evidence of Progress  Technology Audit included with Long Range Facilities Master Plan and presented at April Board meeting.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Communication

Performance Objective 1: Professional Development for Operations Team

Evaluation Data Sources: Training Documentation

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Participate in RTT Equity, Diversity, and Inclusion Training</p> <p>Strategy's Expected Result/Impact: Ensure that Operations Leadership will view all matters with an equity lens and be actively anti-racist.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  RTT meeting minutes </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  RTT meeting minutes </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress 593 </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  RTT meeting minutes </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  RTT meeting minutes </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Reynolds School District 7
English Learners
2020-2021 Department Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 595
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals	4
Goal 1: An ELD program guide for Reynolds School District will be created to ensure academic success for emergent bilinguals.	4
Goal 2: Increase professional development to all educators on multilingual education.	6

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Goals

Goal 1: An ELD program guide for Reynolds School District will be created to ensure academic success for emergent bilinguals.

Performance Objective 1: RSD Program for English Learners will form a focus group that will meet in the 2020-2021 academic year. The focus group will be comprised of certified and classified staff, REA representation, community members and organizations, family members and current and former students. The committee will meet regularly to understand best practices for English learners, and use this knowledge to co-create/revise the RSD program for English learners.

- Evaluation Data Sources:** Committee member roster
 List of research resources pertaining to best practices for English learners
 Agenda for meetings
 Sign in sheets
 Action items identified for program co-creation/revision

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Create an application for RSD staff and a separate application for families, students and the community in Microsoft Forms</p> <p>Strategy's Expected Result/Impact: Elicit volunteers for the committee from all stakeholder groups</p> <p>Staff Responsible for Monitoring: ELD Program Director</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec</p> 	<p>December Evidence of Progress</p> <p>597</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p>

Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: ELD Program staff select members for the focus group from applications submitted. Focus will be a balance of members from all stakeholder groups.</p> <p>Strategy's Expected Result/Impact: Stakeholders from all groups have representation and input as we co-create/revise program model</p> <p>Staff Responsible for Monitoring: Director of ELD ELD TOSAS Select other ELD program staff</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p>
Strategy/Action 3 Details	Reviews	
<p>Strategy/Action 3: Create a mission and vision for the Department of Multilingual Education that is tied to the district's mission and vision and strategic plan.</p>	<p style="text-align: right;">598</p>	

	<p>Dec</p>  <p>10%</p> <p>Mar</p>  <p>20%</p> <p>May</p>  <p>50%</p> <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p>
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 <p>0%</p> <p>No Progress</p>	 <p>100%</p> <p>Accomplished</p>	 <p>Continue/Modify</p>	 <p>Discontinue</p>	599
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Goal 2: Increase professional development to all educators on multilingual education.

Performance Objective 1: Through professional development, educators will increase their understanding of emergent bilinguals to successfully support them in the classroom.

Evaluation Data Sources: Pre and Post exit ticket in PD - level of understanding

Strategy/Action 1 Details	Reviews	
<p>Strategy/Action 1: Secondary teachers in the district will receive Constructing Meaning Professional Development. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning.</p> <p>Professional Development goals are:</p> <p>Design rigorous and relevant standards-based content that is accessible to all learners</p> <p>Plan lessons that address both linguistic and content demands</p> <p>Increase appropriate, explicit oral, and written language practice throughout all lessons.</p> <p>Teachers become proficient in utilizing ready-to-go editable template and strategies that can be applied to all content and/or lessons</p>	<p>Dec</p>  <p>Mar</p>  <p>May</p>  <p>June</p> 	<p>December Evidence of Progress</p> <p>March Evidence of Progress</p> <p>May Evidence of Progress</p> <p>June Evidence of Progress</p>
		600

Strategy/Action 2 Details	Reviews	
<p>Strategy/Action 2: Secondary administrators in the district will receive Constructing Meaning Professional Development. The Leadership Strand seeks to deepen understanding of instructional look-fors and build capacity to conduct walkthroughs for teachers who are part of the CM learning group. The purpose of these instructional rounds is to calibrate the observational tool as well as to provide support to CM practicing teachers.</p>	<p>Dec</p> 	<p>December Evidence of Progress</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>May</p> 	<p>May Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p>

Strategy/Action 3 Details	Reviews
<p>Strategy/Action 3: A book study which will include both research and practical strategies to take the first steps towards excellence in educating culturally and linguistically diverse children will be provided to all teachers and administrators.</p>	
	<p>Dec</p> <p> 10%</p> <p>December Evidence of Progress</p>
	<p>Mar</p> <p> 50%</p> <p>March Evidence of Progress</p>
	<p>May</p> <p> 100%</p> <p>May Evidence of Progress</p>
	<p>June</p> <p> 100%</p> <p>June Evidence of Progress</p> <p style="text-align: right;">602</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Reynolds School District 7
Special Education Services
2020-2021 Department Plan



603

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 604
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals	4
Goal 1: By June 2021, 75% of students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day. Baseline: According 2019-20 Synergy Data, 60% of students receiving special education services in the Reynolds School District are educated in the general education setting, with their non-disabled peers, 80% of the school day or more.	4
Goal 2: By June 2021, 80% of parents of students receiving special education services in the Reynolds School District will report that Special Education Department delivers high quality customer services and engages them as full participants in their child's special education services, measured by parent surveys and Center for Educational Effectiveness survey. According to 2020 Center for Educational Effectiveness and Urban Collaborative Special Education Audit, approximately 50% of parents report that Special Education Department does not provide high quality customer services or engages them as full participants in their child's special education services.	9

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Goals

Goal 1: By June 2021, 75% of students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Baseline: According 2019-20 Synergy Data, 60% of students receiving special education services in the Reynolds School District are educated in the general education setting, with their non-disabled peers, 80% of the school day or more.

Performance Objective 1: By December, 2020, 65% students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Evaluation Data Sources: -Presentation on Inclusive Practices

-Sign-in/Sign Sheets

-Professional Development Agendas

-Exit Tickets

-Accommodation, Modification Tracking Sheets

-Meeting Minutes Summaries

Summative Evaluation: Some progress made toward meeting Objective

606

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Special Education Director and Program Administrators will conduct professional development with special education TOSAs on evidenced based practices in Inclusion.</p> <p>Strategy's Expected Result/Impact: It is expected that delivering professional development on evidenced based practices in Inclusion to TOSAs will help administration customize professional development for site based staff to support the population they serve and ensure that students' special education programs promote inclusive practices.</p> <p>Staff Responsible for Monitoring: -Director of Special Education -Program Administrators</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, Focused Professional Development</p>	<div data-bbox="1255 354 2028 492"> <p>Dec December Evidence of Progress</p>  <p>Special Education Admin and TOSAs are doing a book study on the book, Your students, My Students, Our Students.</p> </div> <div data-bbox="1255 516 2028 654"> <p>Mar March Evidence of Progress</p>  <p>Special Education Admin and TOSAs are doing a book study on the book, Your students, My Students, Our Students.</p> </div> <div data-bbox="1255 678 2028 816"> <p>May May Evidence of Progress</p>  <p>Special Education Admin and TOSAs are facilitating work groups with K-12 Special Education Teachers.</p> <p style="text-align: right;">607</p> </div> <div data-bbox="1255 841 2028 971"> <p>June June Evidence of Progress</p>  <p>The Special Education, in partnership with District and site administration, need to continue implement the concepts of inclusive practices district-wide.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 987 638 1076">  <p>No Progress</p> </div> <div data-bbox="758 987 957 1076">  <p>Accomplished</p> </div> <div data-bbox="1073 987 1308 1076">  <p>Continue/Modify</p> </div> <div data-bbox="1430 987 1602 1076">  <p>Discontinue</p> </div> </div>	

Goal 1: By June 2021, 75% of students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Baseline: According 2019-20 Synergy Data, 60% of students receiving special education services in the Reynolds School District are educated in the general education setting, with their non-disabled peers, 80% of the school day or more.

Performance Objective 2: By March, 2021, 70% students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Evaluation Data Sources: -Presentation on Inclusive Practices

-Sign-in/Sign Sheets

-Professional Development Agendas

-Exit Tickets

-Accommodation, Modification Tracking Sheets

-Meeting Minutes Summaries

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Special Education Director, Program Administrators, with the support of special education TOSAs will conduct professional development with special education TOSAs on evidenced based practices in Inclusion.</p> <p>Strategy's Expected Result/Impact: It is expected that delivering professional development on evidenced based practices in inclusion to site administration will help them lead the implementation of inclusive practices in their respective buildings and support their staff in serving students receiving special education in the least restrictive environment.</p> <p>Staff Responsible for Monitoring: -Director of Special Education -Program Administrators</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<div data-bbox="1255 391 2028 532"> <p>Dec December Evidence of Progress</p>  25% Special Education Administration and TOSAs are in the pre-planning stages. </div> <div data-bbox="1255 553 2028 695"> <p>Mar March Evidence of Progress</p>  50% Special Education Administration and TOSAs are in the planning stages. </div> <div data-bbox="1255 716 2028 857"> <p>May May Evidence of Progress</p>  85% Special Education Administration and TOSAs are facilitating work groups with Special Education 609 Teachers on the principles of inclusive practices. </div> <div data-bbox="1255 878 2028 1133"> <p>June June Evidence of Progress</p>  Special Education administration, in collaboration with District and site administration, will continue to work with staff, in both general and special education, in implementing inclusive practices district-wide. Greater focus will be increasing the percentage of special education students at the middle school and high school levels in accessing the general education setting. </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1149 638 1235">  0% No Progress </div> <div data-bbox="758 1149 957 1235">  100% Accomplished </div> <div data-bbox="1073 1149 1304 1235">  Continue/Modify </div> <div data-bbox="1430 1149 1604 1235">  Discontinue </div> </div>	

Goal 1: By June 2021, 75% of students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Baseline: According 2019-20 Synergy Data, 60% of students receiving special education services in the Reynolds School District are educated in the general education setting, with their non-disabled peers, 80% of the school day or more.

Performance Objective 3: By June, 2021, 75% students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Evaluation Data Sources: -Presentation on Inclusive Practices

-Sign-in/Sign Sheets

-Professional Development Agendas

-Exit Tickets

-Accommodation, Modification Tracking Sheets

-Meeting Minutes Summaries

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Special Education Director, Program Administrators, with the support of special education TOSAs and site administration will support special education staff in implementing inclusive practice and serving student receiving special education in the least restrictive environment.</p> <p>Strategy's Expected Result/Impact: It is expected that providing ongoing coaching and support to staff in the implementation of evidenced based inclusive practices will equip them with the skills and efficacy to deliver specially designed instruction and related services for students receiving special education in the least restrictive environment.</p> <p>Staff Responsible for Monitoring: -Presentation on Inclusive Practices -Sign-in/Sign Sheets -Professional Development Agendas -Exit Tickets -Accommodation, Modification Tracking Sheets -Meeting Minutes Summaries</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Dec December Evidence of Progress</p> <p> Special Education Administration and TOSAs are in the pre-planning stages.</p> <p>Mar March Evidence of Progress</p> <p> Special Education Administration and TOSAs are in the planning stages. 611</p> <p>May May Evidence of Progress</p> <p> At present, 80% of Special Education students are educated in the general education setting 80% more of the day at the following levels: elementary (82%); middle school (70%); and high school (30%).</p> <p>June June Evidence of Progress</p> <p> Special Education administration, in collaboration with District and site administration, will continue to work with staff, in both general and special education, in implementing inclusive practices district-wide. Greater focus will be increasing the percentage of special education students at the middle school and high school levels in accessing the general education setting.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 2: By June 2021, 80% of parents of students receiving special education services in the Reynolds School District will report that Special Education Department delivers high quality customer services and engages them as full participants in their child's special education services, measured by parent surveys and Center for Educational Effectiveness survey.

According to 2020 Center for Educational Effectiveness and Urban Collaborative Special Education Audit, approximately 50% of parents report that Special Education Department does not provide high quality customer services or engages them as full participants in their child's special education services.

Performance Objective 1: By December 2020, 60% of parents of students receiving special education services in the Reynolds School District will report that Special Education Department delivers high quality customer services and engages them as full participants in their child's special education services, measured by parent surveys.

- Evaluation Data Sources:**
- parent surveys
 - IEP meeting attendance
 - IEP parent input

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: The Special Education Administration will convene quarterly meetings with parents to discuss special education services in the district and eliciting parent input on how to improve delivery of special education in the district.</p> <p>Strategy's Expected Result/Impact: It is believed engaging parents in ongoing dialogue regarding special education services and eliciting their input will strengthen collaboration and communication between our families and the school district and provide an opportunity for us take actionable steps to improve special education services based on parent feedback.</p> <p>Staff Responsible for Monitoring: -Director of Special Education -Program Administrators.</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec December Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div> <p>Special Education Administration has scheduled two parent information sessions to elicit input from families on the delivery of special education services in the district. In February 2021, a parent survey will be sent to gather parent data on customer service.</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div> <p>In February 2021, Special Education Administration scheduled five parent information sessions to elicit input from families on the delivery of special education services in the district.</p> </div> </div> </div> <div style="margin-bottom: 20px;"> <p>May May Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div> </div> </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div> <p>Continue offering parent information session as well as provide workshops to families to equip them with the information/resources needed to advocate on their child's behalf.</p> </div> </div> </div> </div>

Strategy/Action 2 Details	Reviews
<p>Strategy/Action 2: Special Education Administration will provide increase parents accessibility to their child's educational records and in their native language.</p> <p>Strategy's Expected Result/Impact: It is believed that by providing parents easier access to their child's educational records and in their native language will increase their ability to full participants in special education process.</p> <p>Staff Responsible for Monitoring: -Special Education Director -Program Administrator</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<div style="text-align: right;"> <p>December Evidence of Progress</p> <p>Dec</p>  <p>25%</p> <p>March Evidence of Progress</p> <p>Mar</p>  <p>50%</p> <p>May Evidence of Progress</p> <p>May</p>  <p>60%</p> <p>June Evidence of Progress</p> <p>June</p>  </div> <p>Special Education documents in the district data management system have been translated into Spanish and Russian.</p> <p>613</p> <p>Continue working to ensure Special Education documents are accessible in our families' native languages and that they're able to be full participants in the their child's special education program.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0%</p> <p>No Progress</p> </div> <div style="text-align: center;">  <p>100%</p> <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Reynolds School District 7
Student & Family Services
2020-2021 Department Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities. 615
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Goals

Goal 1: Equity and Student Achievement

Performance Objective 1: In collaboration with the Division of Academics, develop a locally designed and state-aligned framework for the implementation of a Multi-Tiered System of Student Support.

Evaluation Data Sources: Review of the District's approved plan for the development of a district Multi-Tiered System of Support.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Convene a committee of central office and site-based administrators to begin developing the framework. Input will be sought from teachers and support providers on the draft framework.</p> <p>By April 2021 building administrators will join the committee of central office administrators that began in March 2020.</p> <p>By May, 2021, teachers and support providers will join the committee.</p> <p>By June 2021, the Superintendent will share progress with the Board.</p>	<div data-bbox="1255 751 2003 885"> <p>Dec December Evidence of Progress 617</p> <p>Started discussing the process.</p>  </div> <div data-bbox="1255 911 2003 1044"> <p>Mar March Evidence of Progress</p> <p>Hired new Student Services Program Administrator - School Climate & Culture, Seth Jones. Starts March 22nd.</p>  </div> <div data-bbox="1255 1070 2003 1203"> <p>May May Evidence of Progress</p> <p>Meetings and discussions have started for this process.</p>  </div> <div data-bbox="1255 1229 2003 1362"> <p>June June Evidence of Progress</p> <p>Still working on and will be a focus next year as well for Seth Jones to continue.</p>  </div>
<div data-bbox="464 1385 516 1430"> </div> <p>No Progress</p> <div data-bbox="758 1385 810 1430"> </div> <p>Accomplished</p> <div data-bbox="1073 1385 1125 1430"> </div> <p>Continue/Modify</p> <div data-bbox="1430 1385 1482 1430"> </div> <p>Discontinue</p>	

Goal 1: Equity and Student Achievement

Performance Objective 2: Create a master plan for English Language Learners and Multilingual Education.

Evaluation Data Sources: ELD Department Audit results from 2019 and data from Oregon Department of Education regarding HB3499.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Work cross-departmentally to create a multilingual education leadership group that will develop a master plan for ELD and Multilingual Education.</p> <p>By October 2020, the Director of Multilingual Education will select committee members.</p> <p>By April 2021, the Director of Multilingual Education will review October list and revise if necessary. She will plan the upcoming meetings to begin work.</p> <p>By May 2021, the Committee will begin to meet.</p> <p>By June 2021, the committee will provide progress report to the Superintendent.</p> <p>By February 2022, the Superintendent will bring recommendations to the Board for direction.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Dec December Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Selected committee members.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress 618 </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Hired new Director of Multilingual Education</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> May May Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Master plan for ELD learners has been created and shared with Article 27 committee.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Meeting with ODE regarding Title III Targeted Audit, working on changing practices for the future.</div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 1: Equity and Student Achievement

Performance Objective 3: Provide professional development and support for social-emotional learning.

Evaluation Data Sources: Number of trainings and professional development opportunities offered for staff. Committee involvement in SEL planning and implementation.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Organize distance learning social emotional curriculum guide for social workers and counselors from the Social-Emotional Workgroup led by three School Site Administrators.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Dec</p> <div style="display: flex; align-items: center;">  <p>December Evidence of Progress SEL Committee created guide for teachers.</p> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar</p> <div style="display: flex; align-items: center;">  <p>March Evidence of Progress Books were delivered to all social workers and counselors.</p> </div> </div> <div style="margin-bottom: 20px;"> <p>May</p> <div style="display: flex; align-items: center;">  <p>May Evidence of Progress Completed earlier in the year.</p> </div> </div> <div> <p>June</p> <div style="display: flex; align-items: center;">  <p>June Evidence of Progress Completed earlier in the year.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	<p>619</p>

Goal 1: Equity and Student Achievement

Performance Objective 4: Reduce disproportionate disciplinary practices for students of color and students in poverty.

Evaluation Data Sources: District out of class and out of school suspension rates as reported to the Oregon Department of Education.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Work with Article 18 committee to create inclusive practices for students, such as discipline behavior reporting and a new MTSS module in Synergy.</p>	<p>Dec  December Evidence of Progress Article 18 working on MTSS module.</p> <p>Mar  March Evidence of Progress Article 18 created guide for CDL behavior.</p> <p>May  May Evidence of Progress MTSS pilot is being sent to schools this year.</p> <p>June  June Evidence of Progress Training program for MTSS module being developed to use in fall 2021.</p> <p style="text-align: right;">620</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: Equity and Student Achievement

Performance Objective 5: Identify strategies and resources to support chronically absent students and their families.

Evaluation Data Sources: District YTD attendance data and end of year summative attendance data.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Support school social workers to provide resources to families who are chronically absent. Use Chronic Absenteeism grant funds to improve absenteeism rates.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Dec</p> <div style="display: flex; align-items: center;">  <p>December Evidence of Progress Social Workers support students and families.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar</p> <div style="display: flex; align-items: center;">  <p>March Evidence of Progress Plan for utilizing funds to improve Chronic Absenteeism.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>May</p> <div style="display: flex; align-items: center;">  <p>May Evidence of Progress Using Chronic Absenteeism funds to create improvements in the district.</p> </div> </div> <div> <p>June</p> <div style="display: flex; align-items: center;">  <p>June Evidence of Progress Spent all money from Chronic Absenteeism grant.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

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Goal 1: Equity and Student Achievement

Performance Objective 6: Review all departments under the purview of Student and Family Services to improve access, ensure equity and targeted, research-based allocation of resources to improve student outcomes.

Evaluation Data Sources: CEE data for the District and Internal Audits including SpEd and ELD data.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Continually check in with staff and provide additional support. Hire additional Program Administrator - School Climate and Culture to move this goal forward.</p>	<p>Dec December Evidence of Progress  Work closely with all Student & Family Services departments.</p> <p>Mar March Evidence of Progress  Hired Seth Jones, Student Services Program Administrator - School Climate & Culture.</p> <p>May May Evidence of Progress  Hired Seth Jones. 622</p> <p>June June Evidence of Progress  Seth Jones making improvements in the district.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>	

Goal 1: Equity and Student Achievement

Performance Objective 7: Promote the development of positive social-emotional learning supports for general education students and students receiving special education services.

Evaluation Data Sources: Oregon Healthy Student Survey results; chronic absenteeism rates; student referrals and records for health and mental health service needs.

Strategy/Action 1 Details	Reviews
<p>Strategy/Action 1: Using SIA and other funds, hire 10 school social workers and 10 school counselors.</p>	<p>Dec December Evidence of Progress  Working closely with social workers and counselors to provide extra support to families in need.</p> <p>Mar March Evidence of Progress  Student Health Survey starting March 1st.</p> <p>May May Evidence of Progress  Social-emotional learning practices increased during Hybrid learning. 623</p> <p>June June Evidence of Progress  Continue to promote SEL in all areas of academics.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



Fiscal Year 2020-21
May 2021 Board Report - Estimated Annual

GENERAL FUND

	Working Budget	5/30/2021 MTD	Fiscal Year Projected*	Budget Versus FY Projected
RESOURCES				(Under) / Over
Beginning Balance	14,522,218	-	18,958,789	4,436,571
Local Sources	29,887,141	580,513	29,527,901	(359,240)
Intermediate Sources	1,001,800	49,929	646,787	(355,013)
State Sources	104,883,164	9,736,247	102,852,263	(2,030,901)
Federal Sources	65,000	3,244	69,828	4,828
Other Financing Sources	-	-	1,232,761	1,232,761
				-
Total Resources	150,359,323	10,369,933	153,288,329	1,696,245
REQUIREMENTS				Under / (Over)
Instruction	83,220,180	7,148,122	82,277,470	942,710
Support Services	56,216,054	3,868,019	55,579,244	636,810
Community Services	462,610	12,734	462,610	-
Other Uses	3,869,368	50,852	3,869,368	-
Contingency	1,620,145	-	-	1,620,145
Unappropriated End Balance	4,970,966	-	-	4,970,966
				-
Total Expenditures	150,359,323	11,079,727	142,188,692	8,170,631
PERIOD NET ACTIVITY		<u>(709,794)</u>		
PROJECTED ENDING FUND BALANCE			<u>11,099,637</u>	
(Total Resources minus Requirements)				-
PROJ ACTUAL SPEND DOWN/ (ADD BACK) IN CASH RESERVE			7,859,152	

- Notes :**
- 1) *Beginning Balance is a pre-audit estimate.*
 - 2) *Revenues estimate is based on ODE projection as of 5/1/2021
Based on \$9.0 Billion Legislative Approved Budget with 49/51 split, and
Total ADMw (including Charters): 14,240.23*
 - 2) *Expenditures estimate is based on actuals to date and projected summer payroll and project costs.*
 - 3) *The projection is an estimate which can and may vary up to 10%.*

Multnomah County School District #7

FINANCIAL STATEMENT - General Fund By Function For the Period 05/01/2021 through 05/31/2021

Fiscal Year: 2020-2021

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
Revenues							
Beginning Fund Balance (+)	\$14,522,218.00	\$0.00	\$18,958,789.26	(\$4,436,571.26)	\$0.00	(\$4,436,571.26)	-30.6%
Local Sources (+)	\$29,887,141.00	\$580,513.13	\$29,122,628.22	\$764,512.78	\$0.00	\$764,512.78	2.6%
Intermediate (+)	\$1,001,800.00	\$49,929.38	\$596,787.45	\$405,012.55	\$0.00	\$405,012.55	40.4%
State (+)	\$104,883,164.00	\$9,736,246.60	\$102,259,932.34	\$2,623,231.66	\$0.00	\$2,623,231.66	2.5%
Federal (+)	\$65,000.00	\$3,243.67	\$66,666.23	(\$1,666.23)	\$0.00	(\$1,666.23)	-2.6%
Other Financing Sources (+)	\$0.00	\$0.00	\$1,232,760.67	(\$1,232,760.67)	\$0.00	(\$1,232,760.67)	0.0%
Sub-total : Revenues	\$150,359,323.00	\$10,369,932.78	\$152,237,564.17	(\$1,878,241.17)	\$0.00	(\$1,878,241.17)	1.2%
Total : INCOME	\$150,359,323.00	\$10,369,932.78	\$152,237,564.17	(\$1,878,241.17)	\$0.00	(\$1,878,241.17)	1.2%
EXPENSES							
Expenditures							
Instruction (-)	\$83,220,180.00	\$7,148,121.98	\$61,650,665.52	\$21,569,514.48	\$17,164,522.56	\$4,404,991.92	5.3%
Support Services (-)	\$56,216,054.00	\$3,868,018.65	\$38,531,923.78	\$17,684,130.22	\$7,808,155.12	\$9,875,975.10	17.6%
Enterprise & Community (-)	\$462,610.00	\$12,733.89	\$410,776.04	\$51,833.96	\$38,110.94	\$13,723.02	3.0%
Other Uses Transfers (-)	\$3,869,368.00	\$50,852.46	\$3,726,765.46	\$142,602.54	\$0.00	\$142,602.54	3.7%
Operating Contingency (-)	\$1,620,145.00	\$0.00	\$0.00	\$1,620,145.00	\$0.00	\$1,620,145.00	100.0%
Unappropriated Ending Fund Balance (-)	\$4,970,966.00	\$0.00	\$0.00	\$4,970,966.00	\$0.00	\$4,970,966.00	100.0%
Sub-total : Expenditures	(\$150,359,323.00)	(\$11,079,726.98)	(\$104,320,130.80)	(\$46,039,192.20)	(\$25,010,788.62)	(\$21,028,403.58)	14.0%
Total : EXPENSES	(\$150,359,323.00)	(\$11,079,726.98)	(\$104,320,130.80)	(\$46,039,192.20)	(\$25,010,788.62)	(\$21,028,403.58)	14.0%
NET ADDITION/(DEFICIT)	\$0.00	(\$709,794.20)	\$47,917,433.37	(\$47,917,433.37)	(\$25,010,788.62)	(\$22,906,644.75)	0.0%

