



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

**Reynolds School District
Board of Education Working**

October 13, 2021

7:00 PM

Virtual Meeting

I.	6:00p - Executive Session	2
II.	7:00p - Call to Order and Land Acknowledgement	3
III.	7:05p - Public Comment	5
IV.	7:15p - Elementary School Improvement Plans Introduction	6
V.	7:25p - Breakout Rooms: Elementary School Improvement Plan Q&A	
	A. 7:25p - Rotation 1	
	B. 7:45p - Rotation 2	
	C. 8:05p - Rotation 3	
VI.	8:25p - SRO Presentation	233
VII.	9:00p - Adjourn	262



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

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: October 13, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Summary:

The Reynolds School Board and the Superintendent will recess into Executive Session under ORS 192.660(2)(d) Negotiations.

Executive Session is closed to the public.



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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: October 13, 2021

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

Connection to School Board Core Beliefs and Commitments

- Safety
 Equity
 Instructional Practice
 Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Summary:

- a. Call to Order
- b. Land Use Acknowledgement

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.

Land Use Acknowledgment & Guidelines



Approved and Adopted 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.



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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: October 13, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices.

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

Written Comments Submitted:

1: COVID Testing

1: SROS

Spoken:

Sakura Hamada: Well-being of Students and Staff

Desmond Bellard: Oregon Health Authority and Secretary of State

Lupe Toledo: Student Safety

Joe Teeny: SROs

Jasmine Teeny: SROs



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To: Board of Directors
From: Dr. Sara Hahn-Huston, Executive Director of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: School/Department Improvement Plan Progress Reports
Policy: [Evaluation of Instructional Programs - IM](#)
Date: October 13, 2021

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

Connection to School Board Core Beliefs and Commitments

- Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices.

Summary:

The Board of Directors will have the opportunity to learn about the School Improvement Plan (SIP) and District Improvement Plan (DIP) goals set for Reynolds School District for the 2021-2022 school year. Elementary Schools will present tonight, and secondary schools and departments will present in November.

The Board will move through three rotations using breakout rooms, giving them the opportunity to ask principals any questions they may have.

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 copies of each school or department’s plan and a summary slide deck outlining the three main goals.

Previous Board Action:

The Board met with principals and department directors during the October 7, 2020 and October 14, 2020 Work Sessions.

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



Alder Elementary School

Academic Goals

Focusing on Marginalized Students

- Increase and document meaningful growth on STAR Reading assessment
 - Ensure 100% student participation
 - Provide culturally relevant texts in the school library and classroom libraries
 - Classified staff and administration will participate in the LETRS training

Student Voice

Focusing on Marginalized Students

- Create opportunities to see input and receive feedback from Alder students
 - Create student empathy interviews and student surveys
 - Administration will conduct formal and informal classroom observations, to observe academic and social experiences of students, in effort to guide creation of student surveys.
 - Encourage student participation in the Spring CEE Survey

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Create opportunities to see input and receive feedback from parents, families, and community partners
 - Build an effective Parent Teacher Association (PTA), with participants representing the racial and cultural makeup of student body.
 - Conduct monthly family Zoom meetings with one dedicated to community partners presenting their offerings to families and parents.
 - Provide monthly newsletters, monthly family Zoom meetings, and continue parent-teacher communication.

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DAVIS
Elementary School

Davis Elementary School

Academic Goals

Focusing on Marginalized Students

GOALS REFLECT “AT OR ABOVE GRADE LEVEL” BY JUNE 2022, AS MEASURED BY THE STAR READING ASSESSMENT.

- Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth; SpEd, Black and Latinx students will demonstrate a 10% increase. At Davis our targets will be 30.3% for our overall growth, 14.9% for our ELL growth, 19.7% for our SpEd growth, 31.4% for our Black growth, and 33.3% for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

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ACTION STEPS:

- Davis will engage in LETRS training and implement strategies K-5 in classrooms.
 - PLCS
 - MTSS Data Teams to Support Intervention
 - Student Support Team
 - Culturally Responsive Teaching Practices



Student Voice

Focusing on Marginalized Students

In order to give voice to our marginalized population, by June 2022 Davis will show an increase of 5% on the participation Spring CEE data.

- Action Steps:
 - Davis will focus on building relationships with students and families to better understand the student experience.
 - Davis Equity Team will identify, implement, and support staff in culturally responsive practices.
 - Davis staff will offer grade level family nights and parent nights to better understand the student experience.

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Davis will ask family for feedback through surveys.
- Davis community will be invited to monthly meetings.
- Davis will keep the community informed of important information through newsletters, Remind messages, phone calls, and social media.
- Family nights and conferences will support Davis in partnering with our families.

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Fairview Elementary School

Academic Goals

Focusing on Marginalized Students

- Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase. At Fairview our targets will be 46% overall outcome, 14% ELL outcome , 33% SpEd outcome 67.1% Black outcome and 30% for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.
- Fairview will identify student barriers to learning and remove or provide tools to overcome them.
- Fairview will Implement instructional cycles (assessment, planning, application, review) using data to inform instruction.
- Fairview will engage in LETRS training and implement strategies in K-5 classrooms.

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Student Voice

Focusing on Marginalized Students

In order to give voice to our marginalized population, by June 2022 Fairview will show an increase of 5% on the participation Spring CEE data.

- Fairview will conduct student empathy interviews to better understand student experiences.
- Fairview will offer student and family listening sessions to better understand student experiences.
- Fairview Equity Leadership Team will identify and implement culturally responsive practices.
- Fairview School Climate and Culture Leadership Team will conduct staff, student, and family surveys.

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Fairview community will be invited to monthly meetings.
- Fairview will develop and implement exit and interest surveys.
- Fairview will develop and implement school experience feedback forms.
- Fairview will keep community informed of important information through newsletters, remind messages, and social media.
- Fairview will commit to a timely and efficient communication system to get information to and from families.

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Glenfair Elementary School

Academic Goals

Focusing on Marginalized Students

- By June 2022, Glenfair students will demonstrate 10% overall growth in reading as measured by STAR.
 - Our ELD Students will demonstrate an 11% growth.
 - Our SPED Students will demonstrate a 10% growth
 - Our American Indian Students will demonstrate 10% growth
 - Our Asian American Students will demonstrate a 10% growth
 - Our Black/African American Students will demonstrate a 10% increase
 - Our Latinx Students will demonstrate a 10% increase
 - Our Multiracial Students will demonstrate a 10% increase
 - Our White Students will demonstrate a 10% increase

Strategies, PD, and Support

Equity is the driving force of Glenfair's work. It is reflected in our...

- Focused PLC work
 - Supporting our building goal
- PLC extended work
 - SB13 for 4th grade level team
- LETRs Training
 - Literacy
- MANDT Training
 - SEL

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Student Voice

Focusing on Marginalized Students

- RJ Circles Led By...
- Community Meetings
- Surveys
- Empathy Interviews
- Input Sessions
- Student Leadership/Advocacy Group



Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Conferences
- Input Sessions
- CEE Surveys
- Seeking Feedback after...
- Conferences
- Meetings
- Community Events
- Empathy Interviews
- Our Community Partners
 - SUN, Growing Gardens, Reading Results, DHS, Play works, All hands Raised, MODA, School House Supply, Chess Wizards, Others.
- Collaboration
- Pushing out information via...
 - Remind
 - Facebook
 - School Website
 - Twitter
 - Monthly letters

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Hartley Elementary School

Academic Goals

Focusing on Marginalized Students

Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth; SpEd, Black, and Latinx students will demonstrate a 10% increase. At Hartley, our targets will be 32% overall 3rd Grade outcome, 18% ELL outcome, 16% SpEd outcome, 34% Black outcome, and 35% for our Latinx growth. We will focus on 3rd grade growth but will monitor progress at all grade levels.

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- Hartley will identify student barriers to learning and remove or provide tools to overcome them.
- Hartley will implement instructional cycles (assessment, planning, application, review) using data to inform instruction.
- Hartley will engage in LETRS training and implement strategies in K-5 classrooms.
- Hartley will implement schoolwide Drop Everything And Read (DEAR) initiative.



Student Voice

Focusing on Marginalized Students

In order to give voice to our marginalized population, by June 2022 Hartley will show an increase of 5% on the participation Spring 2022 CEE data.

- Hartley will conduct student empathy interviews to better understand student experiences.
- Hartley will offer student and family listening sessions to better understand student experiences.
- Hartley Equity Leadership Team will identify and implement culturally responsive practices.
- Hartley School Climate and Culture Leadership Team will conduct staff, student, and family surveys.
- Hartley will utilize Title I funds to secure a full-time Community Liaison.

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Hartley community will be invited to monthly meetings.
- Hartley will develop and implement exit and interest surveys.
- Hartley will develop and implement school experience feedback forms.
- Hartley will keep community informed of important information through newsletters, Remind messages, and social media.
- Hartley will commit to a timely and efficient communication system to get information to and from families.
- Hartley will utilize Title I funds to secure a full-time Community Liaison.

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**Margaret Scott
Elementary
School**

Academic Goals

Focusing on Marginalized Students

With the changing shift in technology, cultural divides, and social/economic disparities, the achievement gap will continue to widen and greatly impact marginalized students; therefore, Margaret Scott has to examine cultural differences, the knowledge gap, and the socioeconomic status of students in our community. This information will help determine “the way” for teachers, who are the most important factors in determining student success. To actively meet the needs of marginalized students, Margaret Scott will focus on 3 specific areas that will strengthen our core and increase academic achievement:

- Collaboration- Collaborative planning to introduce strategies to create an appropriate learning environment 29
 - Streamline and identify an interactive process that enables teachers from diverse backgrounds and expertise to generate creative solutions that will engage marginalized students.
 - Learning Walks to examine actual classroom dynamics and to get ideas for development management strategies that will hopefully guide student engagement and behaviors during teaching and learning.
- Data Collection- Analyze qualitative data for more rigorous and integrated literacy.
 - Based on assessments and student performance, intervention groups will be established that are directly related the skill levels that students are underperforming in.
 - Release time (PLC’s) to analyze work samples, share resources, and identify proactive strategies for student academic success.
- Reflective Analysis – Based on the data collected, teachers will develop and revise student plans and examine patterns that may hinder student progress.
 - Focus groups based on needs assessments primarily used from the Framework for High Reliability Schools.
 - Professional development opportunities will be extended that will examine cultural/ linguistic differences and teaching styles of all teachers to determine if the current instructional delivery is appropriate.



Student Voice

Focusing on Marginalized Students

Because many students have a shaken trust due to an unstable and inequitable culture, opportunities for student voice must be given in order to achieve equity in schools. Margaret Scott will work to do the following:

- Introduce the fundamentals of education and give them tools to address structural inequities.
- Partner with community-based agencies that interest students in our school community.
- Encourage conversations during community circle time that address issues at the local, national, and international level.
- Expose students to organizations and other community leadership opportunities that will increase student knowledge and empower them to be change agents in their school community.