End of Report

Multnomah County School District #7

FINANCIAL STATEMENT - General Fund by Object For the Period 05/01/2021 through 05/31/2021

Fiscal Year: 2020-2021

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
Revenues							
Beginning Fund Balance (+)	\$14,522,218.00	\$0.00	\$18,958,789.26	(\$4,436,571.26)	\$0.00	(\$4,436,571.26)	-30.6%
Local Sources (+)	\$29,887,141.00	\$580,513.13	\$29,122,628.22	\$764,512.78	\$0.00	\$764,512.78	2.6%
Intermediate (+)	\$1,001,800.00	\$49,929.38	\$596,787.45	\$405,012.55	\$0.00	\$405,012.55	40.4%
State (+)	\$104,883,164.00	\$9,736,246.60	\$102,259,932.34	\$2,623,231.66	\$0.00	\$2,623,231.66	2.5%
Federal (+)	\$65,000.00	\$3,243.67	\$66,666.23	(\$1,666.23)	\$0.00	(\$1,666.23)	-2.6%
Other Financing Sources (+)	\$0.00	\$0.00	\$1,232,760.67	(\$1,232,760.67)	\$0.00	(\$1,232,760.67)	0.0%
Sub-total : Revenues	\$150,359,323.00	\$10,369,932.78	\$152,237,564.17	(\$1,878,241.17)	\$0.00	(\$1,878,241.17)	1.2%
Total : INCOME	\$150,359,323.00	\$10,369,932.78	\$152,237,564.17	(\$1,878,241.17)	\$0.00	(\$1,878,241.17)	1.2%
EXPENSES							
Expenditures							
Salaries (-)	\$65,319,782.57	\$5,117,114.34	\$47,513,182.75	\$17,806,599.82	\$12,652,672.39	\$5,153,927.43	7.9%
Benefits (-)	\$39,594,717.34	\$2,977,143.10	\$28,173,615.17	\$11,421,102.17	\$7,358,117.03	\$4,062,985.14	10.3%
Purchased Services (-)	\$25,444,207.92	\$2,465,498.52	\$18,306,963.42	\$7,137,244.50	\$3,199,356.22	\$3,937,888.28	15.5%
Supplies and Materials (-)	\$6,188,304.48	\$434,571.44	\$3,275,532.74	\$2,912,771.74	\$1,632,881.59	\$1,279,890.15	20.7%
Capital Outlay (-)	\$1,978,577.00	\$12,352.69	\$2,026,600.08	(\$48,023.08)	\$139,115.61	(\$187,138.69)	-9.5%
Other Objects (-)	\$1,706,709.69	\$22,194.43	\$1,497,471.18	\$209,238.51	\$28,645.78	\$180,592.73	10.6%
Transfers (-)	\$3,535,913.00	\$50,852.46	\$3,526,765.46	\$9,147.54	\$0.00	\$9,147.54	0.3%
Contingencies (-)	\$1,620,145.00	\$0.00	\$0.00	\$1,620,145.00	\$0.00	\$1,620,145.00	100.0%
Unappropriated Ending Fund Balance (-)	\$4,970,966.00	\$0.00	\$0.00	\$4,970,966.00	\$0.00	\$4,970,966.00	100.0%
Sub-total : Expenditures	(\$150,359,323.00)	(\$11,079,726.98)	(\$104,320,130.80)	(\$46,039,192.20)	(\$25,010,788.62)	(\$21,028,403.58)	14.0%
Total : EXPENSES	(\$150,359,323.00)	(\$11,079,726.98)	(\$104,320,130.80)	(\$46,039,192.20)	(\$25,010,788.62)	(\$21,028,403.58)	14.0%
NET ADDITION/(DEFICIT)	\$0.00	(\$709,794.20)	\$47,917,433.37	(\$47,917,433.37)	(\$25,010,788.62)	(\$22,906,644.75)	0.0%

End of Report

Operating Statement with Encumbrance



Fiscal Year 2020-21
May 2021 Board Report - Estimated Annual
May 2020 and 2021 Respectively

GENERAL FUND								
FY 2019-20				FY 2020-21				
Revised Budget	5/30/2020 MTD	Fiscal Year Projected	Monthly %	Working Budget	5/30/2021 MTD	Fiscal Year Projected	Monthly %	
RESOURCES								
Beginning Balance	15,090,000	-	17,832,461	0.0%	14,522,218	-	18,958,789	0.0%
Local Sources	28,436,712	235,537	28,436,712	0.8%	29,887,141	580,513	29,527,901	1.9%
Intermediate Sources	1,896,800	192,902	1,392,044	10.2%	1,001,800	49,929	646,787	5.0%
State Sources	101,604,369	9,336,999	100,793,895	9.2%	104,883,164	9,736,247	102,852,263	9.3%
Federal Sources	65,000	(519)	44,175	-0.8%	65,000	3,244	69,828	5.0%
Other Financing Source	-	-	-		-	-	1,232,761	0.0%
Total Resources	147,092,881	9,764,919	148,499,287	6.6%	150,359,323	10,369,933	153,288,329	6.9%
REQUIREMENTS								
Instruction	83,425,777	7,969,249	81,021,664	9.6%	83,220,180	7,148,122	82,277,470	8.6%
Support Services	55,212,249	4,520,526	53,621,176	8.2%	56,216,054	3,868,019	55,579,244	6.9%
Community Services	163,029	12,378	163,029	7.6%	462,610	12,734	462,610	2.8%
Other Uses	1,700,715	-	1,700,715	0.0%	3,869,368	50,852	3,869,368	1.3%
Contingency	1,620,145	-	-	0.0%	1,620,145	-	-	0.0%
Unappropriated End Balance	4,970,966	-	-	0.0%	4,970,966	-	-	0.0%
Total Expenditures	147,092,881	12,502,153	136,506,584	8.5%	150,359,323	11,079,727	142,188,692	7.4%
PERIOD NET ACTIVITY		<u><u>(2,737,234)</u></u>				<u><u>(709,794)</u></u>		
PROJECTED ENDING FUND BALANCE			<u><u>11,992,703</u></u>				<u><u>11,099,637</u></u>	
AVAILABLE PROJECTED ENDING FUND BALANCE			<u><u>11,992,703</u></u>				<u><u>11,099,637</u></u>	
PROJ. ACTUAL SPEND DOWN/(ADD BACK) IN CASH RESERVE			5,839,758				7,859,152	

Beginning Fund Balance - Projected Ending Fund Balance = Proj. Actual Spend Down/(Add Back)



Fiscal Year 2020-21
Board Report by **Major Object**

Two Year Comparison as of Month Ending May 2020 and 2021 Respectively

GENERAL FUND				
	2019-20 EST YTD July - May	2020-21 EST YTD July - May	Compare to Prior Year July - May	Change %
REVENUES			<u>+/(-)</u>	<u>+/(-)</u>
Local Sources	28,193,622	29,122,628	929,007	3.3%
Intermediate Sources	386,854	596,787	209,933	0.0%
State Sources	100,543,895	102,259,932	1,716,037	1.7%
Federal Sources	41,014	66,666	25,652	62.5%
Debt Financing Source	-	1,232,761	1,232,761	0.0%
Total Revenues	<u>129,165,386</u>	<u>133,278,775</u>	<u>4,113,389</u>	3.2%
EXPENDITURES			<u>+/(-)</u>	<u>+/(-)</u>
Salaries	48,874,388	47,513,183	(1,361,205)	-2.8%
Benefits/Employer Costs	28,218,736	28,173,615	(45,121)	-0.2%
Purchased Services	22,743,002	18,306,963	(4,436,039)	-19.5%
Supplies and Materials	3,225,919	3,275,533	49,614	1.5%
Capital Outlay	647,169	2,026,600	1,379,431	0.0%
Other Objects (Debts, Dues & Fees)	1,358,612	1,497,471	138,859	10.2%
Transfers	1,355,000	3,526,765	2,171,765	0.0%
Total Expenditures	<u>106,422,826</u>	<u>104,320,131</u>	<u>(2,102,695)</u>	-2.0%
PERIOD NET ACTIVITY	<u>22,742,560</u>	<u>28,958,644</u>	<u>6,216,084</u>	27.3%



REYNOLDS SCHOOL DISTRICT
Fiscal Year 2020-21
GENERAL FUND
Monthly Projections - As of May 31, 2021

	Budget 2020-21	TOTAL Projected FY 2020-21	Projected FY 2020-21 Difference	* Actuals		
				July 2020 - April 2021	June 2021	TOTAL Projected FY 2020-21
REVENUES						
	<i>(Under) / Over</i>					
Local (Taxes, Misc)	29,887,141	29,527,901	(359,240)	28,542,115	405,273	29,527,901
Intermediate	1,001,800	646,787	(355,013)	546,858	50,000	646,787
State	104,883,164	102,852,263	(2,030,901)	92,523,686	592,331	102,852,263
Federal	65,000	69,828	4,828	63,423	3,162	69,828
Other Financing Sources	-	1,232,761	1,232,761	1,232,761		1,232,761
Total Revenues	135,837,105	134,329,540	(1,507,565)	122,908,842	1,050,766	134,329,541
EXPENDITURES						
	<i>Under / (Over)</i>					
Salaries	65,314,600	65,015,100	299,499	42,396,068	17,501,918	65,015,100
Associated Payroll Costs	39,601,507	39,248,203	353,304	25,196,472	11,074,588	39,248,203
Purchased Services	25,378,336	24,986,193	392,143	15,841,465	6,679,230	24,986,193
Supplies and Materials	5,809,366	5,625,022	184,344	2,840,961	2,349,490	5,625,022
Capital Outlay	2,452,177	2,188,078	264,099	2,014,247	161,478	2,188,078
Other (Debts, Dues & Fees)	1,676,313	1,599,329	76,984	1,475,277	101,857	1,599,329
Transfers	3,535,913	3,526,765	9,148	3,475,913	-	3,526,765
Total Expenditures	143,768,212	142,188,692	1,579,521	93,240,404	37,868,561	142,188,692
<i>Under / (Over)</i>						
SURPLUS / (DEFICIT)	(7,931,107)	(7,859,152)	71,956			
<i>(Revenues minus Expenditures)</i>						
<i>(Under) / Over</i>						
Beg. Fund Balance	14,522,218	18,958,789	4,436,571			
End Fund Balance	6,591,111	11,099,637	4,508,527			

Assumptions: FY 2020-21

ODE estimates as of 5/1/2021 - Based on \$9.0 Billion Legislative Approved Budget with 49/51 split, total ADMw: 14,240.23 2020-21 Estimate (including Charters)

Revenues: Estimate is a preliminary amount until audit is complete.

Expenditures: Audited amount.

Beginning Fund Balance : Audited amount.

(Sum of Surplus/Deficit and Beg. Fund Balance)

629 Source of Actual figures - iVisions financial accounting system
 The projection is an estimate which can and may vary up to 10%



Fiscal Year 2020-21

2015 Capital Bond Projects May 2021 Board Report - Estimated Annual

BOND CAPITAL PROJECTS FUND

	Working Budget	5/30/2021 MTD	Fiscal YTD	Fiscal Year Projected	Budget Versus FY Projected
RESOURCES					(Under) / Over
Beginning Balance	2,892,700	-	2,473,020	2,473,020	(419,680)
Bond Sale Proceeds	-	-	-	-	-
Local Sources <i>(Incl. Interest Earnings)</i>	2,500	-	-	-	(2,500)
Total Resources	2,895,200	-	2,473,020	2,473,020	(422,180)
REQUIREMENTS					Under / (Over)
Salaries	-	-	-	-	-
Employer Costs/Benefits	-	-	-	-	-
Purchased Services	442,200	-	67,110	442,200	-
Supplies and Materials	52,500	-	-	52,500	-
Capital Outlay	2,400,500	-	1,345,255	1,948,470	452,030
Other Objects	-	-	29,850	29,850	(29,850)
Contingencies	-	-	-	-	-
Total Expenditures	2,895,200	-	1,442,216	2,473,020	422,180
PERIOD NET ACTIVITY		-	1,030,805		
PROJECTED ENDING FUND BALANCE-ROLL TO 2020-21				-	
(Total Resources minus Requirements)				-	

Notes :

- 1) Beginning Balance is Audited number.
- 2) The projections are estimates which can and may vary up to 10%.

Multnomah County School District #7

2015 Bond Capital Fund Report by Function For the Period 05/01/2021 through 05/31/2021

Fiscal Year: 2020-2021

	<u>05/01/2021 - 05/31/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
INCOME					
Revenues					
Beginning Fund Balance (+)	\$0.00	\$2,473,020.40	\$2,892,700.00	\$419,679.60	85.5%
Local Sources (+)	\$0.00	\$0.00	\$2,500.00	\$2,500.00	0.0%
Sub-total : Revenues	\$0.00	\$2,473,020.40	\$2,895,200.00	\$422,179.60	85.4%
Total : INCOME	\$0.00	\$2,473,020.40	\$2,895,200.00	\$422,179.60	85.4%
EXPENSES					
Expenditures					
Facilities Acquisition & Construction (-)	\$0.00	\$1,442,215.69	\$2,895,200.00	\$1,452,984.31	49.8%
Sub-total : Expenditures	\$0.00	(\$1,442,215.69)	(\$2,895,200.00)	(\$1,452,984.31)	49.8%
Total : EXPENSES	\$0.00	(\$1,442,215.69)	(\$2,895,200.00)	(\$1,452,984.31)	49.8%
NET ADDITION/(DEFICIT)	\$0.00	\$1,030,804.71	\$0.00	(\$1,030,804.71)	0.0%

End of Report

Multnomah County School District #7

2015 Bond Capital Fund Report by Object For the Period 05/01/2021 through 05/31/2021

Fiscal Year: 2020-2021

	<u>05/01/2021 - 05/31/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
INCOME					
Revenues					
Beginning Fund Balance (+)	\$0.00	\$2,473,020.40	\$2,892,700.00	\$419,679.60	85.5%
Local Sources (+)	\$0.00	\$0.00	\$2,500.00	\$2,500.00	0.0%
Sub-total : Revenues	\$0.00	\$2,473,020.40	\$2,895,200.00	\$422,179.60	85.4%
Total : INCOME	\$0.00	\$2,473,020.40	\$2,895,200.00	\$422,179.60	85.4%
EXPENSES					
Expenditures					
Purchased Services (-)	\$0.00	\$67,110.22	\$442,200.00	\$375,089.78	15.2%
Supplies and Materials (-)	\$0.00	\$0.00	\$52,500.00	\$52,500.00	0.0%
Capital Outlay (-)	\$0.00	\$1,345,255.47	\$2,400,500.00	\$1,055,244.53	56.0%
Other Objects (-)	\$0.00	\$29,850.00	\$0.00	(\$29,850.00)	0.0%
Sub-total : Expenditures	\$0.00	(\$1,442,215.69)	(\$2,895,200.00)	(\$1,452,984.31)	49.8%
Total : EXPENSES	\$0.00	(\$1,442,215.69)	(\$2,895,200.00)	(\$1,452,984.31)	49.8%
NET ADDITION/(DEFICIT)	\$0.00	\$1,030,804.71	\$0.00	(\$1,030,804.71)	0.0%

End of Report

2020-2021 Enrollment by Grade Data Excluding Charters

Grade	6-Oct-2020	29-Oct-2020	12-Nov-2020	3-Dec-2020	15-Dec-2020	7-Jan-2021	26-Jan-2021	4-Feb-2021	23-Feb-2021	4-Mar-2021	30-Mar-2021	27-Apr-2021	6-May-2021	3-Jun-2021
Kndgtn	568	597	601	605	605	606	608	609	611	611	616	621	621	623
1st	697	716	714	713	711	710	713	715	714	714	714	711	712	711
2nd	681	701	699	701	700	701	700	699	700	704	701	697	699	698
3rd	699	707	706	705	705	707	708	708	710	708	707	708	710	709
4th	708	722	723	724	723	726	723	723	723	723	719	722	723	725
5th	768	791	792	793	793	796	800	798	795	794	788	786	787	785
6th	804	780	780	780	782	778	778	774	770	770	765	767	767	766
7th	849	821	816	816	815	814	815	812	815	815	814	817	815	815
8th	729	715	721	721	721	722	721	719	718	719	716	722	723	725
9th	758	834	826	813	813	817	813	816	815	814	815	812	812	811
10th	701	741	727	735	729	727	727	729	727	728	730	730	730	728
11th	608	677	675	660	660	655	653	655	656	656	654	656	657	650
12th	730	809	812	794	796	790	788	792	794	795	794	787	786	781
SPED SC	65	77	77	80	80	81	81	82	84	83	82	83	85	85
Total	9,365	9,688	9,674	9,640	9,633	9,630	9,628	9,631	9,632	9,633	9,613	9,619	9,627	9,612

Pd	Change	Rept Date vs March 2020
Chg	10/6 to Current	3/2020 Data
2	55	757
(1)	14	726
(1)	17	730
(1)	10	736
2	17	795
(2)	17	801
(1)	(38)	818
-	(34)	725
2	(4)	778
(1)	53	729
(2)	27	659
(7)	42	679
(5)	51	682
-	20	170
(15)	247	Total
		-173

2019-2020 Enrollment by Grade Data Excluding Charters

Grade	3-Oct-2019	24-Oct-2019	14-Nov-2019	5-Dec-2019	18-Dec-2019	8-Jan-2020	24-Jan-2020	13-Feb-2020	2-Mar-2020	19-Mar-2020	10-Apr-2020	29-Apr-2020	16-May-2020	4-Jun-2020
Kndgtn	760	752	751	756	756	757	755	759	757	757	757	757	757	757
1st	729	736	724	727	729	732	732	730	726	726	726	726	726	726
2nd	736	732	730	730	731	729	728	727	730	730	730	730	730	730
3rd	751	750	742	737	736	734	727	736	736	736	736	736	736	736
4th	795	797	795	803	806	802	795	799	795	795	795	795	795	795
5th	798	804	802	808	806	804	801	801	801	801	801	801	801	801
6th	839	831	840	836	832	829	826	823	818	818	818	818	818	818
7th	746	753	750	739	744	742	737	729	725	725	725	725	725	725
8th	783	793	794	786	779	783	778	783	778	778	778	778	778	778
9th	748	797	756	748	746	741	739	738	729	729	729	729	729	729
10th	651	701	666	672	669	659	660	656	659	659	659	659	659	659
11th	717	767	701	702	705	701	684	679	679	679	679	679	679	679
12th	718	751	717	714	713	709	706	701	682	682	682	682	682	682
SPED SC	169	166	166	171	163	164	167	169	170	170	170	170	170	170
Total	9,940	10,130	9,948	9,929	9,912	9,892	9,855	9,835	9,785	9,785	9,785	9,785	9,785	9,785

Pd	Change
Chg	10/3 to Current
-	(3)
-	(3)
-	(6)
-	(15)
-	-
-	3
-	(21)
-	(21)
-	(5)
-	(19)
-	8
-	(38)
-	(36)
-	1
-	(155)

Unit Change in Data 2020-2021 as Compared to 2019-2020 Excluding Charters

Grade	10/6/2020 vs 10/3/2020	10/29/2020 vs 10/24/2019	11/12/2020 vs 11/14/2019	12/3/2020 vs 12/5/2019	12/15/2020 vs 12/18/2019	1/7/2021 vs 1/8/2020	1/26/2021 vs 1/24/2020	2/4/2021 vs 2/13/2020	2/23/2021 vs 3/2/2020	3/4/2021 vs 3/19/2020	3/30/2021 vs 4/10/2020	4/27/2021 vs 4/29/2020	5/6/2021 vs 5/16/2020	6/3/2021 vs 6/4/2020
Kndgtn	(192)	(155)	(150)	(151)	(151)	(151)	(147)	(150)	(146)	(146)	(141)	(136)	(136)	(134)
1st	(32)	(20)	(10)	(14)	(18)	(22)	(19)	(15)	(12)	(12)	(15)	(12)	(14)	(15)
2nd	(55)	(31)	(31)	(29)	(31)	(28)	(28)	(28)	(30)	(26)	(29)	(33)	(31)	(32)
3rd	(52)	(43)	(36)	(32)	(31)	(27)	(19)	(28)	(26)	(28)	(29)	(28)	(26)	(27)
4th	(87)	(75)	(72)	(79)	(83)	(76)	(72)	(76)	(72)	(72)	(76)	(73)	(72)	(70)
5th	(30)	(13)	(10)	(15)	(13)	(10)	(4)	(3)	(6)	(7)	(13)	(15)	(14)	(16)
6th	(35)	(51)	(60)	(56)	(50)	(51)	(48)	(49)	(48)	(48)	(53)	(51)	(51)	(52)
7th	103	68	66	77	71	72	78	83	90	90	89	92	90	90
8th	(54)	(78)	(76)	(65)	(58)	(61)	(57)	(64)	(60)	(59)	(62)	(56)	(55)	(53)
9th	10	37	70	65	67	76	74	78	86	85	86	83	83	82
10th	50	40	69	63	60	68	67	73	68	68	69	71	71	69
11th	(109)	(90)	(40)	(42)	(42)	(50)	(48)	(29)	(23)	(23)	(25)	(23)	(22)	(29)
12th	12	58	95	80	83	81	82	91	112	113	112	105	104	99
SPED SC	(104)	(89)	(89)	(91)	(83)	(83)	(86)	(87)	(86)	(87)	(88)	(87)	(85)	(85)
Total	(575)	(442)	(274)	(289)	(279)	(262)	(227)	(204)	(153)	(152)	(172)	(166)	(158)	(173)

2020-2021 Enrollment by School Data Excluding Charters																PD	Change	Rept Date vs March 2020	
School	6-Oct-2020	29-Oct-2020	12-Nov-2020	3-Dec-2020	15-Dec-2020	7-Jan-2021	26-Jan-2021	4-Feb-2021	23-Feb-2021	4-Mar-2021	30-Mar-2021	27-Apr-2021	6-May-2021	3-Jun-2021	Chg	10/3 to Current	3/1/2020	Change	
Alder	429	431	431	434	434	434	438	437	436	436	434	435	435	437	2	8	440	-3.00	
Davis	397	421	423	420	420	420	421	424	424	423	423	427	429	428	(1)	31	427	-1.00	
Fairview	287	293	290	291	291	291	290	291	292	291	292	288	288	290	2	3	321	-31.00	
Glenfair	380	419	419	420	419	424	421	422	423	422	425	424	424	423	(1)	43	452	-29.00	
Hartley	405	412	411	411	411	412	410	411	412	415	415	415	414	414	-	9	442	-28.00	
M Scott	401	402	405	409	407	407	409	409	408	406	408	407	412	409	(3)	8	399	10.00	
Salish Ponds	340	376	376	376	376	375	378	378	379	379	379	379	378	378	-	38	419	-41.00	
Sweetbriar	301	301	302	300	300	302	304	304	304	304	302	304	303	303	-	2	345	-42.00	
Troutdale	381	379	379	378	377	375	375	373	373	374	371	379	380	378	(2)	(3)	432	-54.00	
Wilkes	431	430	432	434	435	435	436	433	437	439	433	426	430	432	2	1	495	-63.00	
Woodland	378	376	373	376	376	377	376	376	373	373	372	371	371	371	-	(7)	445	-74.00	
Lee MS	805	797	794	796	795	794	798	793	791	790	783	789	789	794	5	(11)	790	4.00	
RMS	1002	961	963	963	964	963	966	965	962	963	961	961	960	956	(4)	(46)	951	5.00	
WMMS	592	579	578	577	578	577	570	570	573	573	573	577	577	577	-	(15)	596	-19.00	
RHS	2,573	2,765	2,749	2,707	2,706	2,700	2,693	2,701	2,694	2,692	2,682	2,680	2,677	2,667	(10)	94	2,411	256.00	
RLA	153	217	219	216	228	225	225	233	233	235	243	241	241	241	-	88	211	30.00	
Cornerstone/Tutoring/Outside Plc	110	129	130	131	116	119	118	118	118	118	117	116	119	114	(5)	4	209	-95.00	
Total	9,365	9,688	9,674	9,640	9,633	9,630	9,628	9,631	9,632	9,633	9,613	9,619	9,627	9,612	(15)	247	9,785	-173.00	