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At Margaret Scott, students will do the following:

- Establish a youth advisory council
- Create opportunities to be decision makers in their own learning
- Empower students to take on leadership roles outlined by school administration
- Develop student clubs
- Explore service learning opportunities



Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

Parent Engagement has been a challenge due to the pandemic, so administration has had to explore other means (primarily virtual) to keep families informed. However, Margaret Scott hopes to increase support, provide opportunities for conversations, and provide resources and information to families of marginalized students.

- Margaret Scott will strive to do the following:
 - Solicit the support of our Counselor and Social Worker to conduct parent informational sessions on housing, health/wellness, and community resources.
 - Develop a Parent Toolkit produced by teachers to support student learning at home.
 - Virtual Information Sessions on Academic and Career Planning
 - Parent Support Groups to help families cope with loss and change
 - Parent-Teacher Conferences
 - Creating volunteer opportunities for parents/guardians to become engaged in the school community.

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Salish Ponds Elementary School

Academic Goals

Focusing on Marginalized Students

- Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth; SpEd, Black and Latinx students will demonstrate a 10% increase. At Salish Ponds our targets will be 31% for our overall growth, 21.2% for our ELL growth, 25.4 % for our SpEd growth, 43% for our Black growth, and 27% for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.
- We will interrupt bias and microaggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.
- Honor student ways of being and showing knowledge: student voice and choice.
- Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.
- Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of our curriculum.

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Student Voice

Focusing on Marginalized Students

- We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.
 - Three times per year, Salish Ponds will use a combination of surveys, empathy interviews, input sessions, and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.
- We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.
 - Salish Ponds will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- We are committed to truly listen and create timely/efficient communication systems and improve the academic and social experience for Black students and families in RSD.
 - Salish Ponds will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by Community Partners, MTSS, and Instructional coaches to hear our community's input and feedback.

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Sweetbriar Elementary School

Academic Goals

Focusing on Marginalized Students

- GOALS REFLECT 'AT' OR 'ABOVE' GRADE LEVEL, FROM JUNE 2021 TO JUNE 2022, AS MEASURED BY THE STAR READING ASSESSMENT
 - ELL students will demonstrate an 11% increase, from 6.3% to 7.4%.
 - SpEd students will demonstrate a 10% increase, from 22.2% to 32.2%.
 - Black students will demonstrate a 10% increase. from 33.3% to 43.3%.
 - Latinx students will demonstrate a 10% increase, from 27.9% to 37.9%.
 - Overall: 3-5th grade students will demonstrate a 7% increase, from 47.3% to 54.3%.
- ACTION STEPS TO GOALS INCLUDE, BUT ARE NOT LIMITED TO:
 - PLCs (Professional Learning Cycles) focused on culturally responsive teaching practices.
 - Large scale and in-depth, district-provided PD (Professional Development) on high-quality reading practices.
 - Coaching cycles for teachers based on individual teacher and/or team needs.
 - Interventions and enrichments reviewed on a 6-8 week cycle for effectiveness.
 - Enhancing and/or replacing curriculum components to be more relevant and culturally responsive.

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Student Voice

Focusing on Marginalized Students

- PBIS handbook reviewed and revised to reflect restorative practices on a monthly basis by PBIS/Equity committees.
- Twice yearly Listening and Input sessions with students in grades 3-5 on the PBIS handbook.
- Use of conferences, surveys, and listening sessions to gauge levels of parent and student satisfaction with school policies and practices.

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Host Curriculum nights to share content and practices (reading, math, health/SEL).
- Make informational sessions available at Open House and Conferences specific to Title 1, English Learners, Special Education, and Child Development Specialist.
- Intentionally and consistently include access for families that speak languages other than English in the parent group.
- Host three parent listening sessions to review current practices around holidays/celebrations.

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Troutdale Elementary School

Academic Goals

Focusing on Marginalized Students

- In order to give voice to our marginalized population, by June 2022 Troutdale will show an increase of 5% participation on the Spring CEE data.
 - Surveys, exit tickets, empathy interviews, listening input sessions, disaggregate by race/ethnic background of families
- By June 2022, all Troutdale third graders will increase from 26% to 35% reading at/above benchmark level, students with English Language needs will increase from 20% to 27% and 3rd grade students who are receiving special education services will increase from 33% to 40%, on the STAR reading assessment.
 - By June 2022, all Black/African American 3rd grade students will increase from 0% to 40% reading at/above benchmark level and all Latinx 3rd grade students will increase from 64% to 75% reading at/above grade level on STAR reading.
 - Plan-Do-Study-Act Cycles, PLCs, Coach modeling

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Student Voice

Focusing on Marginalized Students

- 5th grade leadership
- Scholar Empathy interviews
- Include scholars in planning and implementation of schoolwide assemblies
- Restorative circles and discussions about race

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Open House, Conferences
- Weekly Tiger Pause newsletter
- Monthly Zooming with the principal
- Connect with City of Troutdale to co-plan family events
- Open communication through Let's Talk, email, phone
- Periodic surveys for feedback
- Parents As Leaders in Schools (PALS)

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Wilkes Elementary School

Academic Goals

Focusing on Marginalized Students

- GOALS REFLECT “AT OR ABOVE GRADE LEVEL” BY JUNE 2022, AS MEASURED BY THE STAR READING ASSESSMENT.
 - English Language Learners will demonstrate an increase of 11%, from 5.6% to 16.7%, SpED Students will demonstrate a 10% increase from 22.2% to 32.6%, Black students will demonstrate a 10% increase from 33.3% to 43.3 and Latinx students will demonstrate a increase 10% increase from 36.4% to 46.4%.
 - Overall – All students, grades 3-5 will demonstrate a 9% increase from 31.9 to 40.9%
- ACTION STEPS TO GOALS INCLUDE, BUT ARE NOT LIMITED TO:
 - Reinforcing Student Expectations (of themselves) – Self-Monitoring
 - Creating Partnerships with Families on Student Progress Monitoring
 - Reinforcing Multiple Data Sources to Inform Instruction
 - Heightening PLCs
 - Identifying/Supplanting Texts with Culturally Relevant Materials
 - Teacher Walk-Throughs
 - Care Team
 - Integration of Instructional Coach and MTSS Coordinator with Design and Delivery of Professional Learning focused on culturally responsive teaching practices
 - MTSS Intervention Cycles and Review – 6-week Cycles

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Student Voice

Focusing on Marginalized Students

- Reinforcing Student Expectations (of themselves)
- Student Agency – WIN/Enrichment
- Academic Language – Success Criteria/Learning Targets
- Student Surveys – Perception of Personal Growth and School Environment

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Climate Surveys Throughout the Year
- Parent Café – Three Times a Year
- Adult Education and Support Classes
- Family Resource Navigator – 70% of Case Management for Marginalized Population
- Partnerships with Instructors on Student Growth

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Woodland
Elementary School

Woodland Elementary School

Academic Goals

Focusing on Marginalized Students

- In order to give voice to our marginalized population, by June 2022 Woodland will show an increase of 5% on the participation Spring CEE data.
- Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth; SpEd, Black and Latinx students will demonstrate a 10% increase. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

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Student Voice

Focusing on Marginalized Students

- No less than three times per year, Woodland will use a combination of surveys, empathy interviews, input sessions, and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families.
- Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Woodland will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and instructional coaches to hear our community's input and feedback.
- Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

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Multnomah Learning Academy

Academic Goals

Focusing on Marginalized Students

- All ELL students will show one year's worth of growth as a result of instruction from our ELD teacher as well as culturally responsive teaching practices.
 - Students identified as Ever English Learners showed the least amount of progress and growth during Fall 2021-2022 Measurements of Academic Progress (MAP) testing.
 - Our theory is, although many of these students had excellent attendance and participation during distance ⁵³ learning, they were not able to access teachers for as many minutes each day and lacked the peer interaction that would boost their language development.
- Professional development will be heavily focused on equitable access to curriculum and instructional supports and strategies that further develop English language in students who speak it as a secondary language.



Student Voice

Focusing on Marginalized Students

- Student surveys
- Jobs program
- Advisory
- Class meetings
- Clubs student and teacher led
- New and diverse elective offerings at the middle school level
- Restorative practices
- Flexible options for work completion

Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- PTO
- Parent surveys
- All information communicated in multiple languages
- Spanish-speaking staff
- Parent nights (virtually for now)
- Partnerships with NWDS, OHA to provide community vaccination clinics
- Emilio, Inc.
- Oregon Food Bank

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Reynolds Arthur Academy

Academic Goals

Focusing on Marginalized Students

- In order to give voice to our marginalized population, by June 2022 Woodland will show an increase of 5% on the participation Spring CEE data.
- Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth; SpEd, Black and Latinx students will demonstrate a 10% increase. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

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Student Voice

Focusing on Marginalized Students

- No less than three times per year, Woodland will use a combination of surveys, empathy interviews, input sessions, and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families.
- Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Woodland will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and instructional coaches to hear our community's input and feedback.
- Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

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Reynolds Arthur Academy

Academic Goals

Focusing on Marginalized Students

- Rockwood Preparatory Academy will review data weekly and collaborate with teachers on how to best support students in filling in academic gaps caused by the pandemic and other obstacles. Focus areas are on Reading, Language Arts, and Mathematics. 80% of students will score 85% or higher on Mastery Tests in Reading, Math, and Language Arts.
 - Student progress will be monitored using weekly Learning Progress Charts, tutoring notes, and specialist input.
 - Students in need of additional support will participate in tutoring sessions during & after school and in small group interventions groups



Student Voice

Focusing on Marginalized Students

- Student Voice
 - Kimochis
 - Daily Community Circle
 - Restorative Conversations
 - Check-ins and Check-outs
 - Social Groups
 - Big Buddy/Little Buddy
 - Empathy Interviews



Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Parent Engagement takes place in many ways:
 - Monthly Parent Meetings
 - Monthly Native Language (Spanish) Community Circles
 - Weekly POSSIP
 - Parent Advisory Group
 - Community Partnerships to Support Learning and Engagement in STEAM, STEM and Social-Emotional Development

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Reynolds School District 7

Alder Elementary

2021-2022



Goals

Goal 1: Marginalized Students -By June 2022, Alder will effectively communicate to families, to encourage participation of Spring CEE data to include voice of our marginalized students..

Performance Objective 1: By June 2022, We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: Feedback Surveys
 Empathy interviews
 Input Surveys
 Student Surveys
 Teacher Surveys

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Alder will develop family surveys and empathy interviews to be used at events, virtually or in person, attended by our community.</p> <p>Strategy's Expected Result/Impact: Family and community input on effectiveness and value of school events will be collected and analyzed to ensure that our marginalized families give feedback to inform current and future events. Data will be disaggregated by race and culture.</p> <p>Staff Responsible for Monitoring: MTSS coordinators, Administration, community partners.</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -By June 2022, Alder will effectively communicate to families, to encourage participation of Spring CEE data to include voice of our marginalized students..

Performance Objective 2: We will take action to identify and remove internal barriers and identify tools to identify and overcome external barriers so that marginalized students have equitable access to a high-quality education.

Evaluation Data Sources: Empathy interviews
CEE surveys

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Alder, on an annual basis, will identify the tip three barriers to the goals using data from empathy interviews and CEE surveys.</p> <p>Strategy's Expected Result/Impact: Students will have equitable access to high-quality education.</p> <p>Staff Responsible for Monitoring: Administration, Leadership 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, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	0%			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">66</p>				

Goal 1: Marginalized Students -By June 2022, Alder will effectively communicate to families, to encourage participation of Spring CEE data to include voice of our marginalized students..

Performance Objective 3: Improve the academic and social experience for Black students and families of Alder Elementary School.

Evaluation Data Sources: Alder will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Alder Elementary School and Alder Montessori, will perform empathy interviews with our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Ensure marginalized students and families perspectives, input and feedback are documented via empathy interviews to increase the effectiveness of student experience.</p> <p>Staff Responsible for Monitoring: MTSS coach, Administration, Alder Elementary Staff, Montessori Director of Education.</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>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-between; 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: Marginalized Students -By June 2022, Alder will effectively communicate to families, to encourage participation of Spring CEE data to include voice of our marginalized students..

Performance Objective 4: Students in 3rd grade will demonstrate meaningful growth in reading as measured by STAR, and progress monitored at all grade levels. Data will be disaggregated by race, and academic ability.

Evaluation Data Sources: STAR Assessment Data

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Alder will ensure 100% participation in the STAR assessment in reading.</p> <p>Strategy's Expected Result/Impact: Gain data to inform instructional practices for all students to increase reading scores.</p> <p>Staff Responsible for Monitoring: MTSS TOSA, Instructional Coach, Administration</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</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
<div style="display: flex; justify-content: space-between; 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>				68

Goal 2: Culturally Responsive Teaching - Create a culturally responsive climate that ensures racial equity and equity in access for African American/Black, Latinx, SPED,ELD, Spanish Immersion, Montessori students, and other underserved students and families.

Performance Objective 1: Alder will interrupt bias and micro-aggressions in instructional practices by devoting some professional development sessions to LETRS and Culturally Responsive Teaching.

Evaluation Data Sources: CEE data at the school level
 Stakeholder survey
 Listening session participation rates mirror student demographics.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Provide professional development to teachers and staff on culturally responsive teaching strategies. and provide literature that represents the racial and cultural make up Alder student body.</p> <p>Strategy's Expected Result/Impact: Students will see themselves represented in the educational environment and will increase student engagement in academics.</p> <p>Staff Responsible for Monitoring: Instructional Coach Dual Language TOSA Administration</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%			69
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Culturally Responsive Teaching - Create a culturally responsive climate that ensures racial equity and equity in access for African American/Black, Latinx, SPED,ELD, Spanish Immersion, Montessori students, and other underserved students and families.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p>Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge.</p> <p>Staff Responsible for Monitoring: Administration, MTSS coach, equity teams, and PBIS teams.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Culturally Responsive Teaching - Create a culturally responsive climate that ensures racial equity and equity in access for African American/Black, Latinx, SPED,ELD, Spanish Immersion, Montessori students, and other underserved students and families.

Performance Objective 3: Eliminate control/compliance as proof of learning.

Evaluation Data Sources: Needs assessment of current grading practices and establish a path toward an equitable approach to grading.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.</p> <p>Strategy's Expected Result/Impact: Grading practices will be equitable for students and consistent between classrooms and grade levels.</p> <p>Staff Responsible for Monitoring: MTSS TOSA School Climate and Culture Committee Administration Dual Language TOSA</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, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%			71
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Create a culturally responsive climate that ensures racial equity and equity in access for African American/Black, Latinx, SPED,ELD, Spanish Immersion, Montessori students, and other underserved students and families.

Performance Objective 4: Curate curriculum.

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and library, and that teachers understand they can be substituted throughout the year as part of our curriculum.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Focus library book selection to be culturally responsive to represent racial and cultural make up of Alder student body.</p> <p>Strategy's Expected Result/Impact: Improve engagement of student reading abilities and enjoyment.</p> <p>Staff Responsible for Monitoring: Instructional Coach Curriculum TOSA Librarian Administration</p> <p>Characteristics: Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				72

Goal 3: Student Staff and Wellness - Alder will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond favorably in the "almost always" and "often true" categories in the CEE data section of Social Supports- Ensuring Psychological Safety and a Sense of Social Belonging.

Performance Objective 1: Integrate the district wellness plan into the structure of Alder's systems.

Evaluation Data Sources: A bullet point list of Alder specific targets will be developed by our school safety committee and any volunteers that choose to be part of the process.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Align with district wellness plan to support the well-being of teachers and staff, including Alder Montessori staff. Strategy's Expected Result/Impact: Ensure that teachers and staff sustain or improve their well-being in order to better serve Alder students. Staff Responsible for Monitoring: Administration MTSS TOSA Characteristics: Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June
	 0%			73
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Professional Development - During the 2021-2022 school year, Alder will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will favorably to the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Obtain feedback from PLCs, Staff meeting, Dual Language teachers, and Montessori staff.</p> <p>Strategy's Expected Result/Impact: Ensure that PD offerings are relevant to improve instructional practices and supports for students. Ensure family input on student effectiveness of teacher training.</p> <p>Staff Responsible for Monitoring: Administration MTSS TOSA Instructional Coach</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, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				74

Goal 4: Professional Development - During the 2021-2022 school year, Alder will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will favorably to the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 2: During the 2021-2022 school year, Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Communicate designated times for PD for administration and certified staff and gain feedback via certified staff surveys.</p> <p>Strategy's Expected Result/Impact: Get feedback to ensure relevance and effectiveness of PD on UDL modules, technology trainings and LETRS training.</p> <p>Staff Responsible for Monitoring: Administration Curriculum Department</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%			75
 No Progress  Accomplished  Continue/Modify  Discontinue				

Reynolds School District 7

Davis Elementary

2021-2022

76



DAVIS
Elementary School

Goals

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Davis will show an increase of 5% on the participation Spring CEE data

Performance Objective 1: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: No less than three times per year, Davis will use a combination of surveys, empathy interviews*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Davis will develop an exit ticket to be used at all events attended by our community. Strategy's Expected Result/Impact: Community input on effectiveness and value of school events will be collected and analyzed to ensure that our marginalized families voices are heard. Staff Responsible for Monitoring: MTSS coordinators, Administration, community providers Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				77
Strategy/Action 2 Details	Reviews			
<p>Strategy/Action 2: Exit tickets will be used to inform future meeting and actions taken at school. Strategy's Expected Result/Impact: Improved educational outcomes for students Staff Responsible for Monitoring: Admin and teachers Characteristics: Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	0%			
<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: Marginalized Students -In order to give voice to our marginalized population by June 2022 Davis will show an increase of 5% on the participation Spring CEE data

Performance Objective 2: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Davis will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Davis will have monthly community on Zoom to get feedback from families.</p> <p>Strategy's Expected Result/Impact: To hear the communities voices around what is working at Davis and what we can improve.</p> <p>Staff Responsible for Monitoring: Ashley Davis and Mykle Rojas</p> <p>Characteristics: Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Davis will show an increase of 5% on the participation Spring CEE data

Performance Objective 3: We are committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Davis will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Collect connected adult suggestions through classroom teachers throughout the year by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Davis will show an increase of 5% on the participation Spring CEE data

Performance Objective 4: Improve the academic and social experience for Black students and families in RSD.

Evaluation Data Sources: Davis will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Davis will perform empathy interviews with our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Davis will show an increase of 5% on the participation Spring CEE data

Performance Objective 5: Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase. At Davis our targets will be 30.3% for our overall growth, 14.9% for our ELL growth, 19.7% for our SpEd growth 31.4% for our Black growth and 33.3% for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

Evaluation Data Sources: STAR test data.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Davis will engage in LETRS training and implement strategies K-5 in classrooms. PLCS MTSS Data Teams to Support Intervention Student Support Team Culturally Responsive Teaching Practices Strategy's Expected Result/Impact: Increased student learning. Staff Responsible for Monitoring: All teachers, coaches and administrators. Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	Formative			Summative
	Oct	Nov	Mar	June
	 0%			81
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Davis will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 1: Share decision making with all stakeholders.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Goal 2: Culturally Responsive Teaching - Davis will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p>Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge.</p> <p>Staff Responsible for Monitoring: Administration, MTSS coach, equity teams, and PBIS teams.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Culturally Responsive Teaching - Davis will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 3: Eliminate control/compliance as proof of learning.

Evaluation Data Sources: Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.

Goal 2: Culturally Responsive Teaching - Davis will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 4: Curate curriculum.

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of our curriculum.

Goal 3: Student Staff and Wellness - Davis will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the CEE data section of Social Supports- Ensuring Psychological Safety and a Sense of Social Belonging.

Performance Objective 1: Integrate the district wellness plan into the structure of Davis' systems.

Evaluation Data Sources: A bullet point list of Davis specific targets will be developed by our school safety committee and any volunteers that choose to be part of the process.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: The Davis Staff Wellness committee will meet once a month to develop plans to support teacher wellness throughout the year. Strategy's Expected Result/Impact: Increased staff wellness and school community. Staff Responsible for Monitoring: Davis staff wellness committee and admin. Characteristics: Effective School Leadership, High Levels of Collaboration and Communication	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				86

Goal 4: Professional Development - Davis will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: PLCs will meet for an hour weekly to implement and reflecting from the offered PDs. Strategy's Expected Result/Impact: Increased academic achievement for students. Staff Responsible for Monitoring: Teachers and admin. 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	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Professional Development - Davis will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Admin will monitor PD effectiveness and calendar to ensure staff are receiving all required PD. Strategy's Expected Result/Impact: Increased teacher knowledge and student outcomes. Staff Responsible for Monitoring: Admin Characteristics: High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Reynolds School District 7

Fairview Elementary

2021-2022



Goals

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Fairview will show an increase of 5% on the participation Spring CEE data

Performance Objective 1: We will create opportunities allowing voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: No less than three times per year, Fairview will use a combination of surveys, empathy interviews*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Fairview will develop and utilize surveys and/or exit ticket to be used at all events attended by our community.</p> <p>Strategy's Expected Result/Impact: Community input on effectiveness and value of school events will be collected and analyzed to ensure that our marginalized families voices are heard.</p> <p>Staff Responsible for Monitoring: MTSS coordinators, Administration, community providers</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				90
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Fairview will show an increase of 5% on the participation Spring CEE data

Performance Objective 2: Fairview will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Fairview will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Fairview will review past CEE data and current surveys, input sessions, and empathy interviews to identify and publish top three barriers to accessing education. Strategy's Expected Result/Impact: - Community identified for task, data identified for review, draft reviewed by school and outcome published Staff Responsible for Monitoring: Administration Characteristics: High Standards and Expectations for All Students, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Fairview will show an increase of 5% on the participation Spring CEE data

Performance Objective 3: Fairview is committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Fairview will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Fairview staff will collect connected adult suggestions throughout the year in community meetings and by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-between; 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: Marginalized Students -In order to give voice to our marginalized population by June 2022 Fairview will show an increase of 5% on the participation Spring CEE data

Performance Objective 4: Fairview will Improve the academic and social experience for Black students and families in RSD.