2019-2020 Enrollment by School Data Excluding Charters																PD	Change
School	3-Oct-2019	24-Oct-2019	14-Nov-2019	5-Dec-2019	18-Dec-2019	8-Jan-2020	24-Jan-2020	13-Feb-2020	2-Mar-2020	19-Mar-2020	10-Apr-2020	29-Apr-2020	16-May-2020	4-Jun-2020	Chg	10/3 to Current	
Alder	434	434	433	439	436	444	442	442	440	440	440	440	440	440	-	6	
Davis	413	420	420	428	428	431	426	428	427	427	427	427	427	427	-	14	
Fairview	327	327	326	324	324	324	323	323	321	321	321	321	321	321	-	(6)	
Glenfair	463	469	460	458	456	449	449	455	452	452	452	452	452	452	-	(11)	
Hartley	442	434	433	436	438	438	435	442	442	442	442	442	442	442	-	-	
M Scott	401	401	394	398	398	398	398	395	399	399	399	399	399	399	-	(2)	
Salish Ponds	427	427	425	428	428	423	422	420	419	419	419	419	419	419	-	(8)	
Sweetbriar	341	337	336	341	341	346	345	345	345	345	345	345	345	345	-	4	
Troutdale	430	432	430	429	431	432	429	426	432	432	432	432	432	432	-	2	
Wilkes	507	507	505	497	496	498	496	496	495	495	495	495	495	495	-	(12)	
Woodland	456	455	453	456	456	447	445	445	445	445	445	445	445	445	-	(11)	
Lee MS	816	810	807	800	796	802	797	793	790	790	790	790	790	790	-	(26)	
RMS	986	983	993	984	975	975	969	967	951	951	951	951	951	951	-	(35)	
WMMS	594	599	596	597	594	591	591	596	596	596	596	596	596	596	-	2	
RHS	2,562	2,700	2,533	2,503	2,485	2,463	2,454	2,431	2,411	2,411	2,411	2,411	2,411	2,411	-	(151)	
RLA	180	195	189	204	200	206	208	215	211	211	211	211	211	211	-	31	
Cornerstone/Tutoring	161	200	219	210	230	225	226	215	209	209	209	209	209	209	-	48	
Total	9,940	10,130	9,948	9,929	9,912	9,892	9,855	9,835	9,785	9,785	9,785	9,785	9,785	9,785	-	(155)	

Unit Change in Data 2020-2021 as Compared to 2019-2020 Excluding Charters															
School	10/6/2020 vs 10/3/2019	10/29/2020 vs 10/24/2019	11/12/2020 vs 11/14/2019	12/3/2020 vs 12/5/2019	12/15/2020 vs 12/18/2019	1/7/2021 vs 1/8/2020	1/26/2021 vs 1/24/2020	2/4/2021 vs 2/13/2020	2/23/2021 vs 3/2/2020	3/4/2021 vs 3/19/2020	3/30/2021 vs 4/10/2020	4/27/2021 vs 4/29/2020	5/6/2021 vs 5/16/2020	6/3/2021 vs 6/4/2020	
Alder	(5.00)	(3.00)	(2.00)	(5.00)	(2.00)	(10.00)	(4.00)	(5.00)	(4.00)	(4.00)	(6.00)	(5.00)	(5.00)	(3.00)	
Davis	(16.00)	1.00	3.00	(7.00)	(8.00)	(11.00)	(5.00)	(4.00)	(3.00)	(4.00)	(4.00)	0.00	2.00	1.00	
Fairview	(40.00)	(34.00)	(36.00)	(33.00)	(33.00)	(33.00)	(33.00)	(36.00)	(29.00)	(30.00)	(29.00)	(33.00)	(33.00)	(31.00)	
Glenfair	(83.00)	(50.00)	(41.00)	(38.00)	(37.00)	(25.00)	(28.00)	(33.00)	(29.00)	(30.00)	(27.00)	(28.00)	(28.00)	(29.00)	
Hartley	(37.00)	(22.00)	(22.00)	(25.00)	(27.00)	(26.00)	(25.00)	(32.00)	(30.00)	(27.00)	(27.00)	(27.00)	(28.00)	(28.00)	
M Scott	0.00	1.00	11.00	11.00	9.00	9.00	11.00	14.00	9.00	7.00	9.00	8.00	13.00	10.00	
Salish Ponds	(87.00)	(51.00)	(45.00)	(49.00)	(52.00)	(48.00)	(44.00)	(42.00)	(40.00)	(40.00)	(40.00)	(40.00)	(41.00)	(41.00)	
Sweetbriar	(40.00)	(36.00)	(34.00)	(41.00)	(41.00)	(44.00)	(41.00)	(41.00)	(41.00)	(41.00)	(43.00)	(41.00)	(42.00)	(42.00)	
Troutdale	(49.00)	(53.00)	(51.00)	(51.00)	(54.00)	(57.00)	(54.00)	(53.00)	(59.00)	(58.00)	(61.00)	(53.00)	(52.00)	(54.00)	
Wilkes	(78.00)	(77.00)	(73.00)	(63.00)	(61.00)	(63.00)	(60.00)	(63.00)	(58.00)	(56.00)	(62.00)	(69.00)	(65.00)	(63.00)	
Woodland	(78.00)	(79.00)	(80.00)	(80.00)	(80.00)	(70.00)	(69.00)	(69.00)	(72.00)	(72.00)	(73.00)	(74.00)	(74.00)	(74.00)	
Lee MS	(11.00)	(13.00)	(13.00)	(4.00)	(1.00)	(8.00)	1.00	0.00	1.00	0.00	(7.00)	(1.00)	(1.00)	4.00	
RMS	16.00	(22.00)	(30.00)	(21.00)	(11.00)	(12.00)	(3.00)	(2.00)	11.00	12.00	10.00	10.00	9.00	5.00	
WMMS	(2.00)	(20.00)	(18.00)	(20.00)	(16.00)	(14.00)	(21.00)	(18.00)	(23.00)	(23.00)	(23.00)	(19.00)	(19.00)	(19.00)	
RHS	11.00	65.00	216.00	204.00	221.00	237.00	239.00	270.00	283.00	281.00	271.00	269.00	266.00	256.00	
RLA	(27.00)	22.00	30.00	12.00	28.00	19.00	17.00	11.00	22.00	24.00	32.00	30.00	30.00	30.00	
Cornerstone/Tutoring/Outside Plc	(51.00)	(71.00)	(89.00)	(79.00)	(114.00)	(108.00)	(108.00)	(97.00)	(91.00)	(91.00)	(92.00)	(93.00)	(90.00)	(95.00)	
Total	(575)	(442)	(274)	(289)	(279)	(282)	(227)	(204)	(153)	(152)	(172)	(166)	(158)	(173)	

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom June 3, 2021														PROJECTIONS		2019-2020									
														2020-21 Projected		@ March 2020									
														Projected	Diff	2019-2020	YOY Chg								
														1st		2nd		3rd		4th		5th		Added FTE	
School	SPED SC	Kndgtn	x	Grade	Total	FTE	Grade																		
Alder		15		28		26		27		29		15				Alder									
Bilingual Classrooms		19		19		23		21		20		18													
		18		19		27		20		19		30													
												32													
Montessori Kinder		12																							
Total	0	64		66		76		68		68		95	437	-		438	-1	440	-37						
# of Classes		3		3		3		3		3		4													
Average Class Size		17.33		22.00		25.33		22.67		22.67		23.75													
Davis	SPED SC	22		23		24		25		25		23				Davis									
		22		22		25		24		24		23													
		21		23		27		25		25		25													
Total	0	65		68		76		74		74		71	428	-		429	-1	427	-21						
# of Classes		3		3		3		3		3		3													
Average Class Size		21.67		22.67		25.33		24.67		24.67		23.67													
Fairview	SPED SC	14		15		16		22		22		16				Fairview									
		14		15		16		22		22		15													
		14		16		13				22		16													
Total	0	42		46		45		44		66		47	290	-		314	-24	321	-22						
# of Classes		3		3		3		2		3		3													
Average Class Size		14.00		15.33		15.00		22.00		22.00		15.67													
Glenfair	SPED SC	22		20		28		25		19		22				Glenfair									
		21		19		29		24		20		23													
		22		19		27		25		19		20													
				19																					
Total	0	65		77		84		74		58		65	423	-		458	-35	452	-23						
# of Classes		3		4		3		3		3		3													
Average Class Size		21.67		19.25		28.00		24.67		19.33		21.67													

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom														PROJECTIONS		2019-2020							
June 3, 2021														2020-21 Projected		@ March 2020							
School	SPED SC	Kindgtn	x	1st	x	2nd	x	3rd	x	4th	x	5th	Total	Added FTE		Projected	Diff	2019-2020	YOY Chg				
				Grade		FTE	Grade																
Hartley	SPED SC	24		21		16		23		24		26				Hartley							
		23		20		16		25		23		29											
		23		20		15		21		23		27											
						15																	
Total	0	70		61		62		69		70		82	414	-		424	-10	442	-9				
# of Classes		3		3		4		3		3		3											
Average Class Size		23.33		20.33		15.50		23.00		23.33		27.33											
M Scott	SPED SC	20		21		29		23		23		25				M Scott							
		20		20		27		22		21		25											
		20		20				23		23		26											
				21																			
Total	0	60		82		56		68		67		76	409	-		408	1	399	-5				
# of Classes		3		4		2		3		3		3											
Average Class Size		20.00		20.50		28.00		22.67		22.33		25.33											
Salish Ponds	SPED SC	18		18		20		22		23		22				Salish Ponds							
		17		17		22		22		21		22											
		18		17		20		20		20		22											
				17																			
Total	0	53		69		62		64		64		66	378	-		429	-51	424	-15				
# of Classes		4		3																			
Average Class Size		13.25		23.00		20.67		21.33		21.33		22.00											
Sweetbriar	SPED SC	19		17		22		20		24		32				Sweetbriar							
		19		18		21		20		23		32											
				16		11	x	9															
Total	0	38		51		54		49		47		64	303	-		340	-37	345	10				
# of Classes		2		3		2.5	x	2.5		2		2											
Average Class Size		19.00		17.00		21.60		19.60		23.50		32.00											

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment by Classroom														PROJECTIONS		2019-2020							
June 3, 2021														2020-21 Projected		@ March 2020							
														Projected	Diff	2019-2020	YOY Chg						
														Added FTE									
School	SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	FTE	Grade								
Troutdale	SPED SC	22		19		16		26		24		23				<i>Troutdale</i>							
		20		18		17		23		23		22											
		20		19		16		10	x	14		24											
										8	x	14											
Total	0	62		56		49		59		69		83	378	-		427	-49	431	-10				
# of Classes		3		3		3		2.5		3		3.5											
Average Class Size		20.67		18.67		16.33		23.60		23.00		23.71											
Wilkes	SPED SC	19		16		18		20		25		21				<i>Wilkes</i>							
		11		20		17		20		23		23											
		6		21		17		15		19		25											
				20		18		20															
Total	17	60		70		68		79		73		65	432	-		483	-51	495	10				
# of Classes		3		4		4		4		3		3											
Average Class Size		20.00		17.50		17.00		19.75		24.33		21.67											
Woodland	SPED SC	14		20		24		18		20		20				<i>Woodland</i>							
		6		15		22		21		21		21											
		10		15		22		19		20		20											
		6																					
Total	22	44		64		64		55		61		61	371	-		440	-69	445	-8				
# of Classes	3	3																					
Average Class Size		14.67		21.33		21.33		18.33		20.33		20.33											
SPED Outside Placements/Tutoring		0		1		2		6		8		10	27			26	1	40	-14				
Grade Totals	39	623		711		698		709		725		785	4,290	-		4,616	-326	4,661	(144)				
Total # of Classes		33		36		33.5		32		32		33.5											
Total Average Class Size		18.52		19.75		20.84		22.16		22.66		23.43											

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Consent Agenda

Policy: [Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

- A. Approval of Personnel Order
- B. Approval of Prior Meeting Minutes
- C. Intergovernmental Agreements
 - I. Portland Public Schools on behalf of Columbia Regional for Deaf & Hard of Hearing Classrooms
 - II. Portland Public Schools on behalf of Columbia Regional for Consultative and Equipment Lending Services
- D. Authorization to Spend in Excess of \$150,000 for 2021-22 Custodial and Nutrition Supplies
- E. 2021-2022 Fee Schedule

Staff Recommendation:

Staff recommends the Board approve all Consent Agenda items as presented.

Motion:

I move that the Board approve all Consent Agenda items as presented.

**Reynolds School District
Board of Education Budget Committee Meeting**

May 20, 2021

6:00 PM

Virtual Meeting

I. 6:00p - Call to Order and Land Acknowledgement

- Chair Bill Peterson called the May 20, 2021 Budget Committee Meeting to order at 6:02p.
- Director Ana Gonzalez read the Land Acknowledgement into the record.

II. 6:05p - Welcome & Roll Call

- Budget Committee Members Absent: Joe Teeny and Nicole Couture Deandra. All other members present.

III. 6:10p - Public Comment

Public Comment was submitted in writing. It has been shared with all Budget Committee Members and posted online for the public to view.

IV. 6:15p - Old Business

A. Approval of Meeting Minutes

I move to approve the Budget Committee Meeting minutes from 5.06.21 and 5.13.21. This motion, made by Bob Fowler and seconded by John Lindenthal, Passed.

Yea: 11, Nay: 0

B. Response to Questions from the May 13, 2021 Meeting

V. 6:45p - Budget Committee Deliberation

- How much will Reynolds get in ESSER?
 - ESSER II: \$13.8 million
 - ESSER III: \$31 million
- All one-time expenses are in ESSER funding. FTE were added instead of other continuing support services for ease of tracking. With the annual attrition rate, the positions funded in ESSER will just shift funding in the future. Those positions will not be "cut" when the funding ends.

VI. 7:15p - Action Items

A. Approval of 2020-21 Budget

i. Adopt Budget Resolution

BE IT MOVED, that the Budget Committee of Multnomah County School District (Reynolds School District) #7 hereby approves the 2021-22 "Proposed" budget in the total sum of \$270,516,620 now on file in the District Administration Office. BE IT MOVED, that the requirements for the fiscal year beginning July 1, 2021, and for the purposes shown below are hereby approved to be appropriated, provided however, that the sum of the appropriations is limited to the available resources. The totals are: General Fund: \$145,757,736; Federal Programs: 42,399,059; State and

Local Programs: \$38,663,833; Nutrition Services: \$9,428,957; Early Retirement: \$325,000; Insurance Reserve: 750,000; 2015 Debt Services - GO Bond: \$17,605,199; Debt Services - PERs Bond: \$10,278,490; Capital Projects Fund: \$3,775,502; 2015 Capital Project Fund: \$1,300,000; School Improvement Fund QZAB: \$232,844; for a total of \$270,516,620. This motion, made by Valerie Tewksbury and seconded by April Curtis, Passed.

Yea: 11, Nay: 0

B. Adopt Levying Tax Resolution

BE IT MOVED, that the Budget Committee of Multnomah County School District (Reynolds School District) #7 hereby approves the 2021-22 "Proposed" budget in the total sum of \$270,516,620 and that the permanent tax rate of \$4.4626 per \$1,000 of assessed value be levied upon all taxable property within the District. BE IT FURTHER MOVED, that the tax of \$12,057,745 be levied upon all taxable property and categorized as education within the District to retire a portion of the District's long-term bonded debt obligation. This motion, made by John Lindenthal and seconded by April Curtis, Passed.

Yea: 10, Nay: 1

VII. 7:25p - Closing Remarks

VIII. 7:30p - Adjourn

- Chair Bill Peterson adjourned the May 20, 2021 Budget Committee meeting at 7:52p.

**Reynolds School District
Board of Education Business Meeting**

May 26, 2021

7:00 PM

Virtual Meeting

Attendance Taken at 7:00p. Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, John Lindenthal: Present, Valerie Tewksbury: Present, Bob Fowler: Present, Ricki Ruiz: Absent, Joe Teeny: Absent
Attendance Update Taken at 7:30p. Ricki Ruiz: Present.

I. 5:30p - Executive Session

The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.

II. 7:00p - Call to Order

- Chair Tewksbury called the May 26, 2021 Business Meeting to order at 7:05p.

A. Pledge of Allegiance

B. Land Acknowledgement

- Director Lindenthal read the Land Acknowledgement into the record.

C. Consider Approval of the May 26, 2021 Agenda

I move to approve the May 26, 2021 agenda as presented. This motion, made by Bob Fowler and seconded by Yesenia Delgado, Withdrawn.

I move to approve the May 26, 2021 agenda with Consent Agenda "E" moved to an action item. This motion, made by John Lindenthal and seconded by Bob Fowler, Passed.

Yea: 5, Nay: 0

III. 7:10p - Board Recognition

A. Student Recognition

- Isauro Francisco-Ascencio (Devo), Senior at Reynolds Learning Academy

B. Volunteer/Community Partner Recognition

- Oregon Soap Company

C. Staff Recognition

- Kathy O'Neil, Technology Services Media Secretary

D. Special Staff Recognition

- Jack Klobas, Teacher at Troutdale Elementary School

IV. 7:20p - Public to be Heard

Members of the public will address the board with comments and the board will listen only.

- Polly Kreisberg
- Marissa Yang Bertucci

- Lydia Schmidt
- Jeanne Giles

V. 7:40p - Bargaining Group Updates

VI. 7:55p - Presentation to the Board

A. 2015 Bond Audit Presentation

B. Local Levy and Bond Presentation

- Looking at replacing what we currently have now that is set to expire, keeping it at the same rate.
- A number of projects were left off the list during the last bond. While there's not a concrete plan yet, there are items that still need to be done.
- How are levy taxes paid and how will they impact members of our community?
 - The taxes are based on property. Basically, if you have an assessed value of \$100,000 and you have a debt levy rate of \$1 per thousand, that equates to \$100 a year.
- How would this affect renters?
 - Certain types of affordable housing have limitations on rent increases but for moderate rental properties without limitations, some landlords may choose to pass the tax through to their renters.

C. Summer School Presentation

- What sites will be used?
 - Almost every elementary school. We might combine a few based on the interest survey. And then every middle school and both high schools.
- How long will it last?
 - 6 weeks over 29 days
- Is there any limit to how many students can sign up?
 - We had a good amount of staff interest in working during summer school but could use more but we have invited all families and will allow all kids. We have used our partners and specifically reached out to families that have been most impacted by the pandemic.
- Is there planning for time students to just have social time together?
 - The state has really highlighted SEL and fun this year. We have a workgroup of teachers and admins working on plans for SEL and activities, as well as community partners who are involved. We want to provide students with the opportunity to engage with each other in smaller classes and structured activities.

D. A Focus on Student Learning: 2021-2022

- Is this a temporary plan?
 - Yes, we are only talking about the 21-22 school year at that moment.
- Appreciate that students could still "attend" their neighborhood schools.

E. Academic and Support Services Presentation

F. World Languages Curriculum Presentation

- What kind of community responses did you receive on the website?
 - Only 15-20 at the moment. We will be casting a wider net for our next step, to make sure we encompass students and families.
- Appreciate the focus on language acquisition.

VII. 9:25p - Board Reports

A. Board Announcements

i. Individual Board Members - Announcements and Reports

ii. Upcoming Board Meetings

VIII. 9:35p - Superintendent's Reports

A. Announcements/Reports

- Student Success Act Intensive Coaching from ODE

B. Student Achievement

C. Equity

- Why was "White Fragility" chosen for a book study?
 - Most of the staff in our district are white and having a white person come and speak to white people makes it so that our staff of color aren't responsible for having to teach their white colleagues.
- What can we do to retain teachers of color?
- Are there other supports for BIPOC staff other than the affinity groups?
 - We are moving into our second year with the Oregon Center for Educational Equity, which will include moving teachers into the trainings. We will be working with each building's equity teams.

D. Communications

E. Fiscal Responsibility

i. Financial Reports

ii. Enrollment Reports

iii. Budget Update

IX. 10:15p - Consent Agenda

I move to approve the Consent Agenda with the exception of item "E.". This motion, made by Yesenia Delgado and seconded by John Lindenthal, Passed.

Yea: 6, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. Grant Approval

i. Davis STEM Planning Grant

ii. Davis MCREN Grant

iii. SSA Summer School Grants

iv. Grant MOU between the State Library of Oregon and Reynolds School District #7

v. Clean Diesel Grant Agreement with DEQ for New School Buses

D. ESS Contract Renewal and Addendum

E. CAL Charter Contract Renewal

- Moved from Consent Agenda to be an Action Item.

Approve. This motion, made by Bob Fowler and seconded by Yesenia Delgado, Passed.

Yea: 6, Nay: 0

X. 10:20p - Action Items

A. World Languages Curriculum Adoption

I move that the Board approves the purchase of the Wayside Publishing digital curriculum for implementation in high school Spanish and French classes. This motion, made by Bob Fowler and seconded by John Lindenthal, Passed.

Yea: 6, Nay: 0

B. Research and Polling for a Bond

- What would we actually be asking the community?
- Wondering how community members will feel about asking them about both a levy and bond at the same time.
- Use 2020 census for demographic information before asking if people want a bond or not.
- See a proposal of what the committee would look like, what the polling would look like, etc.

I move that the district return with a polling and research plan for a bond before moving forward. This motion, made by John Lindenthal and seconded by Bob Fowler, Passed.

Yea: 6, Nay: 0

C. Research and Polling for a Levy

I move that the district come back with more info before moving forward. This motion, made by Bob Fowler, Withdrawn.

I move that the district does not move forward with any polling or research for a local option levy. This motion, made by Ricki Ruiz and seconded by John Lindenthal, Passed.

Yea: 6, Nay: 0

D. MOU with OSEA regarding Sick Leave Bank

I move that the Board approve the MOU between OSEA and Reynolds School District that will serve as the protocol for additional sick leave bank access for classified employees. This motion, made by Yesenia Delgado and seconded by John Lindenthal, Passed.

Yea: 6, Nay: 0

XI. 10:35p - Board Discussion

XII. 10:40p - Adjourn

**Reynolds School District
Board of Education Work Session**

June 9, 2021

6:00 PM

Virtual Meeting

I. 6:00p - Call to Order and Land Acknowledgement

- Chair Tewksbury called the June 9, 2021 work session to order at 6:01p and read the Land Acknowledgement into the record.

II. 6:05p - Public to be Heard

III. 6:20p - 2021-2022 Planning

- Classes that aren't available virtually, could a student in the virtual learning program come to school for just those specific classes?
 - Building schedules and staffing won't allow for this but classes may be offered multiple semester and the student may have the opportunity to take the special class at another time.
 - The high school is looking at the possibility of having elective teachers teach a few classes in person and then maybe teach one period virtually.
- Can students move from in-person to virtual?
 - Yes, we are working on a process for this as well.
- Consensus from the Board on moving forward with this plan for 21-22.

IV. i)7:00p - Executive Session

The Reynolds School Board and the Superintendent will recess into Executive Session at 7:00p, under ORS 192.660(2)(f) Legal Counsel, ORS 192.660(2)(h) Negotiations, and ORS 192.660(2)(i) Employee Evaluation. Executive Session is closed to the public.

- Chair Tewksbury recessed the Board into Executive Session at 6:56p.

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of District Operations and Student and Family Services

Prepared by: Dr. Matthew Bennett, Director of Special Education

Subject: Intergovernmental Agreement (IGA) – Portland Public Schools, Columbia Regional, Deaf & Hard of Hearing Classrooms

Policy: [Special Education-Free Appropriate Public Education – IGBAJ](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:

Intergovernmental Agreement (IGA) between Reynolds School District and Portland Public Schools on behalf of the Columbia Regional Program.

Columbia Regional’s Deaf and Hard of Hearing Program provides educational services to Reynolds School District for students who are deaf and hard of hearing. The previous contract covered services from September 1, 2020 through June 30, 2021.

The proposed agreement runs from August 24, 2021 through June 30, 2022.

Previous Board Action:

The Board previously authorized an IGA with Portland Public Schools on behalf of Columbia Regional Program for Deaf and Hard of Hearing students in September of 2020.

Background:

The Columbia Regional Program has historically provided Deaf and Hard of Hearing services to Reynolds School District. In 2020-21, six Reynolds School District students received Deaf and Hard of Hearing services through the Columbia Regional Program. Reynolds School District

students served under this IGA required a level of support only Columbia Regional Program can provide at the present time.

Financial Implications:

The 2021-22 budget includes allocation of Deaf and Hard of Hearing funds. Total calculated cost for the proposed agreement is \$383,710.

The proposed agreement includes pricing that is subject to enrollment fluctuations and service adjustments based on student need.

Alternatives:

Currently, Reynolds School District students served under this IGA require a level of support only Columbia Regional Program can provide at this time.

Staff Recommendation:

Staff recommends that the Board authorize the District to enter into an IGA with Portland Public Schools on behalf of the Columbia Regional Program for Deaf and Hard of Hearing Services.

Motion:

I move that the Board authorize the District to enter into an IGA with Portland Public Schools on behalf of the Columbia Regional Program for Deaf and Hard of Hearing Services.



INTERGOVERNMENTAL AGREEMENT / REVENUE
between
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON (PORTLAND PUBLIC SCHOOLS)
on behalf of COLUMBIA REGIONAL PROGRAM
and
REYNOLDS SCHOOL DISTRICT

Contract No. IGA/R_____

**THIS CONTRACT SHALL BE BINDING ON THE DISTRICT ONLY IF IT IS
 SIGNED BY THE DEPUTY CLERK OR AUTHORIZED DESIGNEE**

This Intergovernmental Agreement (“Contract”) is between School District No. 1J, Multnomah County, Oregon (“Portland Public Schools” or “District”) on behalf of Columbia Regional Program and Reynolds School District (“Agency”) pursuant to authority in ORS Chapter 190. District and Agency agree as follows:

AGENCY DATA

Agency Name: Reynolds School District
Agency Contact Person: Matthew Bennett
Address: 1204 NE 201st AVE
City, State, ZIP: Fairview, OR 97024-9642
Telephone: 503-661-7200 x 3049
Email: mbennett@rsd7.net

District Point of Contact: Pam Goska (*pgoska@pps.net*), Columbia Regional Program, Portland Public Schools, P.O. Box 3107, Portland, Oregon 97208-3107

TERMS AND CONDITIONS

1. **Term and Termination.** This Contract becomes effective on August 24, 2021. Unless earlier terminated as provided below, this Contract shall continue through June 30, 2022.
2. **Early Termination.** Unless otherwise specified herein, this Contract may be terminated as follows:
 - a. Mutual: District and Agency may terminate this Contract at any time by their written agreement.
 - b. Unilateral: Either party may terminate this Contract upon providing 60 days’ written notice to the other party.
3. **Contract Documents.** This Contract consists of
 - a. these Terms and Conditions only.