Evaluation Data Sources: Fairview will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Fairview will perform empathy interviews with our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Intentionally include marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Fairview will show an increase of 5% on the participation Spring CEE data

Performance Objective 5: Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase. At Fairview our targets will be 46% overall outcome, 14% ELL outcome, 33% SpEd outcome 67.1% Black outcome and 30% for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

Evaluation Data Sources: STAR test data.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Training and implementation of LETRS training K-5 Strategy's Expected Result/Impact: strengthen literacy instruction in the K-5 system Staff Responsible for Monitoring: Instructional coach, Academic Department, Administrator Characteristics: Clear and Shared Focus, Focused Professional Development	Formative			Summative
	Oct	Nov	Mar	June
	0%			
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Implement instructional cycles for students below grade level (assessment, academic goal identified and implemented, review) Strategy's Expected Result/Impact: individualized support and stronger, targeted student outcomes Staff Responsible for Monitoring: Instructional Coach, Classroom Teachers Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	Formative			Summative
	Oct	Nov	Mar	June
	0%			
Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Utilize Lexia for strong student independent work during small group instruction Strategy's Expected Result/Impact: maximize instructional minutes. Staff Responsible for Monitoring: Instructional Coach, Classroom Teachers Characteristics: Frequent Monitoring of Learning and Teaching	Formative			Summative
	Oct	Nov	Mar	June
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Fairview will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 1: Share decision making with all stakeholders.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: invite families to engage individually as necessary in addition to general communication of surveys and listening sessions. Strategy's Expected Result/Impact: individual invitation for voice may result in more families participating and attending Staff Responsible for Monitoring: administration Characteristics: High Levels of Family and Community Involvement	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Culturally Responsive Teaching - Fairview will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p>Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge.</p> <p>Staff Responsible for Monitoring: Administration, MTSS coach, equity teams, and PBIS teams.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Culturally Responsive Teaching - Fairview will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 3: Eliminate control/compliance as proof of learning.

Evaluation Data Sources: Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Engage in professional development training and discussion around deeper learning opportunities for students beyond compliance. Beginning with independent vs. dependent learners as identified in Zaretta Hammonds Book on Culturally Responsive Teaching and the Brain. Strategy's Expected Result/Impact: Students creating academic goals and taking ownership over their learning Staff Responsible for Monitoring: Building Equity Team Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Fairview will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 4: Curate curriculum.

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of our curriculum.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Building Equity Team to review texts for classrooms and highlight common culturally relevant opportunities for at least two texts in each grade level.</p> <p>Strategy's Expected Result/Impact: common culturally relevant vocabulary and experiences within a grade level</p> <p>Staff Responsible for Monitoring: Building Equity Team</p> <p>Characteristics: High Levels of Collaboration and Communication, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Student Staff and Wellness - Fairview will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the CEE data section of Social Supports- Ensuring Psychological Safety and a Sense of Social Belonging.

Performance Objective 1: Integrate the district wellness plan into the structure of Fairview's systems.

Evaluation Data Sources: A bullet point list of Fairview specific targets will be developed by our School Wellness Leadership Team and any volunteers that choose to be part of the process.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Establish a common definition of wellness and identify system components that support wellness and self-care. Strategy's Expected Result/Impact: Systems should allow staff to utilize emotional energy on student aspects of the work and not building efficiencies Staff Responsible for Monitoring: Staff Wellness Leadership Team	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Professional Development - Fairview will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Offer opportunities for staff feedback and input on all PD planning that is within building control and offer time to calibrate learning in LETRS training. Strategy's Expected Result/Impact: LETRS and other PD will be implemented in 100% of Fairview classrooms. Staff Responsible for Monitoring: Building Academic Leadership Team, Administration Characteristics: Clear and Shared Focus, Effective School Leadership	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Professional Development - Fairview will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Time will be given for PLCs to discuss implementation of trainings. Administration maintains weekly meeting communications and support for Thursday PLC meetings.</p> <p>Strategy's Expected Result/Impact: LETRS and PD offerings will be implemented in 100% of Fairview classrooms.</p> <p>Staff Responsible for Monitoring: Building Academic Leadership Team, Administration</p> <p>Characteristics: Clear and Shared Focus, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Reynolds School District 7

Glenfair Elementary

2021-2022



102

Goals

Goal 1: Marginalized Students - In order to give voice to our marginalized population by June 2022 Glenfair will show an increase of 5% on the participation Spring CEE data

Performance Objective 1: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: No less than three times per year, Glenfair will use a combination of surveys, empathy interviews*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Glenfair will develop an exit ticket to be used at all events attended by our community.</p> <p>Strategy's Expected Result/Impact: Community input on the effectiveness and value of school events will be collected and analyzed to ensure that our historically marginalized families' voices are heard.</p> <p>Staff Responsible for Monitoring: MTSS Coordinators, Administration, Community Partners.</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				103
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Marginalized Students - In order to give voice to our marginalized population by June 2022 Glenfair will show an increase of 5% on the participation Spring CEE data

Performance Objective 2: Glenfair will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Glenfair will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

Goal 1: Marginalized Students - In order to give voice to our marginalized population by June 2022 Glenfair will show an increase of 5% on the participation Spring CEE data

Performance Objective 3: We are committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Glenfair will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Collect connected adult suggestions through classroom teachers throughout the year by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students - In order to give voice to our marginalized population by June 2022 Glenfair will show an increase of 5% on the participation Spring CEE data

Performance Objective 4: Improve the academic and social experience for Black students and families in RSD.

Evaluation Data Sources: Glenfair will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Glenfair will perform empathy interviews with our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator, Administration, Teachers, ELL instructors, Counselors, SPED, Community Partners, Secretaries, Social Worker.</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students - In order to give voice to our marginalized population by June 2022 Glenfair will show an increase of 5% on the participation Spring CEE data

Performance Objective 5: By June 2022, Glenfair students will demonstrate 10% overall growth in reading as measured by STAR.

- Our ELL students will demonstrate an 11% growth.
- Our SPED students will demonstrate a 10% growth.
- Our American Indian students will demonstrate a 10% growth.
- Our Asian American students will demonstrate a 10% growth.
- Our Black/African American students will demonstrate a 10% growth
- Our Latinx students will demonstrate a 10% growth.
- Our Multiracial students will demonstrate a 10% growth.
- Our White students will demonstrate a 10% growth.

We will focus on 3rd-grade growth but will monitor progress at all grade levels. and across the racial groups.

Evaluation Data Sources: STAR test data.

Strategy/Action 1 Details	Reviews 107			
Strategy/Action 1: Classroom Teacher collaborates with the Instructional Coach and our Title I Educational Assistant to Implement Reading Interventions Strategy's Expected Result/Impact: Support students at all levels by implementing strategies that will meet their learning targets in literacy. Staff Responsible for Monitoring: Instructional Coach 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	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Culturally Responsive Teaching - Glenfair will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 1: Glenfair will engage in shared decision-making with all stakeholders to determine community perception about culturally responsive teaching.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Share culturally responsive teaching strategies and practices with families throughout the year</p> <p>Strategy's Expected Result/Impact: Increase families' beliefs that the curriculum honors varied races and cultures.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration.</p>	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
<p>Strategy/Action 2: Increase communication with families through our Remind App.</p> <p>Strategy's Expected Result/Impact: Through Remind, we are able to connect with individual families and they have the option to ask questions, seek clarification, and communicate with teachers, administrators, and appropriate school personnel</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers.</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				108
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Glenfair will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 2: Glenfair will incorporate notions of honoring students' ways of being and showing knowledge with a specific focus on student voice and choice.

Evaluation Data Sources: Identifying culturally responsive practices that allow for students to utilize their voice and choice in the classroom through survey data. Also, culturally responsive practices will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p>Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge.</p> <p>Staff Responsible for Monitoring: Administration, MTSS coach, equity teams, and PBIS teams.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Culturally Responsive Teaching - Glenfair will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 3: Glenfair will eliminate control/compliance as proof of learning.

Evaluation Data Sources: Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading. Collection of teacher perception data about how they are shifting their practices toward student ownership

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Practices and language that shifts from control and compliance to self-regulation and ownership with being part of professional learning meetings with a focus on goal setting.</p> <p>Strategy's Expected Result/Impact: Collect exit tickets that show shifts in teacher thinking and action to support students' way of showing learning.</p> <p>Staff Responsible for Monitoring: Administrative Team, Instructional Coach</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Glenfair will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 4: Glenfair will curate curriculum and analyze current curriculum for degrees of cultural responsiveness.

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of our curriculum. Also, utilize rubrics that identify cultural responsiveness of materials.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Utilize culturally responsive rubrics to analyze current curriculum and engage in professional learning related to books.</p> <p>Strategy's Expected Result/Impact: The curriculum will be more responsive and provide windows, mirrors, and sliding glass doors.</p> <p>Staff Responsible for Monitoring: Administrative Team, Instructional Coach</p>	Formative			Summative
	Oct	Nov	Mar	June
<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: Student Staff and Wellness - Glenfair will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section of Social Supports-Ensuring Psychological Safety and a Sense of Social Belonging.

Performance Objective 1: Integrate the district wellness plan into the structure of Glenfair's systems.

Evaluation Data Sources: A bullet point list of Glenfair specific targets will be developed by our school safety committee and any volunteers that choose to be part of the process.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Engage in weekly circles at collaboration and care meetings to create community support. Strategy's Expected Result/Impact: Glenfair staff will feel a brave space to share what they are thinking. Staff Responsible for Monitoring: Administrative Team	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Professional Development - Glenfair will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "Almost Always True" and "Often True" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Engage in inquiry cycles during PLCs focused on problems of Practice Strategy's Expected Result/Impact: Increase in teacher knowledge that leads to an increase in student learning. Staff Responsible for Monitoring: Administrative Team, Instructional Coach Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Four-Parent teacher conference opportunities during the 2020-2021 academic school year. Strategy's Expected Result/Impact: Collaboration and relationship between families and Glenfair Staff. Staff Responsible for Monitoring: Admin Team, Classroom Teachers Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	Formative			Summative
	Oct	Nov	Mar	June
				¹¹³
<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: Professional Development - Glenfair will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "Almost Always True" and "Often True" categories in the CEE data section Focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Teach Zones of Self-Regulation Strategy's Expected Result/Impact: Assist students in expressing personal needs. Staff Responsible for Monitoring: School Counselors, Social Workers, Teachers, Specialists, other staff, Admin Team. Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Reynolds School District 7

Hartley Elementary

2021-2022



115

Goals

Goal 1: In order to give voice to our marginalized populations by June 2022 Hartley Elementary School will show an increase of 5% on the participation Spring CEE data.