OR

 - b. these Terms and Conditions and the documents (“Exhibits”) listed below in descending order of precedence. A conflict in these documents shall be resolved in the priority listed below with these Terms and Conditions taking precedence over all other documents. The Exhibits to this Contract include the following documents:
 - Exhibit A (Statement of Work) (Only if box 3.b checked)
 - Exhibit B (Student Roster)
4. **Statement of Work.** District shall perform the work described in Exhibit A.
5. **Maximum Total Payment; Invoices.** No payment shall be made until this Contract is fully executed by the authorized representatives of both parties. Agency shall pay District up to a maximum total payment, including all expenses whatsoever, of **\$383,710.00** for District services detailed in Exhibit A. District shall send invoices to the Agency Contact Person listed above. Upon work completion, work acceptance, invoice approval, and according to these Terms and Conditions, Agency shall pay District net 30 days.

6. **Independent Contractor Status.** By its signature on this contract, Agency certifies that the service or services to be performed under this Contract are those of an independent contractor as defined in ORS 670.600, and that Agency is solely responsible for the work performed under this Contract. Agency represents and warrants that Agency, its subcontractors, employees, and agents are not "officers, agents, or employees" of the District within the meaning of the Oregon Tort Claims Act (ORS 30.260 through 30.300). Agency shall be responsible for all federal, state, and local taxes and any and all fees applicable to payments for services under this Agreement.
7. **Subcontracts; Assignment.** Neither party shall subcontract or assign any part of this Contract without the written consent of the other party.
8. **Records Maintenance; Access to Records.** Both parties shall retain and keep accessible all financial records, books, documents, papers, plans, records of shipments and payments and writings (collectively, "Documents") for a minimum of six years, or any longer period that may be required by applicable law, following final payment and termination of this Contract, or until the conclusion of any audit, controversy or litigation arising out of or related to this Contract, whichever date is later. Each party shall have access to the Documents whether in paper, electronic, or other form of the other party, which are related to this Contract for the purpose of examination, copying, and audit, unless otherwise limited by law.
9. **Confidentiality; FERPA Re-disclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the re-disclosure of confidential student information.** Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that will it not disclose or re-disclose any such information except (a) with the express written authorization of District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist Contractor with complying with this notification requirement.
10. **Compliance with Applicable Law.** Each party shall comply with all federal, state, and local laws applicable to public contracts, licensures, business registrations, and to the work done under this Contract, and all regulations and administrative rules established pursuant to those laws.
11. **Mutual Indemnification.** Subject to the limitations of the Oregon Constitution (Article XI, Section 7) and the Oregon Tort Claims Act (ORS 30.260 through 30.300), District agrees that it shall indemnify and hold harmless Agency against and from any costs, expenses, attorneys' fees, damages, claims, grievances, injury, or loss to which Agency may be subject directly relating to any wrongdoing, misconduct, wont of care, skill, negligence, or default by Columbia or District's agents, employees, or assigns, in the execution or performance of this Contract.

Subject to the limitations of the Oregon Constitution (Article XI, Section 7) and the Oregon Tort Claims Act (ORS 30.260 through 30.300), Agency agrees that it shall indemnify and hold harmless Columbia and District against and from any costs, expenses, attorneys' fees, damages, claims, grievances, injury, or loss to which Columbia or District may be subject directly relating to any wrongdoing, misconduct, wont of care, skill, negligence, or default by Agency, Agency's agents, employees, or assigns, in the execution or performance of this Contract.

- 12. Insurance.** District is self-insured according to the statutory limits set in the State of Oregon for any liability, property, and auto claims. District represents and warrants that it has and will maintain adequate funding of this self-insurance to cover any claim that may result from or arise out of this Contract. In addition, District is self-insured for its workers' compensation for employees and shall provide benefits as prescribed by the State of Oregon. If providing any services under this Contract, then at all times Agency shall maintain in force at Agency's expense insurance coverage at least equal to the value of this Contract and the following insurance coverage(s), as applicable:
- a. Workers' Compensation. As required by ORS 656.017, subject employers shall provide workers' compensation coverage in accordance with ORS Chapter 656 for all subject workers. Agency and all subcontractors of Agency with one or more employees shall have this insurance unless exempt under ORS 656.027. Agencies that are statutory subject employers shall submit a certificate of insurance to District showing proof of coverage.
 - b. Professional Liability / Errors & Omissions (E&O). If Agency is providing services that require a state license (including, but not limited to, accounting, architectural, auditing, dental, legal, medical, and psychiatric), then Agency shall maintain professional liability / E&O insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage. This coverage shall provide extended reporting period coverage for claims made within two years after this Contract is completed or otherwise terminated according to its terms.
 - c. General Liability. Agency shall maintain general liability insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage.
 - d. Motor Vehicle Liability. If Agency is providing services that require Agency to transport District personnel, students, or property, then in addition to any legally required insurance coverage, Agency shall maintain motor vehicle liability insurance of at least \$1,000,000 for each claim, incident, or occurrence.
 - e. Additional Requirements. All insurance coverage shall be provided by an insurance company having an A.M. Best rating of at least A- and/or licensed to do business in Oregon. Agency alone is responsible for paying all deductibles and retentions. A cross-liability clause or separation of insureds condition shall be included in all general liability policies required by this Contract. Agency's coverage shall be primary in the event of loss.
 - f. Certificate of Insurance. Upon District request, Agency shall furnish to District a current certificate of insurance for each of the above coverages within 48 hours of District request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that District, its agents, officers, and employees are additional insureds with respect to Agency's services provided under this Contract. The certificate must specify an additional insured endorsement, and Agency shall attach a copy of the endorsement to the certificate. If requested by District, Agency shall also provide complete copies of insurance policies to District.
- 13. Controlling Law; Venue.** The parties agree that that Oregon law will govern any dispute under this Contract or related to this Contract, and that they will conduct any litigation arising out of this Contract in courts located in Multnomah County, Oregon.
- 14. Amendments; Renewal.** Any amendments, consents to, or waivers of the provisions of this Contract shall be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.

- 15. **Waiver; Severability.** Waiver of any default or breach under this Contract by either party does not constitute a waiver of any subsequent default or a modification of any other provisions of this Contract. If any term or provision of this Contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular term or provision held invalid.
- 16. **Counterparts.** The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.
- 17. **Entire Agreement.** When signed by the authorized representatives of both parties, this Contract and its attached Exhibits is their final and entire agreement. As their final expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

I HAVE READ THIS CONTRACT, INCLUDING ITS EXHIBITS. I CERTIFY THAT I HAVE THE AUTHORITY TO SIGN AND ENTER INTO THIS CONTRACT ON BEHALF OF THE PARTY I REPRESENT AND AGREE TO BE BOUND BY ITS TERMS.

AGENCY

DISTRICT

Signature

Emily Courtnage
Director, Purchasing & Contracting

Printed Name and Title

Date

Date

COLUMBIA REGIONAL CONTACT:

Pam Goska
Columbia Regional Program
833 NE 74th Avenue
Portland, Or 97213
503.916.5570

TIN: 93-6000830

**EXHIBIT A
STATEMENT OF WORK AND PAYMENT**

DUTIES

1. Columbia Regional Program (Columbia) shall:

- A. Provide regionally eligible **SCHOOL-AGE** children Deaf and Hard of Hearing classroom services.
- B. Provide the following staff support:
 - 1) Certified Teachers of the Deaf and Hard of Hearing (“DHH”)
 - 2) Paraprofessionals
 - 3) Speech Pathologist, specializing in Speech/Language for DHH
 - 4) School Psychologist, specializing in support for DHH
 - 5) ASL Interpreters determined by student need and individualized education plan (“IEP”) team decisions at the billing rate stated below.
- C. Include provision for substitute:
 - 1) Teacher
 - 2) Paraprofessional
 - 3) ASL Interpreter
- D. Provide limited supplies.
- E. Provide access to interpreters available for extracurricular activities at the billing rate stated below.

2. Agency shall

- A. Arrange and provide, at its sole cost, all student transportation to and from the classroom.
- B. In conjunction with the Columbia DHH classroom teacher, develop and participate in an annual IEP for students and consider such amendments to the IEP as may be suggested by Columbia.
- C. Provide Columbia with information reasonably available to it on students.

PAYMENT and INVOICES

- 1. Payment under this Contract is based upon anticipated services requested by Agency for August 24, 2021 through June 30, 2022. The maximum total payment noted in Section 5 of the Terms and Conditions is subject to enrollment fluctuations and service adjustments as agreed upon by both parties. The maximum total payment is not limited to, or by, these estimates and shall be paid on a per-student service request basis.

Reynolds School District, \$383,710.00

2. Agency has requested the following services with associated billing rates based on the following annual fee(s):

- 6 \$25,000 for Columbia classroom for DHH students
 - 2 \$8,275 for elementary interpreter Columbia classroom K – 5th grade
 - 4 \$23,100 for partial interpreter Columbia classroom middle and high school
 - \$34,450 for 1/2 time interpreter Columbia high school classroom mainstreamed
 - 1 \$68,900 for a full interpreter for student fully mainstreamed in general education
 - 1 \$55,860 for a full-time 1:1 paraeducator for student fully mainstreamed in general education
- Interpreters available for extra-curricular activities at \$65./hour

3. Upon work completion, Columbia shall submit detailed invoices to District on the following quarterly schedule:

- November 2021: For enrollment August 24, 2021 through November 6, 2021
- February 2022: For enrollment November 9, 2021 through January 29, 2022
- April 2022: For enrollment February 1, 2022 through April 9, 2022
- June 30, 2022: Final payment due for enrollment April 12, 2022 through June 30, 2022

4. Columbia Regional Program shall mail invoices to the person and address listed below:

Attention: Matthew Bennett, SpEd Director

Reynolds School District
1204 NE 201st Ave
Fairview, OR 97024

5. Agency shall pay Columbia net 30 days, mailing payments to the address below:

Aaron Musk
Grant Accounting
Portland Public Schools
P.O. Box 3107
Portland, OR 97208-3107

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of District Operations and Student and Family Services

Prepared by: Dr. Matthew Bennett, Director of Special Education

Subject: Intergovernmental Agreement (IGA) – Portland Public Schools, Columbia Regional, Consultative and Equipment Lending Services.

Policy: [Section 504 Students – JBAA](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:

Intergovernmental Agreement (IGA) between Reynolds School District and Portland Public Schools on behalf of Columbia Regional Program.

Columbia Regional Program provides consultation and equipment lending services for students in the District who are hard of hearing. These services enable the District to access consultative services to assist in determining appropriate Frequency Modulation (FM) systems or equipment for specific students who may require it as part of their Section 504 plan or Individual Education Program. In addition, the District is able to borrow and/or trial FM systems temporarily while determinations are made and equipment is purchased.

The proposed two-year IGA Agreement runs from July 1, 2021 through June 30, 2023.

Previous Board Action:

The Board previously approved this agreement in October 2019, which expired on June 30, 2020.

Background:

The Columbia Regional Program has historically provided lending and consultation to Reynolds

School District for students that require an FM system for hearing. The proposed IGA has been reviewed and approved by the District's legal counsel.

Financial Implications:

The 2021-2022 budget includes allocation of funds for consultative and lending services. The total calculated cost for the proposed agreement is \$1,500.00 per school year and a maximum payment of \$3000.00 in total.

Alternatives:

Reynolds School District students served under this IGA require a level of support only Columbia Regional Program can provide at the present time.

Staff Recommendation:

Staff recommends that the Board authorize the District to enter into an IGA with Portland Public Schools on behalf of the Columbia Regional Program for consultation and equipment lending services.

Motion:

I move that the Board authorize the District to enter into an IGA with Portland Public Schools on behalf of the Columbia Regional Program for consultation and equipment lending services.



INTERGOVERNMENTAL AGREEMENT / REVENUE
between
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON (PORTLAND PUBLIC SCHOOLS)
on behalf of COLUMBIA REGIONAL PROGRAM
and
REYNOLDS SCHOOL DISTRICT

Contract No. IGA/R_____

**THIS CONTRACT SHALL BE BINDING ON THE DISTRICT ONLY IF IT IS
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Agency Name: Reynolds School District
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Address: 1204 NE 201st Ave
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Telephone: 503-661-7200x3049
Email: mbennett@rsd7.net

District Point of Contact: Pam Goska (*pgoska@pps.net*), Columbia Regional Program, Portland Public Schools, P.O. Box 3107, Portland, Oregon 97208-3107

TERMS AND CONDITIONS

1. **Term and Termination.** This Contract becomes effective on July 1, 2021. Unless earlier terminated as provided below, this Contract shall continue through June 30, 2023.
2. **Early Termination.** Unless otherwise specified herein, this Contract may be terminated as follows:
 - a. Mutual: District and Agency may terminate this Contract at any time by their written agreement.
 - b. Unilateral: Either party may terminate this Contract upon providing 60 days’ written notice to the other party.
3. **Contract Documents.** This Contract consists of
 - a. these Terms and Conditions only.

OR

 - b. these Terms and Conditions and the documents (“Exhibits”) listed below in descending order of precedence. A conflict in these documents shall be resolved in the priority listed below with these Terms and Conditions taking precedence over all other documents. The Exhibits to this Contract include the following documents:
 - Exhibit A (Statement of Work) (Only if box 3.b checked)
 - Exhibit B (Loaner Agreement)
4. **Statement of Work.** District shall perform the work described in Exhibit A.
5. **Maximum Total Payment; Invoices.** No payment shall be made until this Contract is fully executed by the authorized representatives of both parties. Agency shall pay District up to a maximum total payment, including all expenses whatsoever, of **\$3,000.00** for District services detailed in Exhibit A. District shall send invoices to the Agency Contact Person listed above. Upon work completion, work acceptance, invoice approval, and according to these Terms and Conditions, Agency shall pay District net 30 days.

6. **Independent Contractor Status.** By its signature on this contract, Agency certifies that the service or services to be performed under this Contract are those of an independent contractor as defined in ORS 670.600, and that Agency is solely responsible for the work performed under this Contract. Agency represents and warrants that Agency, its subcontractors, employees, and agents are not "officers, agents, or employees" of the District within the meaning of the Oregon Tort Claims Act (ORS 30.260 through 30.300). Agency shall be responsible for all federal, state, and local taxes and any and all fees applicable to payments for services under this Agreement.
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10. **Compliance with Applicable Law.** Each party shall comply with all federal, state, and local laws applicable to public contracts, licensures, business registrations, and to the work done under this Contract, and all regulations and administrative rules established pursuant to those laws.
11. **Mutual Indemnification.** Subject to the limitations of the Oregon Constitution (Article XI, Section 7) and the Oregon Tort Claims Act (ORS 30.260 through 30.300), District agrees that it shall indemnify and hold harmless Agency against and from any costs, expenses, attorneys' fees, damages, claims, grievances, injury, or loss to which Agency may be subject directly relating to any wrongdoing, misconduct, wont of care, skill, negligence, or default by Columbia or District's agents, employees, or assigns, in the execution or performance of this Contract.

Subject to the limitations of the Oregon Constitution (Article XI, Section 7) and the Oregon Tort Claims Act (ORS 30.260 through 30.300), Agency agrees that it shall indemnify and hold harmless Columbia and District against and from any costs, expenses, attorneys' fees, damages, claims, grievances, injury, or loss to which Columbia or District may be subject directly relating to any wrongdoing, misconduct, wont of care, skill, negligence, or default by Agency, Agency's agents, employees, or assigns, in the execution or performance of this Contract.

- 12. Insurance.** District is self-insured according to the statutory limits set in the State of Oregon for any liability, property, and auto claims. District represents and warrants that it has and will maintain adequate funding of this self-insurance to cover any claim that may result from or arise out of this Contract. In addition, District is self-insured for its workers' compensation for employees and shall provide benefits as prescribed by the State of Oregon. If providing any services under this Contract, then at all times Agency shall maintain in force at Agency's expense insurance coverage at least equal to the value of this Contract and the following insurance coverage(s), as applicable:
- a. Workers' Compensation. As required by ORS 656.017, subject employers shall provide workers' compensation coverage in accordance with ORS Chapter 656 for all subject workers. Agency and all subcontractors of Agency with one or more employees shall have this insurance unless exempt under ORS 656.027. Agencies that are statutory subject employers shall submit a certificate of insurance to District showing proof of coverage.
 - b. Professional Liability / Errors & Omissions (E&O). If Agency is providing services that require a state license (including, but not limited to, accounting, architectural, auditing, dental, legal, medical, and psychiatric), then Agency shall maintain professional liability / E&O insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage. This coverage shall provide extended reporting period coverage for claims made within two years after this Contract is completed or otherwise terminated according to its terms.
 - c. General Liability. Agency shall maintain general liability insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage.
 - d. Motor Vehicle Liability. If Agency is providing services that require Agency to transport District personnel, students, or property, then in addition to any legally required insurance coverage, Agency shall maintain motor vehicle liability insurance of at least \$1,000,000 for each claim, incident, or occurrence.
 - e. Additional Requirements. All insurance coverage shall be provided by an insurance company having an A.M. Best rating of at least A- and/or licensed to do business in Oregon. Agency alone is responsible for paying all deductibles and retentions. A cross-liability clause or separation of insureds condition shall be included in all general liability policies required by this Contract. Agency's coverage shall be primary in the event of loss.
 - f. Certificate of Insurance. Upon District request, Agency shall furnish to District a current certificate of insurance for each of the above coverages within 48 hours of District request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that District, its agents, officers, and employees are additional insureds with respect to Agency's services provided under this Contract. The certificate must specify an additional insured endorsement, and Agency shall attach a copy of the endorsement to the certificate. If requested by District, Agency shall also provide complete copies of insurance policies to District.
- 13. Controlling Law; Venue.** The parties agree that that Oregon law will govern any dispute under this Contract or related to this Contract, and that they will conduct any litigation arising out of this Contract in courts located in Multnomah County, Oregon.
- 14. Amendments; Renewal.** Any amendments, consents to, or waivers of the provisions of this Contract shall be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.

- 15. **Waiver; Severability.** Waiver of any default or breach under this Contract by either party does not constitute a waiver of any subsequent default or a modification of any other provisions of this Contract. If any term or provision of this Contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular term or provision held invalid.
- 16. **Counterparts.** The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.
- 17. **Entire Agreement.** When signed by the authorized representatives of both parties, this Contract and its attached Exhibits is their final and entire agreement. As their final expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

I HAVE READ THIS CONTRACT, INCLUDING ITS EXHIBITS. I CERTIFY THAT I HAVE THE AUTHORITY TO SIGN AND ENTER INTO THIS CONTRACT ON BEHALF OF THE PARTY I REPRESENT AND AGREE TO BE BOUND BY ITS TERMS.

AGENCY

DISTRICT

Signature

Emily Courtnage
Director, Purchasing & Contracting

Printed Name and Title

Date

Date

COLUMBIA REGIONAL CONTACT:

Pam Goska
Columbia Regional Program
833 NE 74th Avenue
Portland, Or 97213
503.916.5570

TIN: 93-6000830

EXHIBIT A

STATEMENT OF WORK

A. DUTIES

1. Columbia Regional Program (Columbia) shall provide to students with hearing loss who receive accommodations and modifications under Section 504
 - a. Consultation and support by Audiologist with district staff
 - b. Provision of FM or Soundfield system on short term loan up to 60 days while Agency is purchasing one
 - c. Provision of FM or Soundfield system on short term loan up to 60 days while Agency equipment is being repaired or replaced
 - d. Set up of equipment at school site and initial service

2. Agency shall
 - a. Provide Columbia with student specific information reasonably available regarding referred students
 - b. Sign the "Short Term FM Loaner Agreement" form
 - c. Reimburse Columbia for lost or stolen equipment as set forth in the loan agreement

B. PAYMENT AND INVOICES

1. Payment under this contract is based upon anticipated services requested by Agency for July 1, 2021 through June 30, 2023. The maximum total payment under this contract shall be \$3,000.00, \$1,500.00 per school year.
2. Agency will be invoiced at an hourly rate of \$85.00 and will include consultation and support for amplification capacity building to access general education curriculum.

3. Contract maximum payment of \$3,000.00



Columbia Regional Program

Autism Spectrum Disorders Services, Orthopedic Services, Deafblind Services,
Deaf/Hard of Hearing Services, Blind/Visually Impaired Services, Traumatic Brain Injury
833 N.E. 74th Ave., Portland, Or. 97213

Phone: (503) 916-5570 Fax: (503) 916-2750 Web Site: www.crporegon.org

Short Term FM System Loaner Agreement

Student Name: _____ Teacher: _____

District: _____ ("The District") Loan Date: _____

District Contact Person: _____ Phone: _____

School (location of Equipment): _____ Return Date: _____

(To be returned no later than the above date)

Description of FM:

Make	Model	CRP Number	Cost

The District understands that this FM unit is for the use of our student for a period of time not to exceed 60 days while The District is awaiting the arrival of our purchased unit.

During the time The District's student has use of this FM system, The District understands that The District is responsible for the care and maintenance of the loaner FM system and that The District is in process of purchasing its own equipment.

The District also understands that this FM system is provided free of charge to the district and that the loaner bank does not have unlimited resources. The District therefore agrees to make every effort possible to reimburse Columbia Regional Program if the loaner FM is lost or damaged while in The District's possession. The District further understands that the FM loaned to The District may not be the exact brand or model of FM that is being purchased by The District.

IF this FM system is lost or damaged beyond repair, a replacement fee will be charged for each lost or damaged part. The replacement fee will be the current cost of the lost/damaged part.

_____ District Rep Initials

FM System operation/care/maintenance instructions received: _____

Authorized District Representative Signature

Date

Special Education Director

Date

Audiologist Signature

Date

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Regina Sampson, Interim Director of Financial Services

Subject: RESOLUTION #2020-2021-032 DECLARING, IMPOSING AND CATEGORIZING TAXES FOR FISCAL YEAR 2021-2022

Policy: [Budget Adoption Procedures - DBH](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3:

We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

Staff requests the Board approve the resolution prepared, declaring and categorizing taxes for Fiscal Year 2021-22 as required.

Previous Board Action:

Not Applicable

Background:

Oregon Law requires school districts to declare and categorize taxes annually. The Board is asked to certify the District's permanent tax rate of \$4.4626 per \$1,000 of assessed valuation of all taxable property within the District.

The Board is further requested to levy the tax for bonded debt in the amount of \$12,057,745 for 2021-22.

Financial Implications:

The adoption of Resolution #2020-2021-032 imposes taxes at the District's permanent rate of \$4.4626 per \$1,000 of assessed valuation for the General Fund. It further imposes taxes for

bonded debt in the amount of \$12,057,745. The estimated tax revenues within the General Fund and Bonded Debt Fund budgets are based upon the Board adopting the resolution declaring and categorizing taxes for 2021-22.

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board adopt Resolution #2020-2021-032 to declare and categorize taxes for Fiscal Year 2021-22.

Motion:

I move that the Board adopt Resolution #2020-2021-032, a resolution declaring, imposing, and categorizing taxes for fiscal year 2021-22.

Please refer to the following attachments:

- Resolution #2020-2021-032, a resolution declaring, imposing, and categorizing taxes for fiscal year 2021-22.

**INTERGOVERNMENTAL COOPERATIVE PURCHASING
AGREEMENT**

Pursuant to Chapter 39.34 of the Revised Code of Washington and to other applicable laws, the Vancouver School District and the **Reynold School District #7**, hereby agree to enter into cooperative agreements and to establish and maintain a joint purchasing agency for the purchase of various equipment and services under the following terms and conditions.

(1) This Agreement pertains to bids and contracts for supplies, material, equipment or services that may be required from time to time by both The Vancouver School District and the **Reynold School District #7**.

(2) Each of the parties from time to time goes out to public bid and contracts to purchase supplies, material, equipment, and services. Each of the parties hereby agrees to extend to the other party the right to purchase pursuant to such bids and contracts to the extent permitted by law, and to the extent agreed upon between each party and the bidder, contractor, vendor, supplier, or service provider.

(3) Each of the parties shall comply with all applicable laws and regulations governing its own purchases.

(4) Each of the parties shall contract directly with the bidder, contractor, vendor, supplier, or service provider, and pay directly in accordance with its own payment procedures for its own purchases. Each party will indemnify and hold the other party harmless as to any claim arising out of its participation in this Agreement.

(5) Any purchase made pursuant to this Agreement is not a purchase from either of the parties. This Agreement shall create no obligation to either of the parties to purchase any particular good or service, nor create to either of the parties any assurance, warranty, or other obligation from the other party with respect to purchasing or supplying any good or service.

(6) No separate legal or administrative entity is intended to be created pursuant to this Agreement. No obligation, except as stated herein, shall be created between the parties or between the parties and any applicable bidder or contractor.

(7) The Purchasing Manager of the Vancouver School District and CFO/COO for the **Reynold School District #7** shall be representatives of the entities for carrying out the terms of this Agreement.