Performance Objective 1: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: No less than three times per year, Hartley will use a combination of surveys, empathy interviews*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Hartley will develop an exit ticket to be used at all events attended by our community. Strategy's Expected Result/Impact: Community input on effectiveness and value of school events will be collected and analyzed to ensure that our marginalized families voices are heard. Staff Responsible for Monitoring: MTSS coordinators, Administration, community providers	Formative			Summative
	Oct	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue	116			

Goal 1: In order to give voice to our marginalized populations by June 2022 Hartley Elementary School will show an increase of 5% on the participation Spring CEE data.

Performance Objective 2: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Hartley will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

Goal 1: In order to give voice to our marginalized populations by June 2022 Hartley Elementary School will show an increase of 5% on the participation Spring CEE data.

Performance Objective 3: We are committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Hartley will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Collect connected adult suggestions through classroom teachers throughout the year by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Nov	Mar	June
<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: In order to give voice to our marginalized populations by June 2022 Hartley Elementary School will show an increase of 5% on the participation Spring CEE data.

Performance Objective 4: Improve the academic and social experience for Black students and families in RSD.

Evaluation Data Sources: Hartley will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Strategy's Expected Result/Impact: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In order to give voice to our marginalized populations by June 2022 Hartley Elementary School will show an increase of 5% on the participation Spring CEE data.

Performance Objective 5: 3rd Grade:

SY 20-21 STAR ELA 25% proficient

SY 20-21 STAR MATH 24% proficient

SY 21-22 STAR ELA GOAL 32% proficient

SY 21-22 STAR MATH 31% proficient

Content Demo	Grades	Spring 20-21 Benchmark Met %	Goal % Increase	Spring 21-22 Benchmark %	GOAL
Early Lit Black	K, 1	33.3		10	43.3
Early Lit ELL	K, 1	25.5		11	36.5
Early Lit Latinx	K, 1	26.2		10	36.2
Early Lit SPED	K, 1	0		10	10
Early Lit Overall	K, 1	32.1		7	39.1
Math Black	2, 3, 4, 5	14.3		10	24.3
Math ELL	2, 3, 4, 5	12		11	23
Math Latinx	2, 3, 4, 5	23.6		10	33.6
Math SPED	2, 3, 4, 5	5.7		10	15.7
Math Overall	2, 3, 4, 5	25.8		7	32.8
Reading Black	2, 3, 4, 5	24		10	34
Reading ELL	2, 3, 4, 5	7		11	18
Reading Latinx	2, 3, 4, 5	25		10	35
Reading SPED	2, 3, 4, 5	6.3		10	16.3
Reading Overall	2, 3, 4, 5	26.1		7	33.1

120

Evaluation Data Sources: STAR test data.

Goal 2: Hartley Elementary School will interrupt bias and micro-aggression by devoting 74% of our Late Start Professional Development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 1: Share decision making with all stakeholders.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Goal 2: Hartley Elementary School will interrupt bias and micro-aggression by devoting 74% of our Late Start Professional Development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group. Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge. Staff Responsible for Monitoring: Administration, MTSS coach, equity teams, and PBIS teams.	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Hartley Elementary School will interrupt bias and micro-aggression by devoting 74% of our Late Start Professional Development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 3: Eliminate control/compliance as proof of learning.

Evaluation Data Sources: Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.

Goal 2: Hartley Elementary School will interrupt bias and micro-aggression by devoting 74% of our Late Start Professional Development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 4: Curate curriculum.

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of our curriculum.

Goal 3: As a result of the Hartley Elementary School focus on student and staff wellness CEE participants will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section Social Supports- Ensuring Psychological Safety and a Sense of Belonging.

Performance Objective 1: Integrate the district wellness plan into the structure of Hartley's systems.

Evaluation Data Sources: A bullet point list of Hartley specific targets will be developed by our school safety committee and any volunteers that choose to be part of the process.

Goal 4: As a result of the Hartley Elementary School continuous learning opportunities provided to staff, CEE participants will respond 6% higher in the "Almost Always" and "Often True" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Goal 4: As a result of the Hartley Elementary School continuous learning opportunities provided to staff, CEE participants will respond 6% higher in the "Almost Always" and "Often True" categories in the CEE data section Focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Reynolds School District 7
Margaret Scott Elementary

2021-2022



128

Goals

Goal 1: Marginalized Students - In order to give voice to our marginalized populations we will remove barriers, hold high academic expectations and elicit and honor all voices.

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

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>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>	Formative			Summative
	Oct	Nov	Mar	June
				129
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>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Marginalized Students - In order to give voice to our marginalized populations we will remove barriers, hold high academic expectations and elicit and honor all voices.

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.

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 Margaret Scott.</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: Principal/Instructional Team</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>	Formative			Summative
	Oct	Nov	Mar	June
				130
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Equity: Margaret Scott will work to create procedures to eliminate barriers so that all students can participate and develop relationships that support and foster social, emotional, and academic needs to ensure individual student success.

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

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Analyzing data in order to identify inequities Modeling empathy by staff Character education/self-worth - Increased involvement Mental Health Awareness Initiative Strategy's Expected Result/Impact: Increased involvement Staff Responsible for Monitoring: Climate and Culture Committee and Counseling Department Characteristics: Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Oct	Nov	Mar	June
				131
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Equity: Margaret Scott will work to create procedures to eliminate barriers so that all students can participate and develop relationships that support and foster social, emotional, and academic needs to ensure individual student success.

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>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>	Formative			Summative
	Oct	Nov	Mar	June
				132
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Equity: Margaret Scott will work to create procedures to eliminate barriers so that all students can participate and develop relationships that support and foster social, emotional, and academic needs to ensure individual student success.

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

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
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 School Climate Team 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	Formative			Summative
	Oct	Nov	Mar	June
				133
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Safety: Margaret Scott will create opportunities that will promote the protection of students from threats, bullying and free from harassment that will lend itself to poor attendance and fear.

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: No progress made toward meeting Objective

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>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>	Formative			Summative
	Oct	Nov	Mar	June
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>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative ¹³⁴
	Oct	Nov	Mar	June
<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: Safety: Margaret Scott will create opportunities that will promote the protection of students from threats, bullying and free from harassment that will lend itself to poor attendance and fear.

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

Summative Evaluation: No 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>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>	Formative			Summative
	Oct	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Communication: Margaret Scott will work to develop a strong weekly communication outlet that informs parents and students of in-school and district-wide updates.

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

Summative Evaluation: No 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>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>	Formative			Summative
	Oct	Nov	Mar	June
<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: Communication: Margaret Scott will work to develop a strong weekly communication outlet that informs parents and students of in-school and district-wide updates.

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

Summative Evaluation: No progress made toward meeting Objective

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>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>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-between; 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: Marginalized Students -In order to give voice to our marginalized population by June 2022 Margaret Scott will show an increase of 5% on the participation Spring CEE data

Performance Objective 1: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: No less than three times per year, Margaret Scott will use a combination of surveys, empathy interviews*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Glenfair will develop an exit ticket to be used at all events attended by our community. Strategy's Expected Result/Impact: Community input on effectiveness and value of school events will be collected and analyzed to ensure that our marginalized families voices are heard. Staff Responsible for Monitoring: MTSS coordinators, Administration, community providers Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-between; 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 5: Marginalized Students -In order to give voice to our marginalized population by June 2022 Margaret Scott will show an increase of 5% on the participation Spring CEE data

Performance Objective 2: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Margaret Scott will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

Summative Evaluation: No progress made toward meeting Objective

Goal 5: Marginalized Students -In order to give voice to our marginalized population by June 2022 Margaret Scott will show an increase of 5% on the participation Spring CEE data

Performance Objective 3: We are committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Margaret Scott will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Collect connected adult suggestions through classroom teachers throughout the year by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Marginalized Students -In order to give voice to our marginalized population by June 2022 Margaret Scott will show an increase of 5% on the participation Spring CEE data

Performance Objective 4: Improve the academic and social experience for Black students and families in RSD.

Evaluation Data Sources: Margaret Scott will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities' input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Glenfair will perform empathy interviews with our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Marginalized Students -In order to give voice to our marginalized population by June 2022 Margaret Scott will show an increase of 5% on the participation Spring CEE data

Performance Objective 5: Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase. At Glenfair our targets will be XX for our overall growth, XX for our ELL growth, XX for our SpEd growth XX for our Black growth and XX for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

Evaluation Data Sources: STAR test data.

Goal 6: Culturally Responsive Teaching - Margaret Scott will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 1: Share decision making with all stakeholders.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Summative Evaluation: No progress made toward meeting Objective

Goal 6: Culturally Responsive Teaching - Margaret Scott will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group. Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge. Staff Responsible for Monitoring: Administration, MTSS coach, equity teams, and PBIS teams. Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 6: Culturally Responsive Teaching - Margaret Scott will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 3: Eliminate control/compliance as proof of learning.

Evaluation Data Sources: Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.

Summative Evaluation: No progress made toward meeting Objective

Goal 6: Culturally Responsive Teaching - Margaret Scott will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 4: Curate curriculum.

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of our curriculum.

Summative Evaluation: No progress made toward meeting Objective

Goal 7: Student Staff and Wellness - Margaret Scott will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the CEE data section of Social Supports-Ensuring Psychological Safety and a Sense of Social Belonging.

Performance Objective 1: Integrate the district wellness plan into the structure of Glenfair's systems.

Evaluation Data Sources: A bullet point list of Margaret Scott's specific targets will be developed by our school safety committee and any volunteers that choose to be part of the process.