(8) This Agreement shall continue in force until May 31, 2022 or canceled by either party, which cancellation may be effected upon receipt by one of the parties of the written notice of cancellation of the other party.

APPROVED:

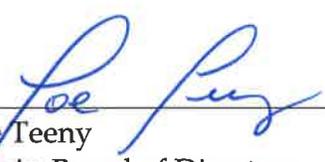
APPROVED:

Vancouver School District No. 37
PO Box 8937
Vancouver, WA 98668-8937

Reynold School District #7
1204 NE 201st Avenue
Fairview OR 97024



President
Board of Directors



Joe Teeny
Chair, Board of Directors



Secretary
Board of Directors



Dr. Linda Florence
Superintendent

JUN 27 2017
Date

6/14/17
Date * RSD Board Approved 6/14/17

The RFP and bid documents were obtained from Vancouver School District and routed to our attorney for review and guidance. Legal review was completed and it was determined that Oregon's and Washington's competitive bid processes were substantially similar and met the legal test for procurement requirements.

As the RFPs did not list Reynolds School District specifically, the District must comply with the notice provisions located in ORS 279A.220(2)(b)(B) whereby the District notify the public of its intent to procure under an agreement, the amount estimated to be expended, and provide the opportunity for comment prior to executing the price agreement.

The required notice has been drafted and legal review completed, and is attached for reference. The Notice will be published in the Gresham Outlook upon Board approval of the IGA and the required notice period will be required to expire before the agreement is signed and returned to the Vancouver School District.

Financial Implications:

The 2017-18 Budget includes the appropriations necessary to complete the procurement of food and supplies for nutrition and materials and supplies for custodial and maintenance for the school year.

Procurement will not be limited to vendors under contract with the Vancouver School District, and pricing comparisons will be completed on an ongoing basis to secure the best pricing for purchases.

Participating in cost savings through a cooperative procurement agreement is in the best interest of the District to obtain the most cost efficient pricing available at any given time.

Staff Recommendation:

Staff recommends the Board authorize staff to execute the Intergovernmental Agreement with the Vancouver School District as proposed upon completion of the requisite notice period.

Proposed Motion:

I move that the Board authorize staff to execute the Intergovernmental Agreement with the Vancouver School District as proposed upon completion of the requisite notice period.

MEMBER CONTRACT

2017 – 2022 Cooperative Purchasing Agreement Oregon Child Nutrition Coalition

This contract is to define the agreement between the Oregon Child Nutrition Coalition (OCNC), a 501(c)(3) organization; and the individual schools or school districts, which are members.

The members are joined together to conduct competitive procurement in order to increase purchasing power and decrease costs. Members agree to cooperatively purchase under the following terms and conditions:

Basic Tenets

1. The members of OCNC are duly constituted Oregon schools operating nonprofit USDA Child Nutrition food service programs in school districts, private schools, or residential childcare centers. All members have agreements with the Oregon Department of Education qualifying them as a School Foodservice Authority (SFA.)
2. The members of OCNC have joined together for the purpose of letting bids for the purchase of selected commodity-processed products, purchased food, supplies, and chemicals.
3. All bid awards shall be in accordance with all state and federal laws and regulations. The members of OCNC agree to establish such contracts to the extent permitted by law and to the extent agreed by the parties.
4. No member of OCNC will accept responsibility for the performance of any purchasing contract by the selected distributor and/or the payment of the purchase price by any other member.
5. The food service departments of the members will not contract for service of any kind, including management services only, with a food service management company (FSMC.) In the event, during the time the OCNC purchase agreement is in effect, any member's food service program becomes contracted with or purchases services from a FSMC, that district will no longer be eligible to be an OCNC member. Such a district will therefore no longer have access to the pricing provided by OCNC bid awards upon the effective date of the agreement. If the district is using an FSMC's service as a temporary measure, they will not be eligible to be a member of OCNC on the 91st day after signing an agreement or purchasing a service. During the 90-day period the district must buy all product exclusively from OCNC's bid award or the FSMC's bid award, not from both. In the event a previous member discontinues the contract or stops purchasing services from the FSMC, they may reapply for OCNC membership. The new member fee will be waived for the previous member if they rejoin within the same school year.
6. The award shall be a sole distributor agreement based on an extended bottom line combined with scoring on technical factors as outlined in the Request for Proposal (RFP.)
7. The final approval of the bid award is the sole responsibility of the governing body of the individual members of OCNC. Members are required by USDA and ODE Child Nutrition Programs to have individual agreements or contracts with the selected distributor. **All contracts are entered into by the individual members, not by OCNC.**

Member Responsibilities

8. Members agree to purchase not less than 80% of the total dollars they annually expend on the listed bid items through the OCNC agreement bid award. (Note – pricing is obtained for milk, produce, bread and chemical products. These are not considered part of the items included in the 80% minimum purchasing requirement. Members may or may not purchase these items through the OCNC agreement bid award and may bid them separately.)
9. Each member agrees to make a good faith estimate of the quantity of each individual product that they expect to purchase during the first year of each five-year bid cycle. These estimates shall

be consolidated and proposers will be requested to quote prices based on this total volume in their responses to the RFP.

10. Members are allowed to purchase up to 20% of their total dollars expended on bid items listed by other purchasing processes if the products were not included in the district estimates that were included in the RFP that resulted in the agreement currently in force.

11. Members are expected to purchase all products they estimated from the awarded distributor. Members are responsible to notify the distributor if their award purchases differ from the estimates by plus or minus 10%. Failure to uphold purchasing commitments or to follow OCNC agreements may result in the distributor refusing to sell product to members at the agreed upon price.

12. Members agree to comply with all reasonable distributor time lines and minimum and maximum order quantities.

13. Members understand all product purchased must be priced by the distributor according to the terms, instructions and conditions defined in the RFP document or subsequent Memos of Understanding. No member is to be charged additional fees or granted additional discounts on products included the OCNC RFP.

14. All members agree to pay an annual fee based on the Average Daily Membership (ADM) reported to ODE the previous year to cover the cost incurred in developing, letting and managing the bids or the minimum fee set by the Board of Directors. The Board of Directors at the annual board meeting will set fees for each year. Upon written request within 30 days of the receipt of their annual dues invoice a district may request adjustment of their fees for the following reasons:

a. Documented error

Changes to the ADM (e.g., identification of annual daily membership of a charter school or other separate group not sponsored by the district and not participating or utilizing the district's food service program).

15. Each member's fee is due 30 days after receipt of the invoice. Any member not paid in full by October 1st of each school year shall be assessed a late charge of \$25.00 as set by the board. Members who have not paid by October 15th shall not have access to bid pricing until the bill is paid in full.

16. Each member shall complete and submit an OCNC Contact Information form annually, prior to the beginning of each school year. The form will be sent to the contact person(s) listed on the previous year's form on, or about, July 1 of each year. This form is due to OCNC on, or before, August 15. Members shall send contact information updates to OCNC during the school year, as necessary.

17. Members will find the original bid award posted on the OCNC web site <http://www.ocnc.org>.

18. Members may not belong to any other co-operative purchasing group buying from the same distributor at the same time they belong to OCNC.

19. Members understand that not all items on the OCNC program have been reviewed for compliance with Child Nutrition Program standards. Some items are only appropriate for catering or ala carte sales.

20. The individual members must follow USDA and ODE regulations for the procurement of any item not listed on the OCNC RFP by either using micro-procurement or small-procurement processes. OCNC will not provide this service.

21. It is the responsibility of the individual member who issues a contract or other purchasing tool to the vendor to ensure that the vendor is performing in accordance with the terms, conditions and specifications of their contract or purchasing tool.

New Members

22. A new member may apply to join at any time during the term of this contract.

23. Both the awarded distributor and OCNC Board must approve new member applications.

24. New members may be required to estimate a full year's purchase amount by item if needed by the awarded distributor.

- 25. New members are required to pay a new member fee equal to one years dues plus the annual fee when joining.
- 26. New members are subject to delivery minimums as outlined in the RFP.
- 27. Aggregate purchases of all new members shall not exceed 15% of previous years total OCNC purchases. Purchases in excess of 15% would create a material change in the RFP and would require re-issuing the entire RFP.

Services Provided

Basic services covered by this agreement are the development, letting and management of the Purchased Food/Supplies RFP and the annual Commodity-Processing RFP. RFP documents and award information are posted on the website <http://www.ocnc.org>.

- 28. Access to a cloud file containing nutrition information and child nutrition crediting information for purchased products listed on the RFP and for commodity-process products. Use of this information is limited to the member.
- 29. Optional services may be offered for additional fees periodically.

Contract Term

- 30. This agreement shall be in full force and effective from July 1, 2017 to June 30, 2022. There will be four optional renewals.
- 31. The Purchased Food /Supplies RFP shall include an extension clause for not more than four additional years. Bid extension shall be in compliance with applicable Federal and Oregon bid law.
- 32. Any member may cancel this agreement at any time only upon written notice to Co-Executive Directors. The effective date of termination of the terms and conditions of this agreement shall be thirty (30) days from the date of the receipt of notice of cancellation.
- 33. The individual member withdrawing from OCNC will not receive a refund of their membership fee.

Official Name of the Organization Reynolds School District #7

Authorized Signature 

Printed Name of Signer Rachel Hopper

Email Address of Signatory rhopper@rsd7.net

Phone Number of Signatory (503) 661-7200 x 3325

Title CFO/COO

District Contact Person Christy Foote, Nutrition Services Operations Supervisor

Email Address of Contact Person cfoote@rsd7.net

Phone Number of Contact Person (503) 661-7200 x 3215

District Address 1204 NE 201st Ave., Fairview, OR 97024

ODE CNP Agreement Number 2618002

Date April 21, 2017

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Regina Sampson, Interim Director of Financial Services
Subject: 2021-2022 Fee Schedule
Policy: [Student Fees, Fines and Charges – JN](#)
Date: June 23, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals:

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4:

We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

Fee information has been gathered from each of the District’s departments and buildings to compose a comprehensive schedule for Board review and approval.

Please refer to the following attachments:

- 2021-2021 Fee Schedule

Previous Board Action:

None

Background:

The District collects fees from students and co-curricular activity groups for programs and items not related to their free public education. Additional fees to the public are established where appropriate for records requests. Each year the Board will authorize the rates to be charged to provide the authority for buildings to charge the fees.

Financial Implications:

Collected revenues are intended to offset the costs of participation, third party costs, or costs of time and materials.

Staff Recommendation:

Staff recommends the Board accept the 2021-22 Fee Schedule as proposed.

Motion:

I move that the Board approve the 2021-22 Fee Schedule as proposed.



Reynolds School District
 Administration Offices
 1204 NE 201st Avenue
 Fairview, OR 97024
 503.661.7200 • FAX 503.667.6932

FEE SCHEDULE

July 1, 2021 through June 30, 2022

Transportation		41.50	per hour
Mileage		1.50	per mile
Fuel Price Over Rack Price		0.0478	per gallon
Custodial & Nutrition Staff Use		44.00	per hour
Early Entrance *			
Application for Early Entrance		20.00	
Evaluation for Early Entrance		130.00	
Student Planner & ID Card		8.00	per student
Planner Replacement		6.00	per replacement
ID Card Replacement		4.00	per replacement
Plastic Pouch Replacement		1.00	per replacement
Lanyard Replacement		1.00	per replacement
High School Specific			
ASB Pass		25.00	
Parking Permit		25.00	
Driver Education Courses	Reduced based on School Lunch Program	350.00	per session
Additional Transcript Fee	Over 1 year after Graduation	5.00	
Athletic User Fee			
		Middle School	High School
Free		10.00	30.00 per activity
Reduced		20.00	60.00 per activity
Regular		40.00	120.00 per activity
		(Max of \$300.00 per family per year)	
Instrument Rentals			
Middle School		15.00 - 50.00	per instrument/per month
Recorder (Music)		5.00	per recorder
PE Uniforms		18.00	per uniform
School Logo Attire			
T-Shirts	(End of Year Discount \$2)	10.00	per shirt
Sweatshirts	(End of Year Discount \$5)	25.00	per shirt
Athletic Sweatshirts		25.00	per shirt
Technology			
1:1 Devices			
Free/Reduced		10.00	
Regular		20.00	
Lost Devices	(Cost of Replacement)	250.00	up to
Repairs (broken/ lost functionality)	(Cost of Repair)	100.00	up to
Yearbook			
Elementary	(Location Decision)	10.00	per book
Middle School	(\$2 discount for Fall payments)	20.00	per book
High School	(Increased \$5 after December 20th)	40.00	per book

At Cost Items Include:

AVID Binders, Lost Textbooks & Library books, New Code of Dress Items, Uniform Replacement, Logo Gear & Credit Card Fees

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Regina Sampson, Interim Director of Financial Services

Subject: Resolution #2020-2021-030 Amending the Adopted Budget

Policy: [Budget Transfer Authority – DBK-AR](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals:

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4:

We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

The District is requesting an amendment to the 2020-21 Budget to accommodate for increased revenue in the Federal Program Fund by increasing major function 1000 Instruction by \$850,000, major function 2000 Support Services by \$500,000 and major function 3000 Community Services by \$800,000 because of increased ESSER funds received and State and Local Program Fund by increasing major function 3000 Community Services by \$500,000 because of additional revenue received for the District Improvement Grant.

Previous Board Action:

The Board adopted the 2020-21 budget per Resolution #2019-2020-016 and;
The Board adopted Resolution #2020-2021-003 and;
The Board adopted Resolution #2020-2021-011 and;
The Board adopted Resolution #2020-2021-012 and;
The Board adopted Resolution #2020-2021-013 and;
The Board adopted Resolution #2020-2021-023.

Background:

Due to increased revenue in Federal Programs Fund for ESSER and State and Local Programs fund for District Improvement Grant, the District is requesting appropriation increases to both funds.

Financial Implications:

The proposed request is to account for increased ESSER revenue in Federal Program Fund by increasing major function 1000 Instruction by \$850,000, major function 2000 Support Services by \$500,000 and major function 3000 Community Services by \$800,000 and increased District Improvement Grant revenue in State and Local Program Fund by increasing major function 3000 Community Services by \$500,000 appropriations.

Alternatives:

The Board could decide not to adopt the resolution resulting in a Local Budget Law violation and a negative comment from our auditors in the 2020-21 Comprehensive Annual Financial Report.

Staff Recommendation:

Staff recommends the Board adopt Resolution #2020-2021-030, as proposed.

Motion:

I move that the Board adopt Resolution #2020-2021-030 a resolution amending the 2020-21 budget by increasing appropriations in Federal Programs Fund major function 1000 Instruction by \$850,000, major function 2000 Support Services by \$500,000 and major function 3000 Community Services by \$800,000 and increasing appropriation in State and Local Program Fund major function 3000 Community Services by \$500,000.

Resolution #2020-2021-030

A RESOLUTION AUTHORIZING INCREASE OF APPROPRIATIONS IN FEDERAL PROGRAMS FUND AND STATE AND LOCAL PROGRAMS FUND TO ACCOMMODATE INCREASED REVENUE AND EXPENDITURES

WHEREAS, the Board adopted the 2020-21 Budget through Resolution #2019-2020-016 based on assumptions and information known at that time, and Resolution #2020-2021-003 Amending the Adopted Budget, Resolution #2020-2021-011 Amending the Adopted Budget, #2020-2021-012 Amending the Adopted Budget, #2020-2021-013 Amending the Adopted Budget and #2020-2021-023 Amending the Adopted Budget, and

WHEREAS, Oregon Local Budget Law, ORS 294.480, allows budget changes after adoption under prescribed guidelines, and

WHEREAS, the District requires an appropriation increase in the Federal Programs Fund to accommodate increased ESSER revenue, and

WHEREAS, the District requires an appropriation increase to the State and Local Programs Fund to accommodate increased District Improvement Grant revenue, and

WHEREAS, the Board desires to modify the 2020-21 Adopted Budget, to increase Federal Programs Fund by \$850,000 for major function 1000 Instruction, \$500,000 for major function 2000 Support Services and \$800,000 for major function 3000 Community Services and increase State and Local Programs Fund appropriations by \$500,000 for major function 3000 Community Services, to accommodate expenditures

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of Reynolds District #7 to approve the following adjustments to the 2020-21 Budget:

Major Function	Item Description	Approved Budget 2020-21	This Amendment	Adopted Budget 2020-21
GENERAL FUND				
Requirements				
1000	Instruction	83,220,180	-	83,220,180
2000	Support Services	56,216,054	-	56,216,054
3000	Community Services	462,610	-	462,610
5110	Long-Term Debt Service	333,455	-	333,455

5200	Transfers	3,535,913	-	3,535,913
6000	Contingency	1,620,145	-	1,620,145
7000	Ending Fund Balance	4,970,966	-	4,970,966
TOTAL		150,359,323	-	150,359,323

FEDERAL PROGRAMS				
Requirements				
1000	Instruction	6,806,416	850,000	7,656,416
2000	Support Services	3,548,605	500,000	4,048,605
3000	Community Services	410,181	800,000	1,210,181
TOTAL		10,765,202	2,150,000	12,915,202

STATE & OTHER PROGRAMS FUND				
Requirements				
1000	Instruction	6,554,689	-	6,554,689
2000	Support Services	14,489,992	-	14,489,992
3000	Community Services	527,413	500,000	1,027,413
4000	Building Acquisition, Construction and Improvement Services	2,500,000	-	2,500,000
6000	Contingency	242,101	-	242,101
7000	Ending Fund Balance	111,910	-	111,910
TOTAL		24,426,105	500,000	24,926,105

NUTRITION SERVICES				
Requirements				
3000	Community Services	8,295,050	-	8,295,050
6000	Contingency	20,000	-	20,000
TOTAL		8,315,050	-	8,315,050

EARLY RETIREMENT FUND				
Requirements				
2000	Support Services	300,000	-	300,000
TOTAL		300,000	-	300,000

INSURANCE RESERVE FUND				
Requirements				
2000	Support Services	650,000	-	650,000
3000	Community Services	-	-	0
TOTAL		650,000	-	650,000

2005 DEBT SERVICE G.O. BONDS				
Requirements				
5000	Long-Term Debt Service	1,500,000	-	1,500,000
TOTAL		1,500,000	-	1,500,000

2015 DEBT SERVICE G.O. BONDS				
Requirements				
5000	Long-Term Debt Service	9,900,050	-	9,900,050
7000	End Fund Balance	3,961,180	-	3,961,180
TOTAL		13,861,230	-	13,861,230

DEBT SERVICE PERS BONDS				
Requirements				
5000	Long-Term Debt Service	8,910,490	-	8,910,490
7000	End Fund Balance	596,446	-	596,446
TOTAL		9,506,936	-	9,506,936

CAPITAL PROJECTS FUND				
Requirements				
2000	Support Services	-	-	0
4000	Building Acquisition, Construction and Improvement Services	1,224,377	-	1,224,377
5000	Long-Term Debt Service	19,053,976	-	19,053,976
TOTAL		20,278,353	-	20,278,353

2015 CAPITAL PROJECTS FUND				
Requirements				
4000	Building Acquisition, Construction and Improvement Services	2,895,200	-	2,895,200
TOTAL		2,895,200	-	2,895,200

SCHOOL IMPROVEMENT FUND QZAB				
Requirements				
2000	Support Services	232,845	-	232,845
TOTAL		232,845	-	232,845

TOTAL ALL FUNDS				
Requirements				

1000	Instruction	96,581,285	850,000	97,431,285
2000	Support Services	75,437,496	500,000	75,937,496
3000	Community Services	9,695,254	1,300,000	10,995,254
4000	Building Acquisition, Construction and Improvement Services	6,619,577	-	6,619,577
5110	Long-Term Debt Service	39,697,971	-	39,697,971
5200	Transfers	3,535,913	-	3,535,913
6000	Contingency	1,882,246	-	1,882,246
7000	Ending Fund Balance	9,640,502	-	9,640,502
TOTAL		243,090,244	2,650,000	245,740,244

Effective Date: Upon Adoption

Passed and adopted by the Reynolds School Board this 23rd day of June 2021.

Valerie Tewksbury, Board Chair

Dr. Danna Diaz, Clerk

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Regina Sampson, Interim Director of Financial Services

Subject: Resolution 2020-2021-031 Adopting the Annual Budget for Fiscal Year 2021-22

Policy: [Budget Adoption Procedures - DBH](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3:

We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

Staff requests the Board approve the resolution prepared, adopting the annual budget for Fiscal Year 2021-22.

Previous Board Action:

Not Applicable

Background:

Oregon Budget Law requires school districts to adopt an annual budget. Resolution #2020-2021-031 adopts a one year budget.

The fiscal year 2021-22 budget as approved by the District’s Budget Committee appropriates expenditures totaling \$270,516,620 across multiple funds. The Board is asked to adopt the fiscal year 2021-22 budget by fund and major function.

The Board may make modifications to the approved budget before adoption, within certain statutory limits. Any changes proposed following the adoption of the budget by the Board must

be completed in the form of budget resolutions.

Any additional changes recommended by the Board should be made before adoption of Resolution #2020-2021-031, and any modifications must be mentioned in the motion to adopt the Resolution.

Financial Implications:

The adoption of Resolution #2020-2021-031 will adopt the District’s annual budget for fiscal period 2021-22, and appropriate expenditures across all funds in the amount of \$270,516,620.

Alternatives:

Without adoption the district will not be able to spend any funds.

Staff Recommendation:

Staff recommends the Board, having conducted the scheduled public hearing, review the approved budget, complete deliberations, and adopt Resolution #2020-2021-031 as proposed or as amended by the Board. Staff recommends the Board adopt Resolution #2020-2021-031 as submitted.

Motion:

Possible Change Motion (Requires Two Motions):

I move that the Board adopt changes to the approved budget as discussed; specifically: a \$ _____ increase / decrease in the _____ Fund.

Final Motion if Motion for Changes Passes:

I move that the Board adopt Resolution #2020-2021-031, Resolution adopting the 2021-22 budget and appropriating funds as amended.

Final Motion if No Changes Approved (Single Motion):

I move that the Board adopt Resolution #2020-2021-031, Resolution adopting the 2021-22 budget and appropriating funds as amended.

Please refer to the following attachments:

- Resolution adopting the 2021-22 budget and appropriating funds as amended.

Resolution #2020-2021-031

A RESOLUTION ADOPTING THE 2021-22 BUDGET AND APPROPRIATING FUNDS

WHEREAS, Oregon Local Budget Law requires school districts to adopt a budget authorizing expenditures for each fiscal year, and

WHEREAS, the Budget Committee held a public hearing to gain public input on the proposed budget and subsequently approved the 2021-22 Budget, and

WHEREAS, the Board desires to adopt the 2021-22 Budget as presented and appropriate expenditures for the 2021-22 fiscal year, and

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of Reynolds School District 7 to adopt the 2021-22 Budget in the total sum of \$270,516,620, said budget being on file in the District’s Administrative Offices; and

BE IT FURTHER RESOLVED by the Board of Directors of the Reynolds School District #7 that the requirements for the fiscal year beginning July 1, 2021 are hereby appropriated as follows:

Major Function	Item Description	Approved Budget 2021-22	This Amendment	Adopted Budget 2021-22
GENERAL FUND				
Requirements				
1000	Instruction	81,265,224	-	81,265,224
2000	Support Services	55,325,349	-	55,325,349
3000	Community Services	460,259	-	460,259
5110	Long-Term Debt Service	200,000	-	200,000
5200	Transfers	1,773,000	-	1,773,000
6000	Contingency	1,683,476	-	1,683,476
7000	Ending Fund Balance	5,050,428	-	5,050,428
TOTAL		145,757,736	-	145,757,736

FEDERAL PROGRAMS

Requirements				
1000	Instruction	23,612,871	-	23,612,871
2000	Support Services	14,543,720	-	14,543,720
3000	Community Services	4,242,468	-	4,242,468
TOTAL		42,399,059	-	42,399,059

STATE & OTHER PROGRAMS FUND				
Requirements				
1000	Instruction	11,163,548	-	11,163,548
2000	Support Services	15,092,548	-	15,092,548
3000	Community Services	2,001,682	-	2,001,682
4000	Building Acquisition	10,087,259	-	10,087,259
5200	Transfer of Funds	215,987	-	215,987
6000	Contingency	94,899	-	94,899
7000	Ending Fund Balance	7,910	-	7,910
TOTAL		38,663,833	-	38,663,833

NUTRITION SERVICES				
Requirements				
2000	Support Services	25,877	-	25,877
3000	Community Services	9,183,352	-	9,183,352
6000	Contingency	219,728	-	219,728
TOTAL		9,428,957	-	9,428,957

EARLY RETIREMENT FUND				
Requirements				
2000	Support Services	325,000	-	325,000
TOTAL		325,000	-	325,000

INSURANCE RESERVE FUND				
Requirements				
2000	Support Services	750,000	-	750,000
TOTAL		750,000	-	750,000

2015 DEBT SERVICE G.O. BONDS				
Requirements				
5000	Long-Term Debt Service	10,829,678	-	10,829,678
7000	End Fund Balance	6,775,521	-	6,775,521
TOTAL		17,605,199	-	17,605,199

DEBT SERVICE PERS BONDS				
Requirements				
5000	Long-Term Debt Service	9,345,490	-	9,345,490
7000	End Fund Balance	933,000	-	933,000
TOTAL		10,278,490	-	10,278,490

CAPITAL PROJECTS FUND				
Requirements				
4000	Building Acquisition, Construction and Improvement Services	2,387,900	-	2,387,900
5000	Long-Term Debt Service	1,387,602	-	1,387,602
TOTAL		3,775,502	-	3,775,502

2015 CAPITAL PROJECTS FUND				
Requirements				
4000	Building Acquisition, Construction and Improvement Services	1,300,000	-	1,300,000
TOTAL		1,300,000	-	1,300,000

SCHOOL IMPROVEMENT FUND QZAB				
Requirements				
2000	Support Services	232,844	-	232,844
TOTAL		232,844	-	232,844

TOTAL ALL FUNDS				
Requirements				
1000	Instruction	116,041,643	-	116,041,643
2000	Support Services	86,295,338	-	86,295,338
3000	Community Services	15,887,761	-	15,887,761
4000	Building Acquisition, Construction and Improvement Services	13,775,159	-	13,775,159
5110	Long-Term Debt Service	21,762,770	-	21,762,770
5200	Transfers	1,988,987	-	1,988,987
6000	Contingency	1,998,103	-	1,998,103
7000	Ending Fund Balance	12,766,859	-	12,766,859
TOTAL		270,516,620	-	270,516,620

Effective Date: Upon Adoption

Passed and adopted by the Reynolds School Board this 23rd day of June 2021.

Valerie Tewksbury, Board Chair

Dr. Danna Diaz, Clerk

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Regina Sampson, Interim Director of Financial Services

Subject: RESOLUTION #2020-2021-032 DECLARING, IMPOSING AND CATEGORIZING TAXES FOR FISCAL YEAR 2021-2022

Policy: [Budget Adoption Procedures - DBH](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3:

We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

Staff requests the Board approve the resolution prepared, declaring and categorizing taxes for Fiscal Year 2021-22 as required.

Previous Board Action:

Not Applicable

Background:

Oregon Law requires school districts to declare and categorize taxes annually. The Board is asked to certify the District's permanent tax rate of \$4.4626 per \$1,000 of assessed valuation of all taxable property within the District.

The Board is further requested to levy the tax for bonded debt in the amount of \$12,057,745 for 2021-22.

Financial Implications:

The adoption of Resolution #2020-2021-032 imposes taxes at the District's permanent rate of \$4.4626 per \$1,000 of assessed valuation for the General Fund. It further imposes taxes for

bonded debt in the amount of \$12,057,745. The estimated tax revenues within the General Fund and Bonded Debt Fund budgets are based upon the Board adopting the resolution declaring and categorizing taxes for 2021-22.

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board adopt Resolution #2020-2021-032 to declare and categorize taxes for Fiscal Year 2021-22.

Motion:

I move that the Board adopt Resolution #2020-2021-032, a resolution declaring, imposing, and categorizing taxes for fiscal year 2021-22.

Please refer to the following attachments:

- Resolution #2020-2021-032, a resolution declaring, imposing, and categorizing taxes for fiscal year 2021-22.

Resolution #2020-2021-032

**A RESOLUTION DECLARING, IMPOSING AND CATEGORIZING
TAXES FOR FISCAL YEAR 2021-2022**

WHEREAS, Oregon Law requires school districts to declare and categorize taxes annually, and

WHEREAS, the Board has adopted the 2021-22 Budget in the sum of \$270,516,620, including property tax revenues, and

WHEREAS, the Board desires to declare, impose and categorize taxes for Fiscal Year 2021-22 as allowed by law.

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of Reynolds School District #7 to declare the permanent tax rate to be \$4.4626 per \$1,000 of assessed valuation, to be levied upon all taxable property within the District; and

BE IT FURTHER RESOLVED by the Board of Directors of the Reynolds School District #7 that the tax of \$12,057,745 be levied upon all taxable property and categorized as education within the District to retire a portion of the District’s long-term debt obligation, and amounts are declared as follows:

2021-22 Tax Rates	
Levy within Tax Base (Permanent Rate)	\$ 4.4626
Levy for Bonded Debt (excluded from all limitations)	\$ 12,057,745

Effective Date: July 1, 2021

Passed and adopted by the Reynolds School Board this 23rd day of June 2021.

Valerie Tewksbury, Board Chair

Dr. Danna Diaz, Clerk

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of District Operations and Student and Family Services

Prepared by: Jelena Doney, Executive Assistant to the Assistant Superintendent of District Operations and Student & Family Services

Subject: Acceptance of Seismic Rehabilitation Grant for Reynolds Middle School Cafeteria

Policy: [Facilities Development Goals – FA](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #1: We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

Summary:

In December 2020, Reynolds School District applied for a seismic rehabilitation grant for the Reynolds Middle School cafeteria. The State of Oregon, through the Oregon Business Development Department-Infrastructure Finance Authority, awarded a grant for the seismic rehabilitation of the Reynolds Middle School cafeteria. This is a reimbursement grant. The project must be completed by September 30, 2023.

The seismic upgrade is in alignment with the information provided in the Facility Master Plan assessments authorized by the Board by BRIC Architecture, Inc.

Staff is requesting Board authorization to accept the grant and enter into the attached grant contract with the State of Oregon.

Please refer to the following attachment(s):

- Seismic Rehabilitation Grant Program Grant Contract with the State of Oregon

Previous Board Action:

The Reynolds High School (RHS) seismic gym grant was previously approved October 28, 2020

and the Reynolds Middle School (RMS) seismic gym grant was previously approved May 11, 2016.

Background:

District's legal counsel has reviewed the proposed grant contract and approved.

Financial Implications:

The total estimated cost of the seismic rehabilitation is \$2,474,868.

Alternatives:

If the grant is not accepted, the Reynolds Middle School cafeteria will not receive a seismic upgrade.

Staff Recommendation:

Staff recommends the Board accept the seismic grant, authorize staff to enter into the Grant Contract, and proceed with the project.

Motion:

I move that the Board accept the grant in the amount of \$2,474,868 from the State of Oregon for the Seismic Rehabilitation Project of the Reynolds Middle School cafeteria and proceed with the project.

Resolution #2020-2021-033

**A RESOLUTION ACCEPTING SEISMIC REHABILITATION GRANT
FOR REYNOLDS MIDDLE SCHOOL CAFETERIA**

WHEREAS, Reynolds Middle School serves over 950 students daily, each spending a portion of their day in the cafeteria; and

WHEREAS, Reynolds Middle School is a thriving part of the Fairview, Oregon community, hosting students in the SUN after-school program, and available for rental by the community; and

WHEREAS, the recent Long Range Facilities Planning Report indicated the need for seismic upgrades in the infrastructure of Reynolds Middle School; and

WHEREAS, the State of Oregon, through the Oregon Business Development Department-Infrastructure Finance Authority, awarded a reimbursement grant for the seismic rehabilitation of the Reynolds Middle School cafeteria;

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of Reynolds School District #7 to accept the grant as identified in the provided grant contract and approved per legal counsel.

Effective Date: July 1, 2021

Passed and adopted by the Reynolds School Board this 23rd day of June 2021.

Valerie Tewksbury, Board Chair

Dr. Danna Diaz, Clerk

**SEISMIC REHABILITATION GRANT PROGRAM
GRANT CONTRACT**

Project Name: Reynolds Middle School Cafeteria

Project Number: SC2119

This grant contract (“Contract”), dated as of the date the Contract is fully executed, is made by the State of Oregon, acting by and through its Oregon Infrastructure Finance Authority of the Business Development Department (“OBDD”), and Multnomah County School District #7 d\b\ a Reynolds School District (“Recipient”) for financing of the project referred to above and described in Exhibit B (“Project”). This Contract becomes effective only when fully signed and approved as required by applicable law. This Contract shall expire 30 September 2023. Capitalized terms not defined in section 1 and elsewhere in the body of the Contract have the meanings assigned to them by Exhibit A.

This Contract includes the following exhibits, listed in descending order of precedence for purposes of resolving any conflict between two or more of the parts:

Exhibit A: General Definitions

Exhibit B: Project Description

Exhibit C: Project Budget

SECTION 1 - KEY TERMS

The following capitalized terms have the meanings assigned below.

“Estimated Project Cost” means \$2,474,868.

“Grant Amount” means \$2,474,868.

“Project Closeout Deadline” means 90 days after the earlier of the Project Completion Date or the Project Completion Deadline.

“Project Completion Deadline” means 30 September 2023.

SECTION 2 - FINANCIAL ASSISTANCE

The OBDD shall provide Recipient, and Recipient shall accept from OBDD, a grant (the “Grant”) in an aggregate amount not to exceed the Grant Amount. This Grant is made from the net proceeds from the sale of the Bonds.

SECTION 3 - DISBURSEMENTS

- A. Reimbursement Basis. The Grant will be disbursed to Recipient on an expense reimbursement or costs-incurred basis. The Recipient must submit each disbursement request for the Grant on an OBDD-provided or OBDD-approved disbursement request form (“Disbursement Request”).
- B. Financing Availability. The OBDD’s obligation to make, and Recipient’s right to request, disbursements under this Contract terminates on the Project Closeout Deadline.

SECTION 4 - CONDITIONS PRECEDENT

- A. Conditions Precedent to OBDD's Obligations. The OBDD's obligations are subject to the receipt of the following items, in form and substance satisfactory to OBDD and its Counsel:
- (1) This Contract duly signed by an authorized officer of Recipient within 60 days of Recipient's receipt of this Contract document.
 - (2) A copy of the ordinance, order or resolution of the governing body of Recipient authorizing the Project and the execution, delivery and performance of this Contract.
 - (3) Such other certificates, documents, opinions and information as OBDD may reasonably require.
- B. Conditions to Disbursements. As to any disbursement, OBDD has no obligation to disburse funds unless all following conditions are met:
- (1) There is no Default or Event of Default.
 - (2) The representations and warranties made in this Contract are true and correct on the date of disbursement as if made on such date.
 - (3) The OBDD, in the reasonable exercise of its administrative discretion, has sufficient funding, appropriations, limitations, allotments, allocation and other expenditure authority to make the disbursement.
 - (4) The OBDD (a) has received a completed Disbursement Request, (b) has received any written evidence of materials and labor furnished to or work performed upon the Project, itemized receipts or invoices for payment, and releases, satisfactions or other signed statements or forms as OBDD may require, (c) is satisfied that all items listed in the Disbursement Request are reasonable and that the costs for labor and materials were incurred and are properly included in the Costs of the Project, and (d) has determined that the disbursement is only for costs defined as eligible costs under the Act and any implementing administrative rules and policies.
 - (5) The Recipient has delivered documentation satisfactory to OBDD that, in addition to the Grant, Recipient has available or has obtained binding commitments for all funds necessary to complete the Project.
 - (6) Any conditions to disbursement elsewhere in this Contract are met.

SECTION 5 - USE OF FINANCIAL ASSISTANCE

- A. Use of Proceeds. The Recipient shall use the Grant (and any interest earned by Recipient on the Grant) only for the activities described in Exhibit B and according to the budget in Exhibit C. The Recipient may not transfer Grant proceeds among line items in the budget without the prior written consent of OBDD.
- B. Costs of the Project. The Recipient shall apply the Grant to the Costs of the Project in accordance with the Act and Oregon law, as applicable. The Grant cannot be used for costs in excess of one hundred percent (100%) of the total Costs of the Project and cannot be used for pre-Award Costs of the Project, unless permitted by Exhibit B.
- C. Costs Paid for by Others. The Recipient may not use any of the Grant to cover costs to be paid for by other financing for the Project from another State of Oregon agency or any third party.

D. Federal Tax Law Limits. Expenditures submitted for reimbursement under this Agreement are limited to expenditures for the Project that qualify as capital expenditures for federal income tax purposes.

SECTION 6 - REPRESENTATIONS AND WARRANTIES OF RECIPIENT

The Recipient represents and warrants to OBDD:

- A. Estimated Project Cost, Funds for Repayment. A reasonable estimate of the Costs of the Project is shown in section 1, and the Project is fully funded.
- B. Organization and Authority.
- (1) The Recipient is an eligible applicant under the Act, and validly organized and existing under the laws of the State of Oregon.
 - (2) The Recipient has all necessary right, power and authority under its organizational documents and under Oregon law to (a) execute and deliver this Contract, (b) incur and perform its obligations under this Contract, and (c) receive financing for the Project.
 - (3) This Contract has been duly authorized and executed by Recipient, and when executed by OBDD, is legal, valid and binding, and enforceable in accordance with its terms.
- C. Full Disclosure. The Recipient has disclosed in writing to OBDD all facts that materially adversely affect the Project, or the ability of Recipient to perform all obligations required by this Contract. The Recipient has made no false statements of fact, nor has it omitted information necessary to prevent any statements from being misleading. The information contained in this Contract is true and accurate in all respects.
- D. Pending Litigation. The Recipient has disclosed in writing to OBDD all proceedings pending (or to the knowledge of Recipient, threatened) against or affecting Recipient, in any court or before any governmental authority or arbitration board or tribunal, that, if adversely determined, would materially adversely affect the Project or the ability of Recipient to perform all obligations required by this Contract.
- E. No Defaults.
- (1) No Defaults or Events of Default exist or occur upon authorization, execution or delivery of this Contract.
 - (2) The Recipient has not violated, and has not received notice of any claimed violation of, any agreement or instrument to which it is a party or by which the Project or its property may be bound, that would materially adversely affect the Project or the ability of Recipient to perform all obligations required by this Contract.
- F. Compliance with Existing Agreements and Applicable Law. The authorization and execution of, and the performance of all obligations required by, this Contract will not: (i) cause a breach of a material agreement, indenture, mortgage, deed of trust, or other instrument, to which Recipient is a party or by which the Project or any of its property or assets may be bound; (ii) violate any provision of the charter or other document pursuant to which Recipient was organized or established; or (iii) violate any laws, regulations, ordinances, resolutions, or court orders related to Recipient, the Project or its properties or operations.
- G. Governmental Consent. The Recipient has obtained or will obtain all permits and approvals, and has made or will make all notifications, declarations, filings or registrations, required for the making and performance of its obligations under this Contract and undertaking and completion of the Project.

SECTION 7 - COVENANTS OF RECIPIENT

The Recipient covenants as follows:

- A. Notice of Adverse Change. The Recipient shall promptly notify OBDD of any adverse change in the activities, prospects or condition (financial or otherwise) of Recipient or the Project related to the ability of Recipient to perform all obligations required by this Contract.
- B. Compliance with Laws. The Recipient shall comply with all applicable laws, rules, regulations and orders of any court or governmental authority that relate to this Contract and the Project. These laws, rules, regulations and orders are incorporated by reference in this Contract to the extent required by law. In particular, but without limitation, Recipient shall comply with the following, as applicable:
- (1) State procurement regulations found in the Oregon Public Contracting Code, ORS chapters 279A, 279B and 279C.
 - (2) Seismic Rehabilitation Grant Program rules found in Oregon Administrative Rules chapter 123, division 51.
 - (3) State labor standards and wage rates as required by ORS chapter 279C.
- C. Project Obligations. The Recipient shall:
- (1) Provide financial status reports to OBDD for each calendar quarter of the Project. Reports are due no later than the end of the month following each quarter. Reports must be in a format provided by OBDD and completed in a manner determined acceptable by OBDD.
 - (2) Provide performance / progress status reports to OBDD for each calendar quarter of the Project. Reports are due no later than the end of the month following each quarter. Reports must be in a format provided by OBDD and completed in a manner determined acceptable by OBDD.
 - (3) Provide final financial status and performance / progress status reports to OBDD about completion of the Project, due no later than the Project Closeout Deadline. The final reports must include totals of all Project expenditures; Recipient's certification that the Project is complete and all payments have been made; and a copy of a certificate of substantial completion or occupancy; provided however, for the purposes of this Contract, OBDD will be the final judge of the Project's completion. Reports must be in a format provided by OBDD and completed in a manner determined acceptable by OBDD.
 - (4) Complete the Project according to the Project Description in Exhibit B and the Project Budget in Exhibit C, unless otherwise allowed in writing in advance by OBDD.
 - (5) Complete the Project, including any cost overruns, using its own fiscal resources or money from other sources to pay for any Costs of the Project in excess of the total amount of financial assistance provided by OBDD through this Contract.
 - (6) Complete the Project no later than the Project Completion Deadline, unless otherwise permitted by the OBDD in writing.
 - (7) Permit OBDD to conduct field engineering and inspection of the Project at any time.
 - (8) Obtain and maintain as-built drawings for all facilities constructed as part of the Project.

- D. Professional Responsibility. A professional engineer or architect, as applicable, registered and in good standing in Oregon, will be responsible for the design and construction of the Project. All service providers retained for their professional expertise must be certified, licensed, or registered, as appropriate, in the State of Oregon for their specialty. The Recipient shall follow standard construction practices, such as bonding requirements for construction contractors, requiring errors and omissions insurance, and performing testing and inspections during construction. Recipient shall cause the work on the Project to be done so that at completion of the Project the Project's seismic safety performance level will be at life safety as defined in OAR 123-051-0200(13).
- E. Use of Project. Until ten years after the Project Completion Date, the Project must be used for its existing purposes. In the case of sale, lease, exchange, abandonment, transfer or other disposition of any substantial portion of or interest in the Project to another party, Recipient shall include, in any contract or instrument that transfers interest in the Project, language in form and substance satisfactory to OBDD, that requires such continued use.
- F. Operation and Maintenance of the Project. Until ten years after the Project Completion Date, Recipient shall operate and maintain the Project in good repair and operating condition so as to preserve the long-term public benefits of the Project, including making all necessary and proper repairs, replacements, additions, and improvements. On or before the Project Closeout Deadline, Recipient shall adopt a plan acceptable to OBDD for the on-going operation and maintenance of the Project without reliance on OBDD financing and furnish OBDD, at its request, with evidence of such adoption. The plan must include measures for generating revenues sufficient to assure the operation and maintenance of the Project during the usable life of the Project.
- G. Insurance, Damage. Until ten years after the Project Completion Date, the Recipient shall maintain, or cause to be maintained, insurance policies with responsible insurers or self-insurance programs, insuring against liability and risk of direct physical loss, damage or destruction of the Project, at least to the extent that similar insurance is customarily carried by governmental units constructing, operating and maintaining similar facilities. Nothing in this provision precludes Recipient from exerting a defense against any party other than OBDD, including a defense of immunity. If the Project or any portion is destroyed, any insurance proceeds will be paid to OBDD, not to exceed the Grant Amount, unless OBDD agrees in writing that the insurance proceeds may be used to rebuild the Project.
- H. Sales, Leases and Encumbrances. Until ten years after the Project Completion Date, unless specifically described in Exhibit B, Recipient shall not sell, lease, exchange, abandon, transfer or otherwise dispose of any substantial portion of or interest in the Project, unless worn out, obsolete, or, in the reasonable business judgment of Recipient, no longer useful in the operation of the Project. Nevertheless, OBDD may consent to such disposition if it has received 90 days' prior written notice from Recipient. Such consent may require payment of OBDD's costs related to such consent and be conditioned upon receipt by OBDD of an opinion of Bond Counsel to the effect that such disposition complies with applicable law and will not adversely affect the exclusion of interest on any State Bonds from gross income for purposes of federal income taxation under Section 103(a) of the Code. The term "Bond Counsel" means a law firm determined by OBDD to have knowledge and expertise in the field of municipal law and whose opinions are generally accepted by purchasers of municipal bonds. In the case of sale, lease, exchange, transfer or other disposition of any substantial portion of or interest in the Project, Recipient shall, within 30 days of receipt of any proceeds from such disposition, pay such proceeds to OBDD, not to exceed the Grant Amount, unless OBDD agrees otherwise in writing. If Recipient abandons the Project, Recipient shall repay the Grant Amount immediately upon demand by OBDD, unless otherwise agreed by OBDD.

- I. Condemnation Proceeds. Until ten years after the Project Completion Date, if the Project or any portion is condemned, within 30 days of receipt of any condemnation proceeds, Recipient shall pay such proceeds to OBDD, not to exceed the Grant Amount, unless OBDD agrees otherwise in writing.
- J. Financial Records. The Recipient shall keep accurate books and records for the use of the Grant, and maintain them according to generally accepted accounting principles established by the Government Accounting Standards Board in effect at the time.
- K. Inspections; Information. The Recipient shall permit OBDD and any party designated by OBDD: (i) to inspect, at any reasonable time, the property, if any, constituting the Project; and (ii) at any reasonable time, to inspect and make copies of any accounts, books and records, including, without limitation, its records regarding receipts, disbursements, contracts, investments and any other related matters. The Recipient shall supply any related reports and information as OBDD may reasonably require.
- L. Records Maintenance. The Recipient shall retain and keep accessible all books, documents, papers, and records that are directly related to this Contract or the Project for a minimum of six years, or such longer period as may be required by other provisions of this Contract or applicable law, following the Project Closeout Deadline. If there are unresolved issues at the end of such period, Recipient shall retain the books, documents, papers and records until the issues are resolved.
- M. Economic Benefit Data. The OBDD may require Recipient to submit specific data on the economic development benefits of the Project and other information to evaluate the success and economic impact of the Project, from the date of this Contract until six years after the Project Completion Date. The Recipient shall, at its own expense, prepare and submit the data within the time specified by OBDD.
- N. Disadvantaged Business Enterprises. ORS 200.090 requires all public agencies to “aggressively pursue a policy of providing opportunities for disadvantaged business enterprises, minority-owned businesses, woman-owned businesses, businesses that service-disabled veterans owned and emerging small businesses...” The OBDD encourages Recipient in any contracting activity to follow good faith efforts as described in ORS 200.045, available at https://www.oregonlegislature.gov/bills_laws/ors/ors200.html. Additional resources are provided by the Governor’s Policy Advisor for Economic and Business Equity. Also, the Certification Office for Business Inclusion and Diversity at the Oregon Business Development Department maintains a list of certified firms and can answer questions. Search for certified firms on the web at: <https://oregon4biz.diversitysoftware.com/FrontEnd/VendorSearchPublic.asp>.
- O. Notice of Default. The Recipient shall give OBDD prompt written notice of any Default as soon as any senior administrative or financial officer of Recipient becomes aware of its existence or reasonably believes a Default is likely.
- P. Indemnity; Release. To the extent authorized by law, Recipient shall defend (subject to ORS chapter 180), indemnify, save and hold harmless the State, OBDD, the Grant Selection Committee and their officers, employees, members and agents from and against any and all claims, suits, actions, proceedings, losses, damages, liability and court awards including costs, expenses, and attorneys’ fees incurred related to any actual or alleged act or omission by Recipient, or its employees, agents or contractors; however, the provisions of this section are not to be construed as a waiver of any defense or limitation on damages provided for under Chapter 30 of the Oregon Revised Statutes or under the laws of the United States or other laws of the State of Oregon.

Further, Recipient hereby releases the State, OBDD, the Grant Selection Committee and their officers, employees, members and agents from and against any and all claims of liability for providing funding for seismic rehabilitation that Recipient may have, including but not limited to any claims for costs, expenses, and attorneys' fees incurred by Recipient.

- Q. Further Assurances. The Recipient shall, at the request of OBDD, authorize, sign, acknowledge and deliver any further resolutions, conveyances, transfers, assurances, financing statements and other instruments and documents as may be necessary or desirable for better assuring, conveying, granting, assigning and confirming the rights, security interests and agreements granted or intended to be granted by this Contract.
- R. Exclusion of Interest from Federal Gross Income and Compliance with Code.
- (1) The Recipient shall not take any action or omit to take any action that would result in the loss of the exclusion of the interest on any Bonds from gross income for purposes of federal income taxation, as governed by Section 103(a) of the Code. OBDD may decline to disburse the Grant if it finds that the federal tax exemption of the Bonds cannot be assured.
 - (2) The Recipient shall not directly or indirectly use or permit the use of any of the Grant or any other funds, or take any action or omit to take any action, which would cause any Bonds to be "arbitrage bonds" within the meaning of Section 148(a) of the Code.
 - (3) The Recipient shall not cause any Bonds to be treated as "federally guaranteed" for purposes of Section 149(b) of the Code, as may be modified in any applicable rules, rulings, policies, procedures, regulations or other official statements promulgated or proposed by the Department of the Treasury or the Internal Revenue Service with respect to "federally guaranteed" obligations described in Section 149(b) of the Code. For purposes of this paragraph, any Bonds will be treated as "federally guaranteed" if: (a) all or any portion of the principal or interest is or will be guaranteed directly or indirectly by the United States of America or any agency or instrumentality thereof, or (b) five percent (5%) or more of the proceeds of the Bonds will be (i) used in making loans if the payment of principal or interest is guaranteed in whole or in part by the United States of America or any agency or instrumentality thereof, or (ii) invested directly or indirectly in federally insured deposits or accounts, and (c) none of the exceptions described in Section 149(b)(3) of the Code apply.
 - (4) Upon OBDD's request, Recipient shall furnish written information regarding its investments and use of the Grant, and of any facilities financed or refinanced therewith, including providing OBDD with any information and documentation that OBDD reasonably determines is necessary to comply with the arbitrage and private use restrictions that apply to the Bonds.
 - (5) Notwithstanding anything to the contrary, so long as is necessary to maintain the exclusion from gross income for purposes of federal income taxation of interest on any Bonds, the covenants contained in this subsection will survive the payment of the Bonds, and the interest thereon, including the application of any unexpended Grant proceeds. The Recipient acknowledges that the Project may be funded with proceeds of the Bonds and that failure to comply with the requirements of this subsection could adversely affect any exclusion of the interest on the Bonds from gross income for federal income tax purposes.