Summative Evaluation: No progress made toward meeting Objective

Goal 8: Professional Development - Margaret Scott will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Summative Evaluation: No progress made toward meeting Objective

Goal 8: Professional Development - Margaret Scott will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Summative Evaluation: No progress made toward meeting Objective

Reynolds School District 7

Salish Ponds Elementary

2021-2022



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Goals

Goal 1: Marginalized Students: In order to give voice to our marginalized population by June 2022 Salish Ponds will show an increase of 5% on the participation Spring CEE data

Performance Objective 1: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: No less than three times per year, Salish Ponds will use a combination of surveys, empathy interviews*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Salish Ponds will develop an exit ticket to be used at all events attended by our community.</p> <p>Strategy's Expected Result/Impact: Community input on effectiveness and value of school events will be collected and analyzed to ensure that our marginalized families voices are heard.</p> <p>Staff Responsible for Monitoring: MTSS coordinators, Administration, community providers</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				151
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Marginalized Students: In order to give voice to our marginalized population by June 2022 Salish Ponds will show an increase of 5% on the participation Spring CEE data

Performance Objective 2: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Salish Ponds will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

Goal 1: Marginalized Students: In order to give voice to our marginalized population by June 2022 Salish Ponds will show an increase of 5% on the participation Spring CEE data

Performance Objective 3: We are committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Salish Ponds will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Collect connected adult suggestions through classroom teachers throughout the year by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<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: Marginalized Students: In order to give voice to our marginalized population by June 2022 Salish Ponds will show an increase of 5% on the participation Spring CEE data

Performance Objective 4: Improve the academic and social experience for Black students and families in RSD.

Evaluation Data Sources: Salish Ponds will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Glenfair will perform empathy interviews with our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students: In order to give voice to our marginalized population by June 2022 Salish Ponds will show an increase of 5% on the participation Spring CEE data

Performance Objective 5: Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase. At Salish Ponds our targets will be 31% for our overall growth, 21.2 for our ELL growth, 25.4% for our SpEd growth 43% for our Black growth, and 27% for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

Evaluation Data Sources: STAR test data.

Goal 2: Culturally Responsive Teaching: Salish Ponds will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 1: Share decision making with all stakeholders.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Goal 2: Culturally Responsive Teaching: Salish Ponds will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p>Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge.</p> <p>Staff Responsible for Monitoring: Administration, MTSS coach, equity teams, and PBIS teams.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Culturally Responsive Teaching: Salish Ponds will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 3: Eliminate control/compliance as proof of learning.

Evaluation Data Sources: Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.

Goal 2: Culturally Responsive Teaching: Salish Ponds will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 4: Curate curriculum.

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of our curriculum.

Goal 3: Student Staff and Wellness : Salish Ponds will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the CEE data section of Social Supports- Ensuring Psychological Safety and a Sense of Social Belonging.

Performance Objective 1: Integrate the district wellness plan into the structure of Salish Ponds' systems.

Evaluation Data Sources: A bullet point list of Salish Ponds specific targets will be developed by our School Climate committee

Goal 4: Professional Development : Salish Ponds will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Goal 4: Professional Development : Salish Ponds will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Reynolds School District 7

Sweetbriar Elementary

2021-2022



163

Goals

Goal 1: In order to give voice to our marginalized populations by June 2022 Sweetbriar Elementary School will show an increase of 5% on the participation Spring CEE data.

Performance Objective 1: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: Sweetbriar will use a combination of surveys, input sessions and conferences to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for historically marginalized populations.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: create common language to receive feedback from parents at fall conference.	Formative			Summative
	Oct	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue	164			

Goal 1: In order to give voice to our marginalized populations by June 2022 Sweetbriar Elementary School will show an increase of 5% on the participation Spring CEE data.

Performance Objective 2: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Sweetbriar will use CEE surveys to identify the top three barriers to the goals on an annual basis.

Goal 1: In order to give voice to our marginalized populations by June 2022 Sweetbriar Elementary School will show an increase of 5% on the participation Spring CEE data.

Performance Objective 3: All Goals reflect June 2021 to June 2022

*3-5th grade students will demonstrate 07% overall growth in reading as measured by STAR, from 47.3% to 54.3%

ELL students will demonstrate an 11% increase, from 6.3% to 7.4%

SpEd students will demonstrate a 10% increase, from 22.2% to 32.2%

Black students will demonstrate a 10% increase. from 33.3% to 43.3%

Latinx students will demonstrate a 10% increase, from 27.9% to 37.9%

*all grades are monitored throughout the year; 3rd grade is our primary indicator of success.

Evaluation Data Sources: STAR Benchmark Fall/Winter/Spring

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: begin classroom based interventions and extensions by October 1st.	Formative			Summative
	Oct	Nov	Mar	June
				166
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Sweetbriar Elementary School will interrupt bias and micro-aggression by devoting 74% of our Professional Development sessions to Culturally Responsive Teaching, Universal Design for Lesson Planning and LETRS training

Performance Objective 1: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Current PBIS handbook will be reviewed and revised on a monthly basis by the PBIS committee. Students committees (grades 3-5) will review and provide input on the PBIS handbook twice yearly.

Goal 2: Sweetbriar Elementary School will interrupt bias and micro-aggression by devoting 74% of our Professional Development sessions to Culturally Responsive Teaching, Universal Design for Lesson Planning and LETRS training

Performance Objective 2: Curate and promote text that is culturally relevant.

Evaluation Data Sources: review of library check outs by school.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: schedule a monthly time for librarian to share text with staff.	Formative			Summative
	Oct	Nov	Mar	June
<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: Sweetbriar Elementary School will interrupt bias and micro-aggression by devoting 74% of our Professional Development sessions to Culturally Responsive Teaching, Universal Design for Lesson Planning and LETRS training

Performance Objective 3: Eliminate control/compliance as proof of learning.

Evaluation Data Sources: monthly review of referrals and other "behavioral" documentation by PBIS & Equity Team.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: have PBIS committee set a schedule for review and analysis of referral data.	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: As a result of our focus on student and staff wellness CEE participants will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section Social Supports- Ensuring Psychological Safety and a Sense of Belonging.

Performance Objective 1: Add a staff & student wellness committee.

Evaluation Data Sources: Calendar of wellness events, student and staff input.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Begin committee meetings by October	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: As a result of continuous learning opportunities provided to staff, CEE participants will respond 6% higher in the "Almost Always" and "Often True" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and exit feedback to measure implementation of the PD offerings.

Evaluation Data Sources: PLC notes, staff meeting notes, exit feedback surveys.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: create PLC note taking template that reflects use of strategies/practices from PD offerings.	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: As a result of continuous learning opportunities provided to staff, CEE participants will respond 6% higher in the "Almost Always" and "Often True" categories in the CEE data section Focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: create staff wide agreements on walkthrough look fors.	Formative			Summative
	Oct	Nov	Mar	June
<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

Troutdale Elementary

2021-2022



173

Goals

Goal 1: Marginalized Students -In order to give voice to our marginalized population, by June 2022 Troutdale will show an increase of 5% participation on the Spring CEE data.

Performance Objective 1: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: No less than three times per year, Troutdale will use a combination of surveys, empathy interviews*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Troutdale will develop an exit ticket to be used at all events attended by our community.</p> <p>Strategy's Expected Result/Impact: Community input on effectiveness and value of school events will be collected and analyzed to ensure that our marginalized families voices are heard.</p> <p>Staff Responsible for Monitoring: Administration, community providers</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				174
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -In order to give voice to our marginalized population, by June 2022 Troutdale will show an increase of 5% participation on the Spring CEE data.

Performance Objective 2: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Troutdale will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

Goal 1: Marginalized Students -In order to give voice to our marginalized population, by June 2022 Troutdale will show an increase of 5% participation on the Spring CEE data.

Performance Objective 3: We are committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Troutdale will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Collect connected adult suggestions through classroom teachers throughout the year by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -In order to give voice to our marginalized population, by June 2022 Troutdale will show an increase of 5% participation on the Spring CEE data.

Performance Objective 4: Improve the academic and social experience for Black students and families in RSD.

Evaluation Data Sources: Troutdale will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Troutdale will perform empathy interviews with a sample of our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-between; 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: Marginalized Students -In order to give voice to our marginalized population, by June 2022 Troutdale will show an increase of 5% participation on the Spring CEE data.

Performance Objective 5: Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase. At Troutdale our targets will be XX for our overall growth, XX for our ELL growth, XX for our SpEd growth XX for our Black growth and XX for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

Evaluation Data Sources: STAR test data.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Administer the STAR reading assessment 3 times per year and disaggregate by ELL, SPED and Black students.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				178
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Troutdale will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 1: We will engage in shared decision making with all stakeholders to determine community perception about culturally responsive teaching.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Share culturally responsive teaching strategies and practices with families throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase families beliefs that the curriculum honors varied races and cultures.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</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, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Troutdale will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 2: We will incorporate notions of honoring students ways of being and showing knowledge with a specific focus on students voice and choice.

Evaluation Data Sources: Identifying culturally responsive practices that allow for students to utilize their voice and choice in the classroom through survey data.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group. Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge. Staff Responsible for Monitoring: Administration, equity teams, and PBIS teams. Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Troutdale will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 3: We will eliminate control/compliance as proof of learning.

Evaluation Data Sources: Collect teacher perception data about how they are shifting their practices toward student ownership.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Practices and language that shift from control and compliance to self-regulation and ownership with be part of professional learning meetings with a focus on goal setting.</p> <p>Strategy's Expected Result/Impact: Collect exit tickets monthly that show shifts in teacher thinking and action to support students ways of showing learning.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Culturally Responsive Teaching - Troutdale will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 4: We will curate curriculum and analyze current curriculum for degrees of cultural responsiveness.

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of our curriculum. Also utilize rubrics that identify cultural responsiveness of materials.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Utilize culturally responsiveness rubrics to analyze current curriculum and engage in professional learning related to books.</p> <p>Strategy's Expected Result/Impact: The curriculum will be more responsive and provide windows, mirrors and sliding glass doors.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Student Staff and Wellness - Troutdale will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the CEE data section of Social Supports- Ensuring Psychological Safety and a Sense of Social Belonging.

Performance Objective 1: Integrate the district wellness plan into the structure of Troutdale's systems.

Evaluation Data Sources: A bullet point list of Troutdale specific targets will be developed by our school safety committee and any volunteers that choose to be part of the process.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Engage in weekly circles at collaboration and care meetings to create community support. Strategy's Expected Result/Impact: Staff will feel a brave space to share what they are thinking. Staff Responsible for Monitoring: Administration Characteristics: Effective School Leadership, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Professional Development - Troutdale will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Engage in inquiry cycles during PLCs focused on problems of practice. Strategy's Expected Result/Impact: Increase in teacher knowledge that leads to an increase in student learning. Staff Responsible for Monitoring: Administration 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	Formative			Summative
	Oct	Nov	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 4: Professional Development - Troutdale will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Goal 5: Marginalized Students- By June 2022, all Troutdale third graders will increase from 26% to 35% reading at/above benchmark level, students with English Language needs will increase from 20% to 27% and 3rd grade students who receive special education services will increase from 33% to 40%, on the STAR reading assessment.

By June 2022, all Black/African American 3rd grade students will increase from 0% to 40%. reading at/above benchmark level and all Latinx 3rd grade students will increase from 64% to 75% reading at/above benchmark level on STAR-Reading.

Performance Objective 1: Third grade teachers will utilize STAR data along with formative reading data during PLCs to identify areas in need of further instruction to identify strategies and skills for explicit instruction.