SECTION 8 - DEFAULTS

Any of the following constitutes an “Event of Default”:

- A. Any false or misleading representation is made by or on behalf of Recipient, in this Contract or in any document provided by Recipient related to this Grant or the Project, or in regard to compliance with the requirements of Section 103 and Sections 141 through 150 of the Code.
- B. The Recipient fails to perform any obligation required under this Contract, other than those referred to in subsection A of this section 8, and that failure continues for a period of 30 calendar days after written notice specifying such failure is given to Recipient by OBDD. The OBDD may agree in writing to an extension of time if it determines Recipient instituted and has diligently pursued corrective action.

SECTION 9 - REMEDIES

A. Remedies. Upon any Event of Default, OBDD may pursue any or all remedies in this Contract, and any other remedies available at law or in equity to collect amounts due or to become due or to enforce the performance of any obligation of Recipient. Remedies may include, but are not limited to:

- (1) Terminating OBDD’s commitment and obligation to make any further disbursements of the Grant under the Contract.
- (2) Barring Recipient from applying for future awards.
- (3) Withholding amounts otherwise due to Recipient for application to the payment of amounts due under this Contract.
- (4) Requiring repayment of the Grant and all interest earned by Recipient on those Grant funds.

If, as a result of Recipient’s default, OBDD demands return of all or a portion of the Grant moneys or payment of interest earned on the Grant moneys, such amount is due and payable upon demand. OBDD may deduct the amount demanded from any payment due from OBDD or any other agency of the State of Oregon to Recipient, including but not limited to, any payment to Recipient from OBDD under this Agreement and any payment to Recipient from OBDD under any other contract or agreement, present or future, between OBDD or any other agency of the State of Oregon and Recipient.

- B. Application of Moneys. Any moneys collected by OBDD pursuant to section 9.A will be applied first, to pay any attorneys’ fees and other fees and expenses incurred by OBDD; then, to repay any Grant proceeds owed; and last, to pay any other amounts due and payable under this Contract.
- C. No Remedy Exclusive; Waiver; Notice. No remedy available to OBDD is intended to be exclusive, and every remedy will be in addition to every other remedy. No delay or omission to exercise any right or remedy will impair or is to be construed as a waiver of such right or remedy. No single or partial exercise of any right power or privilege under this Contract will preclude any other or further exercise thereof or the exercise of any other such right, power or privilege. The OBDD is not required to provide any notice in order to exercise any right or remedy, other than notice required in section 8 of this Contract.
- D. Default by OBDD. In the event OBDD defaults on any obligation in this Contract, Recipient’s remedy will be limited to injunction, special action, action for specific performance, or other available equitable remedy for performance of OBDD’s obligations.

SECTION 10 - MISCELLANEOUS

- A. Time is of the Essence. The Recipient agrees that time is of the essence under this Contract.
- B. Relationship of Parties; Successors and Assigns; No Third Party Beneficiaries.
- (1) The parties agree that their relationship is that of independent contracting parties and that Recipient is not an officer, employee, or agent of the State of Oregon as those terms are used in ORS 30.265.
 - (2) Nothing in this Contract gives, or is to be construed to give, directly or indirectly, to any third persons any rights and benefits greater than those enjoyed by the general public.
 - (3) This Contract will be binding upon and inure to the benefit of OBDD, Recipient, and their respective successors and permitted assigns.
 - (4) The Recipient may not assign or transfer any of its rights or obligations or any interest in this Contract without the prior written consent of OBDD. The OBDD may grant, withhold or impose conditions on such consent in its sole discretion. In the event of an assignment, Recipient shall pay, or cause to be paid to OBDD, any fees or costs incurred because of such assignment, including but not limited to attorneys' fees of OBDD's Counsel and Bond Counsel. Any approved assignment is not to be construed as creating any obligation of OBDD beyond those in this Contract, nor does assignment relieve Recipient of any of its duties or obligations under this Contract.
 - (5) The Recipient hereby approves and consents to any assignment or transfer of this Contract that OBDD deems to be necessary.
- C. Disclaimer of Warranties; Limitation of Liability. The Recipient agrees that:
- (1) The OBDD makes no warranty or representation, either express or implied, as to the value, design, condition, merchantability or fitness for particular purpose or fitness for any use of the Project or any portion of the Project, or any other warranty or representation.
 - (2) In no event are OBDD or its agents liable or responsible for any direct, indirect, incidental, special, consequential or punitive damages in connection with or arising out of this Contract or the existence, furnishing, functioning or use of the Project.
- D. Notices and Communication. Except as otherwise expressly provided in this Contract, any communication between the parties or notices required or permitted must be given in writing by personal delivery, email, or by mailing the same, postage prepaid, to Recipient or OBDD at the addresses set forth below, or to such other persons or addresses that either party may subsequently indicate pursuant to this Section.

Any communication or notice by personal delivery will be deemed effective when actually delivered to the addressee. Any communication or notice so addressed and mailed will be deemed to be received and effective five (5) days after mailing. Any communication or notice given by email becomes effective 1) upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system or 2) the recipient's confirmation of receipt, whichever is earlier. Notwithstanding this provision, the following notices may not be given by email: notice of default or notice of termination.

If to OBDD: Assistant Director, Economic Development
Oregon Business Development Department
775 Summer Street NE Suite 200
Salem OR 97301-1280

If to Recipient: Assistant Superintendent
Reynolds School District DBA Multnomah County School District #7
1204 NE 201st Ave
Fairview, Oregon 97024

- E. No Construction against Drafter. This Contract is to be construed as if the parties drafted it jointly.
- F. Severability. If any term or condition of this Contract is declared by a court of competent jurisdiction as illegal, invalid or unenforceable, that holding will not invalidate or otherwise affect any other provision.
- G. Amendments, Waivers. This Contract may not be amended without the prior written consent of OBDD (and when required, the Department of Justice) and Recipient. This Contract may not be amended in a manner that is not in compliance with the Act. No waiver or consent is effective unless in writing and executed by the party against whom such waiver or consent is sought to be enforced. Such waiver or consent will be effective only in the specific instance and for the specific purpose given.
- H. Attorneys' Fees and Other Expenses. To the extent permitted by the Oregon Constitution and the Oregon Tort Claims Act, the prevailing party in any dispute arising from this Contract is entitled to recover its reasonable attorneys' fees and costs at trial and on appeal. Reasonable attorneys' fees cannot exceed the rate charged to OBDD by its attorneys.
- I. Choice of Law; Designation of Forum; Federal Forum. The laws of the State of Oregon (without giving effect to its conflicts of law principles) govern all matters arising out of or relating to this Contract, including, without limitation, its validity, interpretation, construction, performance, and enforcement.

Any party bringing a legal action or proceeding against any other party arising out of or relating to this Contract shall bring the legal action or proceeding in the Circuit Court of the State of Oregon for Marion County (unless Oregon law requires that it be brought and conducted in another county). Each party hereby consents to the exclusive jurisdiction of such court, waives any objection to venue, and waives any claim that such forum is an inconvenient forum.

Notwithstanding the prior paragraph, if a claim must be brought in a federal forum, then it must be brought and adjudicated solely and exclusively within the United States District Court for the District of Oregon. This paragraph applies to a claim brought against the State of Oregon only to the extent Congress has appropriately abrogated the State of Oregon's sovereign immunity and is not consent by the State of Oregon to be sued in federal court. This paragraph is also not a waiver by the State of Oregon of any form of defense or immunity, including but not limited to sovereign immunity and immunity based on the Eleventh Amendment to the Constitution of the United States.

- J. Integration. This Contract (including all exhibits, schedules or attachments) constitutes the entire agreement between the parties on the subject matter. There are no unspecified understandings, agreements or representations, oral or written, regarding this Contract.
- K. Execution in Counterparts. This Contract may be signed in several counterparts, each of which is an original and all of which constitute one and the same instrument.

The Recipient, by its signature below, acknowledges that it has read this Contract, understands it, and agrees to be bound by its terms and conditions.



STATE OF OREGON
acting by and through its
Oregon Infrastructure Finance Authority
of the Business Development Department

REYNOLDS SCHOOL DISTRICT

By: _____
Chris Cummings, Assistant Director of
Economic Development

By: _____
Christopher Ortiz, Assistant Superintendent

Date: _____

Date: _____

APPROVED AS TO LEGAL SUFFICIENCY IN ACCORDANCE WITH ORS 291.047:

/s/ Wendy Johnson per email 26 May 2021
Wendy Johnson, Senior Assistant Attorney General

EXHIBIT A - GENERAL DEFINITIONS

As used in this Contract, the following terms have the meanings below.

“Act” means ORS 401.910, as amended.

“Award” means the award of financial assistance to Recipient by OBDD dated 6 May 2021.

“Bonds” means the bonds issued pursuant to Article XI-M and Article XI-N of the Oregon Constitution for seismic rehabilitation.

“C.F.R.” means the Code of Federal Regulations.

“Code” means the Internal Revenue Code of 1986, as amended, including any implementing regulations and any administrative or judicial interpretations.

“Costs of the Project” means Recipient’s actual costs (including any financing costs properly allocable to the Project) that are (a) reasonable, necessary and directly related to the Project, (b) permitted by generally accepted accounting principles to be Costs of the Project, and (c) are eligible or permitted uses of the Grant under applicable state or federal statute and rule.

“Counsel” means an attorney at law or firm of attorneys at law duly admitted to practice law before the highest court of any state, who may be of counsel to, or an employee of, OBDD or Recipient.

“Default” means an event which, with notice or lapse of time or both, would become an Event of Default.

“ORS” means the Oregon Revised Statutes.

“Project Completion Date” means the date on which Recipient completes the Project.

EXHIBIT B - PROJECT DESCRIPTION

Recipient shall design and construct a seismic rehabilitation project for its Reynolds Middle School Cafeteria to bring the building to the Basic Performance Objective for Existing Risk Category IV buildings, including all structural and non-structural deficiencies described in the engineering assessment submitted as part of its application.

EXHIBIT C - PROJECT BUDGET

	OBDD Funds	Other / Matching Funds
Activity	Approved Budget	Approved Budget
Architectural / Engineering	\$263,874	
Construction Management	50,000	
Construction	1,884,816	
Relocation	50,000	
Contingency	226,178	
Total	\$2,474,868	\$0

Authorized Signature Card for Cash Payments on Oregon Business Development Department Awards

Recipient	Project Number
Signatures of Delegated Authorized Individuals to Request Payments (Two signatures are required to request disbursement of funds)	
_____ Typed Name and Title (1) a _____ Signature (Highest Elected Official must not sign here)	_____ Typed Name and Title (1) b _____ Signature (Highest Elected Official must not sign here)
Additional Signatures (if desired)	
_____ Typed Name and Title (1) c _____ Signature (Highest Elected Official must not sign here)	_____ Typed Name and Title (1) d _____ Signature (Highest Elected Official must not sign here)
I certify that the signatures above are of the individuals authorized to draw funds for the cited project. _____ Typed Name, Title and Date (2) _____ Signature of Highest Elected Official or duly authorized official for the Recipient (Must not be listed in item (1) a through (1) d above)	Agency Use Only: Date Received:

Oregon Business Development Department/Authorized Signature Card

Preparation of the Authorized Signature Card Form: If a mistake is made, or a change is necessary during the preparation of the signature card form, please prepare a new form, since erasures or corrections of any kind will not be acceptable. If you want to change individuals authorized to draw funds from the project, then please submit a new signature card. Any updated signature card will replace the previous one, so please be sure to include the names of all authorized individuals.

- | | |
|---------------|--|
| Item # | Explanation |
| (1) a-d | Type the names and titles, and provide the signatures of the officials of your organization who are authorized to make draws on project funds. (Note: Two signatures are required. We recommend showing three or four signatures to allow adequate signature coverage.) |
| (2) | Enter the typed name, title, date and signature of the Highest Elected Official, or other official duly authorized by the governing body of the Recipient, certifying the authenticity of the signatures of individuals listed in Item (1) a through (1) d. The person signing here must not be listed in Item (1) a through d. |
| (3) | Leave blank—Oregon Business Development Department will sign here. |

Complete one form and return it to: Oregon Business Development Department
 775 SUMMER ST NE STE 200
 SALEM OR 97301-1280

DEPOSIT OPTION NOTIFICATION

Complete and return this form to

Oregon Business Development Department
775 SUMMER ST NE STE 200 SALEM OR 97301-1280

Recipient

Federal Tax ID Number

Project Name

Project Number

I (we), the undersigned do hereby authorize the Oregon Business Development Department to: (Choose Method I or II below)

Method I - Electronic Funds Transfer (EFT)

Private Sector or Government Entities

Use New EFT Account: A Direct Deposit Form (SFMS ACH-1) completed by Financial Institution Representative has been forwarded to the Oregon Department of Administrative Services authorizing the Oregon State Treasury to deposit funds into the designated financial account by way of the Automated Clearing House Services (ACH) of the Federal Reserve Banking System.

Requires an SFMS ACH-1 form to be marked CONFIDENTIAL and mailed to:

*Oregon Department of Administrative Services
SFMS Operations / ACH Coordinator
155 COTTAGE ST NE STE U60
SALEM OR 97301-3970*

Get the form here: [www.oregon.gov/das/Financial/AcctgSys/Documents/ACH Enrollment Form.pdf](http://www.oregon.gov/das/Financial/AcctgSys/Documents/ACH_Enrollment_Form.pdf)

Use Existing EFT Account: An account has already been set up for EFT deposits as required above.

Method II - Local Government Investment Pool (LGIP)

Government Entities Only

Transfer funds to the **Oregon State Treasury Local Government Investment Pool** by electronic or other means.

The Oregon State Treasury is authorized to accept and deposit said funds into Local Government Investment Pool Account Number _____.

This authorization will override any previous authorization and will remain in effect until the Oregon Business Development Department has received written notification of its termination.

Type or Print Name(s) _____

Signature(s) _____

Title(s) _____

Date

Telephone Number

Fax Number

SEISMIC REHABILITATION GRANT
PROGRAM (SRGP)

Information Packet



Oregon Business Development Department

Infrastructure Finance Authority

OREGON SEISMIC REHABILITATION GRANT

CONTACT INFORMATION

Questions

Gloria Zacharias at (503) 986-0132 or email Gloria.Zacharias@oregon.gov

Mailing Information

Oregon Business Development Department
Attn: Gloria Zacharias
775 Summer St. NE
Suite 200
Salem, OR 97301

OREGON SEISMIC REHABILITATION GRANT PROJECT PERFORMANCE

Quarterly Reporting

- Quarterly Performance Status Reports are due by the 30th of the month following the end of the calendar quarter that just closed beginning with December 31, 2021 – due January 31, 2022.
- The Performance Status Report is designed to be added on to each quarter. The electronic file is posted on our web site <http://www.orinfrastructure.org/Infrastructure-Programs/Seismic-Rehab/> Fill it out once, and re-submit with updated information each quarter. Each section is expandable to allow for comments or notes.
 - Project Summary section: Brief snapshot of the project status with an overall percentage complete.
 - The Milestone Summary is the summary of the following detailed page.
 - Project Details: Once an item has been completed the details should not change, each quarter the information will just be added on to.
 - There is room to add comments specific to each step of your project.
 - At the end of your project the form should be completely filled out, with all percentages marked at 100%.

Other Items

- Seismic Rehabilitation plaque affixed to building.*

*This can be paid for with grant funds.

OREGON SEISMIC REHABILITATION GRANT FINANCIAL REPORTING

- This is a reimbursement grant. No funds will be paid out until required documentation has been received and accepted.
- There is no allowance for cost over runs. The amount awarded is the maximum that will be reimbursed.
- No more than 90% of the awarded amount will be paid out until all final reports and paperwork are submitted and accepted.
- Indirect costs will not be reimbursed. Operating expenses are not eligible for reimbursement. Payroll for budgeted employees working on the project are NOT allowable expenses. Other ineligible expenses – travel, meals, refreshments at contractor meeting
- Reimbursement Request Forms must be submitted on a regular basis but not more than monthly. Do not wait until the project is complete to start requesting funds.
- The Reimbursement Worksheet must be completed in order to receive reimbursement. The worksheet should list all invoices or cash register sales slips and balance to the total funds requested on the Reimbursement Request form. The worksheet is not cumulative and should only include the invoices being included with the current reimbursement request.
- Copies of each invoice must be submitted for payment. No reimbursement requests will be approved without appropriate documentation.
- Grantees with match will be reimbursed according to line items. The reimbursement worksheet should list the full amount of the invoice being paid (not only the grant portion). The grant may be used first per line item. (For example: If the construction line item has grant funding and match funding, the grant funding may be requested for reimbursement before the match funds in that line item are used.)
- All financial documentation must be retained for 6 years after project completion and/or all disputes have been resolved. In the event of an audit, the auditors will be directed to contact you for additional information or copies.
- These are 100% State Funds - NO FEDERAL FUNDS. The bonds sold to finance this grant are Oregon General Obligation bonds or GO Bonds.

OREGON SEISMIC REHABILITATION GRANT CLOSE OUT CHECKLIST

The following is a list of items you will need to include for final close out of your grant. All documentation is required in order for your file to be complete, and for final payments to be made.

Things to remember:

- * No more than 90% of the awarded amount will be paid out until all final reports and paperwork are submitted and accepted.
- * Final paperwork must be submitted within 90 days of the project completion deadline per grant agreement.

Final Close Out Package should contain:

- Final Performance Status Report
- Final Request for Reimbursement
- Photos of project "in-progress" or complete
- Photo of plaque affixed to the building
- Certificate of Completion (from engineer/architect or contractor)
- If applicable: Explanation of any major discrepancy between grant award and final cost.

Additionally, if you have not already submitted the following, this should be included as well:

- Documentation satisfying SHPO requirements.

To: Board of Directors

From: Dr. Angela Freeman, Assistant Superintendent of Human Capital Management

Prepared by: Liza Holland; Assistant, Human Capital Management

Subject: Memorandum of Understanding with Reynolds Education Association

Policy: [Board Powers and Duties – BBA](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #1: We believe that all students, families and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

Summary:

Reynolds School District (RSD) and Reynolds Education Association (REA) have reached an agreement on a Memorandum of Understanding (MOU) for the purpose of outlining working conditions and safeguards for licensed staff for the duration of summer school.

Attached is the following document: “REA Summer School MOU”

Previous Board Action:

Not Applicable

Background:

Staff of Reynolds have undertaken providing a safe, engaging, and fun summer program which addresses unfinished learning and the social emotional needs of our students. This will be done through hands-on activities, project-based learning, use of culturally relevant materials, and culturally-specific programming where appropriate for students to demonstrate academic growth in core content areas. Reynolds School District has collaborated with collective bargaining groups to outline working conditions for the duration of summer programming.

Financial Implications:

Not Applicable

Alternatives:

The Board could require additional information prior to taking action on this agenda item.

Staff Recommendation:

Staff recommends the Board approve the agreement between Reynolds Education Association as proposed.

Motion:

I move that the Board approve the MOU between REA and Reynolds School District, which will serve as the protocol for licensed employees to work onsite and support the summer programming

RSD/REA Summer School 2021 MOU Tentative Agreement 6/9/21, 10:00 a.m.

**Memorandum of Agreement Between Reynolds School District and
Reynolds Education Association on 2021 Summer School**

Reynolds School District No. 7, Multnomah County, Oregon (District) and the Reynolds Education Association together, “the parties,” recognize that the safety of staff, students and families is a primary concern for professional educators. In addition, the Parties agree that the working conditions of professional educators during the COVID Pandemic are significantly altered when professional educators are engaged in in-person learning. The District will provide Summer School programs in accordance with current guidelines set forth by the Governor, ODE, and local health authorities. Specifically, the District shall adhere to ODE’s Ready Schools, Safe Learners (RSSL): Advisory Health Metrics for In-Person Instruction; Public Health Protocols; Facilities and School Operations; and Response to Outbreak.

1. The work schedule for the 2021 Summer School session must comply with Articles 7 and 9 of the current Collective Bargaining Agreement.
2. The District will follow the most current RSSL guidance for in-person cohort size and shall not exceed capacity for classrooms/learning spaces as outlined below in section 7, g. Licensed educators will not be given assignments that require them to interact with multiple cohorts per week that exceed the allowable limit per current RSSL guidelines. In consultation with the building administration and when possible, staff may work virtually with students while on site when the maximum number of cohort contacts has been reached. Additionally, all staff will be provided a confidential space to conduct tasks requiring confidentiality when appropriate and needed for their assignment.

Educators who work with FLS, medically fragile, life skills, and emotional regulation challenged students will be provided highly specific protocols (treatment plans, medical instructions, emergency contingencies plans), training, PPE, and equipment to engage safely in providing the needs of their students. Given the high-risk nature of these assignments and the likelihood of absent staff members impacting delivery of consistent services, it is recognized that additional multiple individuals within a building will need training beyond the immediately assigned educators. If essential staffing cannot be maintained, the District recognizes its responsibility to immediately suspend in-person learning services until such times as the necessary staffing can be attained. This is for the protection of all students and staff in any specialized program. In such a circumstance, students on IEP’s would continue to receive FAPE services.

RSD/REA Summer School 2021 MOU Tentative Agreement 6/9/21, 10:00 a.m.

3. All meetings will be offered virtually, unless in-person attendance is necessary due to the nature of the meetings/trainings.
4. If there is a substantial change in safety conditions, or a certified educator documents and reports at least three (3) safety conditions that have been violated to their site administrator, the Summer School District Coordinator, or Summer School site Lead TOSA, that are not resolved after notice to the District, the site administrator, or District Coordinator will work with the educator to provide mutually agreed upon solutions so the educator can safely continue to perform their duties. This in no way limits the right of the educator and/or the Association to submit complaints to OSHA as they deem necessary. The District shall provide a copy of its communicable disease management plan and all COVID-19 safety protocols to each educator who works in the building during Summer School. The District and Association shall collaborate and agree to the development of a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person and a representative in each building selected by the Association.
5. As part of Summer School programming, administrators may assign necessary duties that are not ordinarily a part of an educator's regular work responsibilities, so long as such duties are equitably shouldered by all educators through a schedule rotation. Examples of such duties might include bus off and on-boarding, breakfast, lunch or recess supervision, transitions between cohorts, etc. Schedules may be flexed by mutual agreement between administrator and member. This could include starting or leaving 15 minutes earlier, exchanges of additional break or lunch or prep time for duty, or compensation at per diem if the contract day should need to be extended.
6. The District will comply with COVID 19 rapid testing and contact tracing requirements in RSSL and by the MCHD. The District will provide opportunities for staff to be COVID tested in accordance with "COVID-19 Testing in Oregon K-12 Schools". Should a member of a Summer School cohort test positive for COVID-19 the District will comply with the RSSL and Multnomah County Health Department (MCHD) protocols. If there is a positive COVID-19 case at a worksite, the District shall notify all persons who may have been exposed or affected as determined by the MCHD and School Nursing Services of the Multnomah Education Service District and must be in accordance with the notification procedures established by the Oregon Occupational Safety and Health Administration. Notification shall include identification of the steps that have been taken/will be taken to sanitize the area before staff are allowed to report back to the area. Each time a positive COVID-19 case has been detected, the District shall notify the Association of the building/worksite(s) where the case was detected, how many staff members and

RSD/REA Summer School 2021 MOU Tentative Agreement 6/9/21, 10:00 a.m.

students were exposed and/or affected, and how many staff members and students will be quarantined to the extent information is available to the District and does not violate HIPAA rights.

7. RSD will implement the established safety and cleaning protocols between student cohort groups as required by RSSL Guidance document, all of which will be overseen and enforced by an identified site supervisor. The following health and safety protocols will be used:
 - a. Pursuant to current RSSL guidelines, the District shall adhere to established health-check protocols for students, staff, and visitors arriving at school each day and RSD shall create a dedicated quarantine area, separate from the nurse's office/station, in each building/worksite. Such areas must be readily accessible from all spaces dedicated to Summer School activities.
 - b. Provide appropriate "workplace provisions" of Personal Protective Equipment (PPE) and/or Essential Protective Gear (EPG) in accordance with federal, state, and local guidelines in effect and as established by RSD's blueprints/plans for reopening. All RSD Summer School plans shall include K95 face coverings (masks) for staff who request them, handwashing stations, hand sanitizer, sanitizing wipes, and other cleaning materials as applicable. RSD shall provide enough face coverings (masks) for staff, community partners, and students and make available at easily identified stations in each building/worksite.
 - c. RSD shall require the use of facial coverings (masks. Individuals who cannot wear a mask because of a documented health issue shall instead be required to wear a face shield and neck drape (tucked into the shirt).
 - d. No professional educator will be required to work in a room that cannot accommodate the number of students with distance protocols as established-by current RSSL guidance and no educator will be required to work in a room where students are not wearing masks, except as allowed by the current RSSL. RSD shall provide masks that meet standards equivalent to masks designated as K95, enough gloves, gowns, head coverings, and face shields for staff who are in programs and classrooms that place them at increased risk as determined by RSD and REA.
 - e. RSD will continue to comply with the requirements in Facilities and School Operations of the current RSSL to ensure staff and student safety. Students, employees, and visitors shall be required to wash their hands or use hand

RSD/REA Summer School 2021 MOU Tentative Agreement 6/9/21, 10:00 a.m.

sanitizer upon entering district sites and every time a classroom is entered. Every classroom and workspace shall be provided hand sanitizer. All hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked immediately as needed and prior to the beginning of each day.

- f. RSD shall not require in-person staff meetings or professional development if RSD cannot ensure a minimum of six (6) feet of physical distance between all employees [and other relevant safeguards] for the duration of the meeting and for entering/leaving the meeting.
 - g. Each educational space will be evaluated, and capacity posted for safe distancing in rooms, including space for educator and student movement, in accordance with the current RSSL guidelines. Professional educators may change the arrangement of the room, including removing or adding equipment and/or desks, so long as distancing requirements continue to be met. For each classroom within the worksite, RSD shall provide a minimum of 35 required square feet per occupant, including teachers and educational assistants for regular occupants. Based on OHA and RSSL guidance, sufficient space shall also be provided for full view of the presentation medium, maneuverability, entries, aisles, sinks, and sanitizing stations. Classroom teachers will be given a minimum of 35 square feet for conducting instruction, as well as the minimum required furniture needed to execute the job, as required by the current version of RSSL. A space will be provided within each building for staff members to check email and perform other duties outside of the student classroom. Parties agree to reopen this section if RSSL guidance changes related to cohort size or learning space capacity to comply with legal requirements.
8. The District shall implement a “best spaces first” protocol when determining where in-person instruction will take place. Any and all Summer School programs will take place in RSD buildings that are equipped with HVAC systems that use MERV 13 filters if existing equipment allows and no less than MERV 11 to mitigate the potential spread of COVID-19 per current RSSL guidelines. The District shall provide portable, low noise HEPA-rated air filters that have a CDAR of at least 300 standard cubic feet per minute and a large enough capacity for the square footage of the occupied space. All classrooms and/or spaces that are used for in-person instruction, and that have no windows or windows that do not open and/or where ventilation standards of MERV 13 cannot be met, shall be equipped with low noise HEPA-rated air filters. The District shall provide a prioritized list of classrooms that will receive a HEPA air purifier to the Association and distribute these HEPA air purifiers prior to the first day each student group is to report to worksites. The District shall provide the Association with

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timeline of HEPA air purifier filter life and a replacement schedule for filters. Members whose assigned work spaces have no windows or windows that do not open and where ventilation standards of MERV 13 cannot be met and are not used for Summer School instruction, will be offered a summer work space with windows and/or where ventilation standards can be met.

9. Due to the increased scope of the 2021 Summer School programming, a Summer School Safety Committee shall be formed by the district and the Association to serve as the COVID response team to implement, review and modify the agreed upon health and safety measures per the District's Integrated Communicable Disease Management Plan. The Summer School Safety Committee shall be comprised equally of district and Association representatives chosen separately by each party. Before any changes to this document occur, the Association will have an opportunity to give input. Subsequent changes to this document will be shared with the Association. The District will continue to maintain a Summer School Safety Committee for the duration of the 2021 summer session. If a safety provision is not in place, it will be corrected prior to the room being utilized for in-person instruction. If a professional educator has a safety concern after the initial tour, the professional educator will bring that concern to the administrator. See Section 4.

10. Job postings for Summer School positions will be building-specific and advertised via an email survey provided by the District. Such positions will be filled by interested in-building staff first who are qualified by endorsement. In the event that no in-building personnel are interested or qualified by endorsement to fill a position, a candidate will be sought elsewhere within the District. When more than one candidate is interested in a position, the process currently used for voluntary transfers within the district, including internal interviews if necessary, will be implemented to determine selection. If no qualified staff members are interested in advertised summer school positions, such jobs will be posted on the District website and standard hiring protocols will be used to fill the position.

11. Certified staff members who fill Summer School positions for the 2021 session will be paid at their hourly rate for all working hours, regardless of their assignment. Certified staff members shall be paid based on the 2020-2021 salary schedule. If such members fill positions which traditionally fall under the SUN Schools umbrella, those positions will be funded by the Reynolds School District. This change is possible due to state level funds not traditionally available and is not intended to establish precedent. Hours worked will be entered into Timeclock Plus on weekly basis every Friday. Timeclock Plus codes shall be entered into the system and staff will be provided the correct codes prior to the start of Summer School. Staff will be paid on July 12, 2021, August 20, 2021 and September 20, 2021. Staff working Summer School

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shall not be evaluated as per Article 5, H. of the CBA; all other provisions of Article 5 will be adhered to during Summer School.

12. Certified staff members who work full time will be afforded a minimum of one (1) hour of paid prep time per day and paid lunch breaks per day commensurate with current contract language in Article 9. All certified staff members shall be given eight (8) hours of pre-instructional preparation time before students begin summer school at their per diem rate. This day is to be used by members to prepare classrooms, materials, and lessons. There shall be no required district and/or building staff meetings on this day. Any professional development will occur prior to the start of summer school and will be paid at the certified staff member's per diem rate.
13. It is understood that staff who are hired to perform in-person duties during Summer School will do so on site and will not be allowed to work remotely for such work. Any staff member who cannot report due to illness, including quarantine, will need to request a substitute through the Summer School Coordinator or designated administrator. Designated administrators will be identified for staff prior to the start of summer session.
 - a. An employee who believes they have contracted or were exposed to COVID-19 on the job and is subject to a quarantine or isolation order directed by Multnomah County Public Health or District contact tracer, or is sent home and is awaiting results of a COVID-19 test shall be compensated at their contracted amount by the District for days missed or shall be allowed to work remotely from home until they can return to work on site. The employee shall enter those hours into Timeclock Plus. Only employees who show proof of vaccination or medical proof that they are unable to be vaccinated will qualify for this District benefit.
 - b. In the event that students are unable to attend in-person instruction, Summer School staff will continue to report to the work site. If an entire cohort of students is unable to attend, staff will report to work on site and may be assigned other duties.
14. By mutual agreement, the 2021 Summer School MOU may be reopened to address potential needs. Any new guidelines, exceptions or amendments to RSSL/ODE guidance for onsite instruction, including but not limited to a change in mask-wearing, PPE, or social distancing policies, and/or any changes that substantially change working or safety conditions, must be negotiated with the Association.
15. This Summer School agreement will expire on August 27, 2021.

RSD/REA Summer School 2021 MOU Tentative Agreement 6/9/21, 10:00 a.m.

Reynolds Education Association

Reynolds School District

DocuSigned by:
Evan W. Selby 6/9/2021
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Evan Selby, REA President

DocuSigned by:
Danna Diaz 6/9/2021
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Dr. Danna Diaz, Superintendent

DocuSigned by:
Bruce Marsh 6/9/2021
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M. Nasser Marsh, REA Bargaining Chair

DocuSigned by:
Angela Freeman 6/9/2021
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Dr. Angela Freeman,
Assistant Superintendent - HCM

To: Board of Directors

From: Dr. Angela Freeman, Assistant Superintendent of Human Capital Management

Prepared by: Liza Holland; Assistant, Human Capital Management

Subject: Memorandum of Understanding with OSEA Reynolds Chapter #37

Policy: [Board Powers and Duties – BBA](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #1: We believe that all students, families and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

Summary:

Reynolds School District (RSD) and Oregon School Employees Association (OSEA) Reynolds Chapter #37 have reached an agreement on a Memorandum of Understanding (MOU) for the purpose of outlining working conditions and safeguards for classified staff for the duration of summer school.

Attached is the following document: “OSEA Summer School MOU”

Previous Board Action:

Not Applicable

Background:

Staff of Reynolds have undertaken providing a safe, engaging, and fun summer program which addresses unfinished learning and the social emotional needs of our students. This will be done through hands-on activities, project-based learning, use of culturally relevant materials, and culturally-specific programming where appropriate for students to demonstrate academic growth in core content areas. Reynolds School District has collaborated with collective bargaining groups to outline working conditions for the duration of summer programming.

Financial Implications:

Not Applicable

Alternatives:

The Board could require additional information prior to taking action on this agenda item.

Staff Recommendation:

Staff recommends the Board approve the agreement between Oregon School Employees Association Chapter #37 as proposed.

Motion:

I move that the Board approve the MOU between OSEA and Reynolds School District, which will serve as the protocol for classified employees to work onsite and support the summer programming.

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE REYNOLDS SCHOOL DISTRICT AND
THE OREGON SCHOOL EMPLOYEES' ASSOCIATION, REYNOLDS CHAPTER 37
SUMMER SCHOOL**

The Reynolds School District ("District") and the Oregon School Employees' Association, Reynolds Chapter 37 ("Union"), enter this Memorandum of Understanding (MOU) regarding the wages, benefits, and working conditions of bargaining unit members during the District's 2021 Summer School. This Memorandum of Understanding is effective during Summer School sessions from June 28, 2021, through August 6, 2021.

WAGES:

The District and the Union agree that less than 12-month employees hired for the entire Summer School program will receive a five dollar (\$5.00) per hour increase to their current 2020-2021 hourly wage for time worked while Summer School is in session.

Twelve (12)-month employees who work on campus for the Summer School session will receive a one-time stipend of \$100 to appear on the August 20, 2021, paycheck. This change is possible due to State-level funds not traditionally available and is not intended to establish precedent.

STAFF SELECTION:

Current non-12-month employees who have indicated interest by May 15, 2021, will be offered temporary positions in the following manner:

(Transportation Department please refer to Article 21 of the Collective Bargaining Agreement.)

1. Employees applying for a position within their current classification will be given priority based on qualifications and scheduling need. (Article 24-Job Openings, Section B)
2. Employees applying for a position outside their current classification will be considered after all applicants defined in 1. have been placed.
3. If all other skills and qualifications are equal, seniority as defined in Article 24-Job Openings, Section B, of the Collective Bargaining Agreement may also be considered.

USE OF THE SICK LEAVE BANK:

Employees experiencing COVID-19 symptoms such as fever, cough, shortness of breath, sore throat, body aches, chill, or fatigue should not report to work and agree to continue to comply with RSSL safety protocols. To reduce the number of employees reporting to work sick to avoid loss of income, the following agreements are made:

1. The District will comply with all applicable federal and State mandates for paid leave that do not deduct from accrued leaves. If no federal- or State-mandated paid leave is available, the District and the Union agree to the following:
 - a. Current members of the Sick Leave Bank able to document that they have been fully vaccinated for COVID-19 or that they are medically unable to be vaccinated will be eligible for up to ten (10) days from the Sick Leave Bank if:
 - i. The member is quarantined and unable to work from home.
 - ii. The member contracts COVID-19.
 - b. Current members of the Sick Leave Bank do not need to exhaust their own accrued leave to qualify for the Sick Leave Bank.
 - c. Current members of the Sick Leave Bank may access one (1) day from the Sick Leave Bank without exhausting their accrued leave if they experience an adverse reaction to the COVID-19 vaccine.

HEALTH AND SAFETY:

The District will continue to follow the RSSL and ODE guidelines that are posted on the District's COVID website.

COMMUNICATION:

MESD nursing staff will directly notify all staff that meet the Local Health Authority's criteria for exposure to a confirmed positive case of COVID. All staff working in the affected building and the Union President will be notified that there was a confirmed case on campus.

All provisions of the Collective Bargaining Agreement between the District and the Union not addressed above will remain in full force and effect. This Memorandum of Understanding will not set precedent for any future action.

Susan Mutschler, President
OSEA Reynolds Chapter 37

Date

Angela Freeman, Assistant Superintendent-Human Capital Management
Reynolds School District

Date

Teri Staudinger, Field Representative
OSEA

Date

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Hank Bauer, Administrative Analyst to Assistant Superintendent of Student & Family Services

Subject: Intensive Coaching Formal Invitation

Policy: [District Equity Policy – GCCB/GDCB/IKAAA](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:

Reynolds School District (RSD) has been invited by the Oregon Department of Education (ODE) into the Intensive Coaching Program outlined in the Student Success Act (SSA). The Intensive Coaching Program strives to proactively provide school districts with additional perspectives in developing, implementing, and monitoring the progress of improvement strategies and approaches aligned with the spirit and focus of the SSA.

Previous Board Action:

The Board approved the District’s SIA Plan on April 8, 2020.

Background:

Section 18 of the SSA directs the Oregon Department of Education to “establish an intensive program for school districts with the highest needs in this state.” Eligibility for invitation to the program is established based only on an analysis of student outcome data as well as student demographic data.

By accepting this invitation, the school district agrees to:

- Develop and support a partnership and participation in the Student Success Team that includes district and community roles

- A minimum four-year collaboration with the department and the external success team members serving on the co-created Student Success Team
- Accept the recommendations and direction of the Student Success Team regarding strategies, approaches, and use of Student Investment Account funds as well as additional grant-in-aid allocated under this program
- Consider recommendations of the Student Success Team regarding strategies, approaches, and use of all general funds

Financial Implications:

By participating in the program, the district will receive:

- Intensive supports from Student Success Team stewards contracted by ODE
- Grant-in-aid available for additional improvement activities above and beyond current Student Investment Account resources between \$2,500,000 and \$3,000,000 per year, subject to change based on participating school districts as well as legislative funding
- Ongoing professional development and training
- Increased technical assistance and support from ODE staff

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends accepting the invitation from ODE to participate in the Intensive Coaching Program.

Motion:

I move that the Board accept the invitation from ODE to participate in the SSA Intensive Coaching Program.



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Director of the Oregon Department of Education

May 20, 2021

Dr. Danna Diaz
Reynolds School District
1204 NE 201st Ave
Fairview, Oregon
97024

Dear Superintendent,

This letter serves to formally invite Reynolds School District into the Intensive Coaching Program outlined in the Student Success Act (SSA). This invitation marks an historic opportunity to further advance the Oregon Department of Education's commitment to partnership with school districts in Oregon while striving to provide high-quality, value-add support.

Section 18 of the SSA directs the Oregon Department of Education to "establish an intensive program for school districts with the highest needs in this state." Eligibility for invitation to the program is established based only on an analysis of student outcome data as well as student demographic data. The Intensive Coaching Program strives to proactively provide school districts with additional perspectives in developing, implementing and monitoring the progress of improvement strategies and approaches aligned with the spirit and focus of the SSA.

By accepting this invitation, the school district agrees to:

- Develop and support partnership and participation in the Student Success Team that includes district and community roles, and;
- A minimum of four-year collaboration with the department and the external success team members serving on the co-created Student Success Team, and;
- Accept the recommendations and direction of the Student Success Team regarding strategies, approaches and use of Student Investment Account funds as well as additional grant-in-aid allocated under this program, and;
- Consider recommendations of the Student Success Team regarding strategies, approaches and use of all general funds.

By participating in the program, the district will receive:

- Intensive supports from Student Success Team stewards contracted by ODE,
- Grant-in-aid available for additional improvement activities above and beyond current Student Investment account resources between \$2,500,000 and \$3,000,000 per year, subject to change based on participating school district as well as legislative funding,
- Ongoing professional development and training, and
- Increased technical assistance and support from ODE staff, including a single point of contact as part of implementing this program.

After four years, participating school districts will have demonstrated improvement when:

- Student outcome data has improved to a point where the district would not be eligible for the program; and
- The Student Success Team determines the district has made progress in achieving the stated goals; and
- A community assessment indicates that sufficient progress has been made; and
- The school board and success teams have established a sustainability plan to preserve the progress and improvements made.

Please notify the Department of the district's intent to accept or to decline this invitation within 10 business days of receipt of this letter via email. Districts who intend to accept the invitation will have an additional 60 days to move through formal school board procedures to accept the invitation.

Should you have any questions or need additional support moving forward, please call or email Tim Boyd, Director of District and School Effectiveness (503.580.5105 | tim.boyd@state.or.us) at your earliest convenience.

Sincerely,



Scott Nine
Assistant Superintendent
Office of Education Innovation and Improvement

To: Board of Directors

From: Dr. Angela Freeman, Assistant Superintendent of Human Capital Management

Prepared by: Liza Holland; Assistant, Human Capital Management

Subject: Memorandum of Understanding with OSEA Reynolds Chapter #37

Policy: [Board Powers and Duties](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #1: We believe that all students, families and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

Summary:

Reynolds School District (RSD) and Oregon School Employees Association (OSEA) Reynolds Chapter #37 have reached an agreement on a Memorandum of Understanding (MOU) that will serve as the terms and conditions of contracting out work typically performed by OSEA members.

Attached is the following document: “OSEA No Contracting Out Bargaining Unit Work MOU”

Previous Board Action:

Not Applicable

Background:

The District and OSEA previously collaborated to craft the No Contracting Out Bargaining Unit Work agreement. This MOU will serve as the terms and conditions of the parties' agreement concerning the contracting out of work performed by members of the Union's bargaining unit. The current MOU serves as a renewal for a two year term.

Financial Implications:

Not Applicable

Alternatives:

The Board could require additional information prior to taking action on this agenda item.

Staff Recommendation:

Staff recommends the Board approve the agreement between Oregon School Employees Association Chapter #37 as proposed.

Motion:

I move that the Board approve the MOU between OSEA and Reynolds School District, which will serve as the terms and conditions of contracting out work typically performed by OSEA members.

Reynolds OSEA Chapter# 37

NO CONTRACTING OUT BARGAINING UNIT WORK MEMORANDUM OF UNDERSTANDING

This Memorandum of Agreement is entered into by and between the Reynolds School District #7 (District) and the Oregon School Employees Association, Chapter 37(Union) for the purposes of setting forth the terms and conditions of the parties' agreement concerning the contracting out of work performed by members of the Union's bargaining unit. The District and Union hereby agree to the following:

1. For the period of July 1, 2021 through June 30, 2023, the District shall not initiate any new contracted out work that, that is being performed by members of the Union's bargaining unit unless the District is actively working to fill the identified 2021-22 and 2022-23 bargaining unit position. Actively working to fill a position is defined as the posting of a vacant position with targeted interview dates occurring within 60 days of position posting. If the District has posted vacant positions but has been unable to fill the vacant positions within 60 days, the District may hire a contracted employee until the position has been filled with a District employee.
2. This agreement shall not impact the District's established right to utilize substitute employees consistent with the terms and conditions of the collective bargaining agreement.
3. This prohibition against contracting out shall not prevent the District from hiring third-party contractors to perform specialized work in situations in which bargaining unit members either do not have the expertise or experience.
4. When insufficient time and/or manpower exist to have the work completed, the District may utilize temporary employees pursuant to Article 1.C and D.
 - The District will first attempt to utilize staff from existing substitute lists to complete the work.
 - The District may then use temporary staff in accordance with Article 1 Recognition, C and D either through direct hire or through a temporary agency as follows:

For the purpose of this paragraph, temporary employees are those irregular employees hired for a specific period of time, not to exceed sixty-five (65) continuous workdays (e.g., summer help, or any specific job, and cannot be repeated).

Beginning in March of each school year, the District may identify new job openings as "balance of the year" if there is a possibility that the job may not be carried forward to the new school year. The District will notify the Union and the job shall be considered temporary.

- This agreement shall not serve to modify any rights, duties or obligations of either party as set forth in the collective bargaining agreement except as specifically described in this Memorandum.

DocuSigned by:
Susan Mutschler 6/17/2021
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Susan Mutschler, President Date
OSEA Reynolds Chapter 37

DocuSigned by:
Angela Freeman 6/16/2021
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Angela Freeman, Assistant Superintendent-Human Capital Management Date
Reynolds School District

DocuSigned by:
Teri Staudinger 6/16/2021
ZE293EDFF152464...

Teri Staudinger, Field Representative Date
OSEA

To: Board of Directors

From: Dr. Koreen Barreras-Brown, Chief Academic Officer

Prepared by: Debbie Nicolai, Director of Curriculum, Instruction & Innovation

Subject: Authorization to Spend Over \$150,000 on Professional Development Services

Policy: [District Purchasing – DJ](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

Language Essentials for Teachers of Reading and Spelling (LETRS) is a research-proven, evidenced-based professional learning course for all teachers of reading in the elementary grades. LETRS training provides teacher expertise in the Science of Reading, or “how the brain learns to read.” In order to provide all students access to expert instruction, all elementary teachers will participate in this rigorous two-year course of study. The cost of professional learning for two years will be \$326,360.

Previous Board Action:

The Board previously approved the five-year Professional Development Plan that articulated the intent to ensure that all certified staff and administrators gain literacy expertise.

Background:

Student achievement at all reading benchmarks indicate the need for intensive acceleration of students’ reading skills in core instruction. Teachers have the desire and motivation to serve their students’ needs. Elementary teachers need to be provided the training to implement reading instruction that is systematic, explicit, and evidence based. Reading training for our staff will require an immense and unprecedented commitment of time and resources. Teachers deserve tremendous support for their Tier 1 instruction to turn the tide on current reading

outcomes. This commitment will announce our belief that *students can learn, teachers have the talents and abilities to implement evidence-based instruction, and that we are not willing to accept the current reading failure rates in our district.*

This commitment is directly related to the following Strategic Plan Goals:

- *Strategic Plan Goal 1: Improve the academic experience, remove barriers to high-quality instruction for marginalized students.*
- *Strategic Plan Goal 4: Improve the quality of professional development for all staff.*

LETRS training (Language Essentials for Teachers of Reading and Spelling) highlights:

- Oregon Department of Education approved training for Dyslexia
- Oregon Department of Education consideration for all Comprehensive Schools
- Research/Evidence based – International Literacy Association and International Dyslexia Association approved
- All K-5 certified classroom staff are included in participation
- All K-5 ELD/SpEd specialists are included in participation
- All K-5 administrators, instructional coaches and MTSS specialists are included in participation

Clinical Significance and Metrics:

- Training lessons include immediate implementation in the classroom
- Training lessons include PLC elements of instructional debrief and data analysis
- Metrics are an inclusive element of the training lessons allowing for analysis at the grade level, school level and district-wide
- Implementation rubric for analysis at the grade level, school level and district-wide will be used

Financial Implications:

The cost of the full course of professional development, for all appropriate staff, is \$326,360.00. The funds are available within the Curriculum Department budget.

Alternatives:

The Board could determine to decline the purchase of this professional development course.

Staff Recommendation:

Staff recommends the Board authorize the expenditure of more than \$150,000 to purchase the LETRS professional development course for a total not to exceed \$330,000.00.

Motion:

I move that the Board authorize the expenditure of more than \$150,000 to purchase the LETRS professional development course for a total not to exceed \$330,000.00.

To: Board of Directors

From: Dr. Koreen Barreras-Brown, Chief Academic Officer

Prepared by: Debbie Nicolai, Director of Curriculum, Instruction & Innovation

Subject: Authorization to Spend Over \$150,000 on Supplemental Mathematics Instruction Software

Policy: [District Purchasing – DJ](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

Dreambox’s research-proven program provides explicit, systematic, personalized learning in mathematics instruction for elementary and secondary students, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small group instruction. In addition to unlimited site licenses, the vendor provides robust implementation support, both at the school and district level. Each school will have individualized success metrics data review meetings, as well as customizable professional learning sessions for staff.

Previous Board Action:

The purchase of this program in the 2020-2021 school year was under \$150,000, therefore no Board action was taken.

Background:

The program was first identified and purchased to provide a supplemental research-based, individualized instructional software program for students during Comprehensive Distance Learning. Throughout the year, Reynolds’ data has consistently shown that students engaged in the program, for the recommended 10-15 minutes per day, gained more than the equivalent of

one-year's academic growth. For the 2021-2022 school year, all schools will imbed daily engagement time for students during the school day. Dreambox data will be an integral part of PLC meetings, School Improvement data meetings, and the Curriculum Department Improvement Plan data meetings.

Financial Implications:

The cost of the program, with licenses for use in K-10 classrooms, is \$160,100. The funds are available within the Curriculum Department budget.

Alternatives:

The Board could determine to decline the purchase of this program.

Staff Recommendation:

Staff recommends the Board authorize the expenditure of more than \$150,000 to purchase this supplemental mathematics software for a total not to exceed \$162,000.

Motion:

I move that the Board authorize the expenditure of more than \$150,000 to purchase this supplemental mathematics software for a total not to exceed \$162,000.

To: Board of Directors

From: Dr. Koreen Barreras-Brown, Chief Academic Officer

Prepared by: Debbie Nicolai, Director of Curriculum, Instruction & Innovation

Subject: Authorization to Spend Over \$150,000 on Supplemental Reading Instruction Software

Policy: [District Purchasing – DJ](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction for elementary students, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small group instruction. For secondary students, instruction addresses skill gaps and provides personalized, systematic instruction in word study, grammar, and comprehension. In addition to unlimited site licenses, the vendor provides robust implementation support, both at the school and district level. Each school will have individualized success metrics data review meetings, as well as customizable professional learning sessions for staff.

Previous Board Action:

The Board approved this purchase for the 2020-2021 school year.

Background:

The program was first identified and purchased to provide a supplemental research-based, individualized instructional software program for students during Comprehensive Distance Learning. Throughout the year, Reynolds’ data has consistently shown that students engaged in the program, for the recommended 10-20 minutes per day, gained more than the equivalent of one-year’s academic growth. For the 2021-2022 school year, all schools will imbed daily

engagement time for students during the school day. Lexia data will be an integral part of PLC meetings, School Improvement data meetings, and the Curriculum Department Improvement Plan data meetings.

Financial Implications:

The cost of the program, with licenses for use in K-10 classrooms, is \$188,400. The funds are available within the Curriculum Department budget.

Alternatives:

The Board could determine to decline the purchase of this program.

Staff Recommendation:

Staff recommends the Board authorize the expenditure of more than \$150,000 to purchase this supplemental reading software for a total not to exceed \$190,000.

Motion:

I move that the Board authorize the expenditure of more than \$150,000 to purchase this supplemental reading software for a total not to exceed \$190,000.

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Board Discussion

Policy: [Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF](#)

Date: June 23, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

Members of the Reynolds School Board will communicate ideas or requests for presenters at upcoming board meetings, agenda setting, or requests for reports.

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Adjourn

Policy: [Board Meetings - BD/BDA](#), [Conduct of Board Meetings - BDDF](#)

Date: June 23, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Adjournment