Evaluation Data Sources: PLC notes, formative data, 3 times a year STAR data, Coach modeling

Reynolds School District 7

Wilkes Elementary

2021-2022



187

Goals

Goal 1: In order to give voice to our marginalized population Wilkes will show an increase of 5% on the participation Spring CEE data.

Performance Objective 1: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: No less than three times per year, Wilkes and district-level departments will use a combination of surveys, empathy interviews*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Wilkes will develop an exit ticket to be used at all events attended by our community.</p> <p>Strategy's Expected Result/Impact: Community input on effectiveness and value of school events will be collected and analyzed to ensure our historically marginalized families voices have been elevated.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator, Admin, Community Partners,</p>	Formative			Summative
	Oct	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue	188			

Goal 1: In order to give voice to our marginalized population Wilkes will show an increase of 5% on the participation Spring CEE data.

Performance Objective 2: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Wilkes will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

Goal 1: In order to give voice to our marginalized population Wilkes will show an increase of 5% on the participation Spring CEE data.

Performance Objective 3: We are committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Wilkes will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Collect connected adult suggestions through classroom teachers throughout the year by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain, and utilize information on parent feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In order to give voice to our marginalized population Wilkes will show an increase of 5% on the participation Spring CEE data.

Performance Objective 4: Improve the academic and social experience for Black students and families in RSD.

Evaluation Data Sources: Wilkes will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Wilkes will perform empathy interview with our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator, Administration, Counselors, Teachers, Community Partners, SW, Specialists</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In order to give voice to our marginalized population Wilkes will show an increase of 5% on the participation Spring CEE data.

Performance Objective 5: Students will demonstrate 9% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase. At Wilkes our targets will be 40% for our overall growth, 43.4% for our ELL growth, 24.3% for our SpEd growth 65% for our Black growth and 32.8% for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

By June 2022, the following groups of 3rd grade students will be "At/Above" district benchmark, as Measured by STAR:

All 3rd grade students will increase by 9%, from 28.9% to 38.9%

English Learners will increase by 11%, from 5.6% to 16.7%,

Students with disabilities will increase by 10%, from 22.2% to 32.6%

Black/African American students will increase by 10%, from 33.3% to 43.3% reading at/above benchmark level and all Latinx 3rd grade students will increase from 36.4% to 46.4% reading at/above benchmark level on STAR-Reading.

Evaluation Data Sources: STAR Test Data

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Creation of a Title One Reading Interventionist Educational Assistant.</p> <p>Strategy's Expected Result/Impact: Supporting students at all levels by collaborating with both the Instructional Coach and classroom teacher on implementing strategies that will meet the student's learning targets in literacy.</p> <p>Staff Responsible for Monitoring: Instructional Coach</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>	192			Summative
	Formative			
	Oct	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Wilkes will interrupt bias and micro-aggression by devoting 32 professional development sessions to LETRs and Culturally Responsive Teaching.

Performance Objective 1: Share decision making with all stakeholders.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates that mirror student demographics.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: increase communication with families through Remind App 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. Staff Responsible for Monitoring: Principal Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Weekly Parent Smore Communication 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. Staff Responsible for Monitoring: Admin Lead Secretary Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Oct	Nov	Mar	June
				193
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Wilkes will interrupt bias and micro-aggression by devoting 32 professional development sessions to LETRs and Culturally Responsive Teaching.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice

Evaluation Data Sources: Identify some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS framework.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: At elementary principal meetings we will share successful culturally responsive practices with colleagues.</p> <p>Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge.</p> <p>Staff Responsible for Monitoring: Admin, PBIC, Equity Team, MTSS Coach</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Wilkes will interrupt bias and micro-aggression by devoting 32 professional development sessions to LETRs and Culturally Responsive Teaching.

Performance Objective 3: Eliminate control/compliance as proof of learning.

Evaluation Data Sources: Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.

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>	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
<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>	Formative			Summative
	Oct	Nov	Mar	June
				195
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>	Formative			Summative
	Oct	Nov	Mar	June
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.</p>	Formative			Summative
	Oct	Nov	Mar	June

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Wilkes will interrupt bias and micro-aggression by devoting 32 professional development sessions to LETRs and Culturally Responsive Teaching.

Performance Objective 4: Curate Curriculum

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of the curriculum.

Goal 3: As a result of our focus on student and staff wellness CEE participants from Wilkes will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section Social Supports- Ensuring Psychological Safety and a Sense of Belonging.

Performance Objective 1: 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, 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>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>	Formative			Summative
	Oct	Nov	Mar	June
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>Characteristics: Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				198
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: As a result of our focus on student and staff wellness CEE participants from Wilkes will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section Social Supports- Ensuring Psychological Safety and a Sense of Belonging.

Performance Objective 2: Integrate the district wellness plan into the structure of Wilkes' systems.

Evaluation Data Sources: A bullet point list of Wilkes specific targets will be developed by our school safety committee and any volunteers that choose to be part of the process.

Goal 4: As a result of continuous learning opportunities provided for staff, CEE participants will respond 6% higher in the "Almost Always True" and "Often True" categories in the CEE data section focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Four parent-teacher conference opportunities during the 2020-2021 school year. Strategy's Expected Result/Impact: Collaboration and relationships between families and Wilkes Staff. Staff Responsible for Monitoring: Building Admin Teachers Characteristics: Clear and Shared Focus, High Levels of Family and Community Involvement	Formative			Summative
	Oct	Nov	Mar	June
<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 4: As a result of continuous learning opportunities provided for staff, CEE participants will respond 6% higher in the "Almost Always True" and "Often True" categories in the CEE data section focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Strategy/Action 1 Details	Reviews			
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 Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Reynolds School District 7

Woodland Elementary

2021-2022



Woodland

Elementary School

202

Goals

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Woodland will show an increase of 5% on the participation Spring CEE data

Performance Objective 1: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: No less than three times per year, Woodland will use a combination of surveys, empathy interviews*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Glenfair will develop an exit ticket to be used at all events attended by our community.</p> <p>Strategy's Expected Result/Impact: Community input on effectiveness and value of school events will be collected and analyzed to ensure that our marginalized families voices are heard.</p> <p>Staff Responsible for Monitoring: MTSS coordinators, Administration, community providers</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				203
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Woodland will show an increase of 5% on the participation Spring CEE data

Performance Objective 2: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Woodland will use information from empathy interviews and CEE surveys to identify the top three barriers to the goals on an annual basis.

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Woodland will show an increase of 5% on the participation Spring CEE data

Performance Objective 3: We are committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Woodland will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Collect connected adult suggestions through classroom teachers throughout the year by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Woodland will show an increase of 5% on the participation Spring CEE data

Performance Objective 4: Improve the academic and social experience for Black students and families in RSD.

Evaluation Data Sources: Woodland will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events. We will also engage in empathy interviews (parent and student) coordinated by MTSS and Instructional coaches to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Glenfair will perform empathy interviews with our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students -In order to give voice to our marginalized population by June 2022 Woodland will show an increase of 5% on the participation Spring CEE data

Performance Objective 5: Students will demonstrate 7% overall growth in reading as measured by STAR. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

Evaluation Data Sources: STAR test data.

Goal 2: Culturally Responsive Teaching - Woodland will interrupt bias and micro-aggressions in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 1: Share decision making with all stakeholders.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Goal 2: Culturally Responsive Teaching - Woodland will interrupt bias and micro-aggressions in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p>Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge.</p> <p>Staff Responsible for Monitoring: Administration, MTSS coach, equity teams, and PBIS teams.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Culturally Responsive Teaching - Woodland will interrupt bias and micro-aggressions in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 3: Eliminate control/compliance as proof of learning.

Evaluation Data Sources: Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.

Goal 2: Culturally Responsive Teaching - Woodland will interrupt bias and micro-aggressions in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 4: Curate curriculum.

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms and that teachers understand they can be substituted throughout the year as part of our curriculum.

Goal 3: Student Staff and Wellness - Woodland will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the CEE data section of Social Supports- Ensuring Psychological Safety and a Sense of Social Belonging.

Performance Objective 1: Integrate the district wellness plan into the structure of Woodland's systems.

Evaluation Data Sources: A bullet point list of Woodland specific targets will be developed by our school safety committee and any volunteers that choose to be part of the process.

Goal 4: Professional Development - Woodland will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 1: Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Goal 4: Professional Development - Woodland will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 2: Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Reynolds School District 7
Reynolds Arthur Academy
2021-2022

215

Goals

Goal 1: Academics: At least 80% of the students will be at 90% or better on math mastery tests.

Performance Objective 1: Each quarter test results will be analyzed to determine if we are meeting the goal. Intervention will be provided to students under 90%.

Evaluation Data Sources: Math Test are given every 10 lessons.

Goal 2: Academics: At least 80% of the students will be at 90% or better on reading mastery tests.

Performance Objective 1: Each quarter test results will be analyzed to determine if we are meeting the goal. Intervention will be provided to students under 90%.

Evaluation Data Sources: Reading Test are given every 10 lessons.

Goal 3: Student Voice: At least 75% of our 3rd, 4th and 5th grade students will report a sense of social, emotional and physical well-being at school.

Performance Objective 1: We will create lesson plans that provide activities around social, emotional and physical well being at school.

Evaluation Data Sources: During the school year the students will take a survey to measure student voice. We will also conduct student interviews.

Goal 4: Parent Voice: At least 75% of parents feel their student is satisfied with their child's education at Reynolds Arthur Academy.

Performance Objective 1: We are committed to providing a strong foundational academic program where all students can learn at their academic level and parents feel they are working together with the school.

Evaluation Data Sources: We will use parent meetings, feedback from conferences and surveys.

Reynolds School District 7
MLA Academy (K-8)
2021-2022

220

Goals

Reynolds School District 7
Rockwood Preparatory Academy
2021-2022

222

Goals

Goal 1: Equity -In order to support our marginalized population by June 2022 Rockwood Preparatory Academy will show an increase of 5% in school attendance, surveys and communication.

Performance Objective 1: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have equitable access to a high-quality education.

Evaluation Data Sources: Rockwood Preparatory Academy will use information from empathy interviews to identify top three barriers to the goals on an annual basis.

Goal 1: Equity -In order to support our marginalized population by June 2022 Rockwood Preparatory Academy will show an increase of 5% in school attendance, surveys and communication.

Performance Objective 2: We are committed to truly listen and create timely/efficient communication systems.

Evaluation Data Sources: Rockwood Preparatory Academy will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events in addition to our weekly POSSIP surveys. We will also engage in empathy interviews (parent and student) coordinated by lead secretary, administration and school counselor to hear our communities input and feedback.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Collect connected adult suggestions through classroom teachers throughout the year by having teacher forward parent and community partner suggestions to administration via completion of a school wide form.</p> <p>Strategy's Expected Result/Impact: Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-between; 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: Equity -In order to support our marginalized population by June 2022 Rockwood Preparatory Academy will show an increase of 5% in school attendance, surveys and communication.

Performance Objective 3: Improve the academic and social experience for students and families at Rockwood Preparatory Academy

Evaluation Data Sources: Rockwood Preparatory Academy will use input sessions, surveys, and/or community feedback after conferences, parent meetings, and community events in addition to our weekly POSSIP surveys. We will also engage in empathy interviews (parent and student) coordinated by lead secretary, administration and school counselor to hear our communities input and feedback

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: Glenfair will perform empathy interviews with our students and families at least three times a year.</p> <p>Strategy's Expected Result/Impact: Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p>Staff Responsible for Monitoring: MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-between; 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: Equity -In order to support our marginalized population by June 2022 Rockwood Preparatory Academy will show an increase of 5% in school attendance, surveys and communication.

Performance Objective 4: Students will demonstrate 7% overall growth in reading as measured by Reading Mastery tests. ELL students will demonstrate an 11% growth, SpEd, Black and Latinx students will demonstrate a 10% increase. At Rockwood Preparatory Academy our targets will be XX for our overall growth, XX for our ELL growth, XX for our SpEd growth XX for our Black growth and XX for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

Evaluation Data Sources: Mastery tests every 5-10 lesson

Goal 2: Professional Development - Rockwood Preparatory Academy will interrupt bias and micro-aggression in instructional practices by teaching culturally responsive techniques through restorative and trauma informed practices during 75% of our professional development.

Performance Objective 1: Share decision making with all stakeholders.

Evaluation Data Sources: Examine data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Goal 2: Professional Development - Rockwood Preparatory Academy will interrupt bias and micro-aggression in instructional practices by teaching culturally responsive techniques through restorative and trauma informed practices during 75% of our professional development.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Identifying some culturally responsive practices that will be used throughout the building in classrooms.

Strategy/Action 1 Details	Reviews			
<p>Strategy/Action 1: At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p>Strategy's Expected Result/Impact: More aligned practices and successful PBIS programs will emerge.</p> <p>Staff Responsible for Monitoring: Administration, MTSS coach, equity teams, and PBIS teams.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Development - Rockwood Preparatory Academy will interrupt bias and micro-aggression in instructional practices by teaching culturally responsive techniques through restorative and trauma informed practices during 75% of our professional development.

Performance Objective 3: Building culture awareness through literacy

Evaluation Data Sources: Ensure the culturally relevant texts are in use in our classrooms

Goal 3: Student Staff and Wellness - Rockwood Preparatory Academy will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, staff will respond higher in the "almost always" and "often true" categories and students will express their needs and wants using the skills taught throughout the year.

Performance Objective 1: The wellness committee will organize and plan ways to support staff and students through events and strategies to help ensure the continuous growth of social and emotional well-being of the Rockwood Preparatory Academy community.

Evaluation Data Sources: Weekly check-ins with admin, anonymous monthly survey check-ins, student check-ins during community circles

Goal 4: Academic support- Rockwood Preparatory Academy will review data weekly and collaborate with teachers on how to best support students in filling in academic gaps caused by the pandemic and or other obstacles.

Performance Objective 1: Utilize PLCs, staff meetings, and Learning progress charts and tutoring notes.

Evaluation Data Sources: Mastery test data, reading aim-lines, PLCs

Goal 4: Academic support- Rockwood Preparatory Academy will review data weekly and collaborate with teachers on how to best support students in filling in academic gaps caused by the pandemic and or other obstacles.

Performance Objective 2: Students will participate in after school tutoring and small group interventions

Evaluation Data Sources: observable outcomes during observations and walkthroughs, growth on mastery tests and reading fluency

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Jelena Doney, Executive Assistant to the Superintendent of Student & Family Services

Subject: School Resource Officer Information and Survey Update

Policy: [Staff Health and Safety – GBE, Relations with Law Enforcement Agencies – KN-AR\(1\), Student Safety - JHF](#)

Date: October 13, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Summary:

Prior to engaging Multnomah County Sheriff’s Office (MCSO) in a new intergovernmental agreement (IGA) to provide School Resource Officers (SROs) to Reynolds High School, Reynolds Middle School, and Walt Morey Middle School, the District surveyed stakeholders. The survey was sent to students, parents, staff, community partners working in/with our schools, and community members; there were a total of 1,432 respondents. The purpose of the survey was to get District stakeholders’ input on contracting with MCSO for SROs. The survey was offered again from September 17 to October 4, adding another 569 responses.

Previous Board Action:

The Board has previously approved intergovernmental agreements with MCSO (December 12, 2018) and the City of Gresham (August 28, 2019) for SRO services.

Background:

Reynolds School District has contracted with MCSO for SRO services at Reynolds Middle School, Walt Morey Middle School, and Reynold High School since 2013 and the City of Gresham Police

Department for HB Lee Middle School since 2007. Student Resource Officers are local law enforcement agents who are assigned to work in schools in order to support student safety.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



SRO Information and Survey Results

10.13.2021

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



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MISSION

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 & COMMITMENTS



SAFETY

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.



EQUITY

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.



INSTRUCTIONAL PRACTICES

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.



ORGANIZATIONAL CULTURE

We believe that the heart of a high-performing organization is its people.
We commit to becoming an inclusive and positive organizational culture.

Previous Questions From the Board



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Why do we fund SROs with our budget? Why doesn't the county provide them?

- Police departments have budgets just like school districts do with limited amounts of money. We know that police budgets have also been reduced recently and our local police agencies have been impacted by local elected officials in some jurisdictions to reduce police funding. Police departments sometimes receive grants, which help support programs in the community, and schools could be included in that support. School districts do not have control over those resources.
- School Resources Officers are a contracted service outside of the police agencies normal duties. SROs are full time officers assigned specifically to Reynolds schools supporting staff and students; they have no other outside policing duties while school is in session.

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How can we monitor satisfaction?

- We will add custom questions to the EES survey. The EES Survey is our annual survey administered by the Center for Educational Effectiveness (CEE) and is completed by students (grades 4-12), families (all), staff, administration, and the Board.

Can we have a student data protection clause in the contract?

- The District will work with Multnomah County and Reynolds SD legal counsel to add a student data protection clause to our Intergovernmental Agreement.

Can we get internal reports on what SROs are focusing on?

- The SROs will provide a summary of their activities based on the IGA.

What does the budget for SROs look like?

- For the school year 2021-22, the District's general fund budget for school resource officer support is \$600,500. This amount allows for potential cost increases from partner agencies or cost of living adjustments.
- This amount is .0041 or .41% (less than one half of one percent) of the District's \$145.8m general fund budget.
- Cost of City of Gresham for 2021-22 at HB Lee is \$109,102
- Cost of four Multnomah County Sheriffs is \$479,556

242

What is PPS doing without SROs?

- Without SROs, PPS now utilizes the normal channels (911 for emergencies or the non-emergency line).
- There is an IGA with PPB for one sergeant who acts as a liaison for some threat assessments and law enforcement issues.
- They report frustration with lengthy waits on 911 and for officers to be dispatched.
- Staff are advised to call often and call early but struggle with identifying when to call police when dealing with a non life-threatening safety issue.
- PPS is bolstering internal safety team to observe and report.
 - They currently have 40 Campus Safety Associates (CSAs), including 4 assigned to swing shift

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What would other safety options look like?

Schools will need to create an “option B” if they do not have SROs on their campuses. Some district recommended options are the following:

1. Increase the number of SMTs to support schools with observe and report activities to be able to inform law enforcement of any suspicious or significant incidents.
2. Develop an IGA with Multnomah County for one sergeant who act as a liaison for some threat assessments and law enforcement issues, if staff is available for such an assignment.
3. Collaborate with Human Capital Management to review district job descriptions for positions related to campus safety and security to see if revision or a new position needs to be created.
4. Provide additional safety and security training for school staff, to be arranged by the District Risk Manager.
5. If facilities funding becomes available, increase security fencing and lighting in secondary schools. This would require a significant amount of funding.

244

What would be the impact of not approving the contract with the Multnomah County Sheriff's Office?

- Secondary schools will not receive direct law enforcement support, especially for non-urgent incidents that still need support. Calls from schools will go into the non-emergency queue like all other calls from community vs on-site support. Schools will need to deal with lengthy waits on 911 and for officers to be dispatched.

245

How many campus monitors do the secondary schools have?

- HB Lee = 1.75 FTE
- RMS = 3.5 FTE
- WMMS = 1.0 FTE
- RHS = 8.0 FTE
- RLA = 2.0 FTE
- The total general fund budgeted amount for campus monitors is \$938,340 (.64% of the general fund budget).

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*Not all positions are currently filled

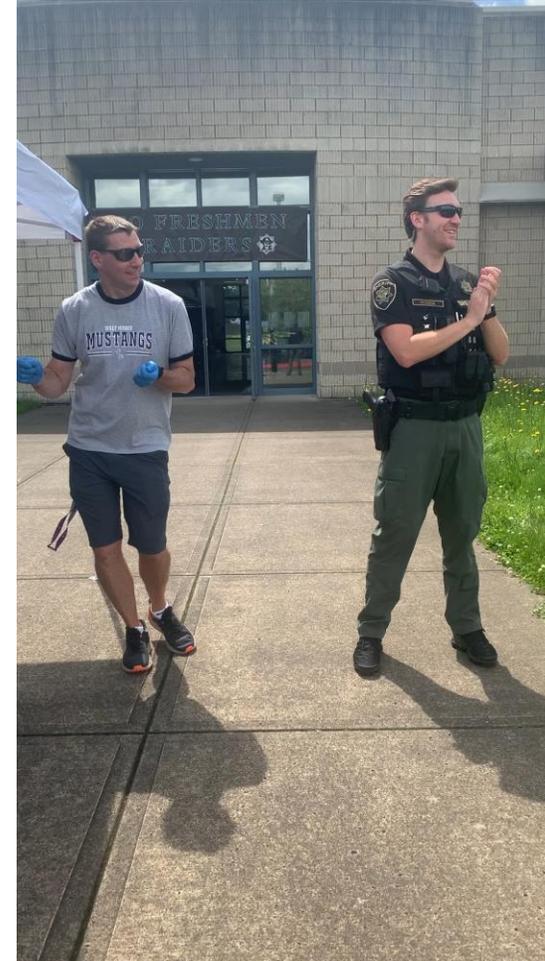
Overall Role of SROs

- Direct line of communication with law enforcement agencies. They are able to provide inside information about crime or other incidents in the community which may have impacted a student and his/her family negatively. This allows the District to better attend to the social/emotional needs of the students.
- Dedicated law enforcement agent who can serve as incident commander to manage any significant law enforcement incident within District boundaries.
- Available to provide immediate support to all District elementary schools
- U.S. Department of Justice Information on SROs:
<https://cops.usdoj.gov/supportingsafeschools>

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Importance of SROs

- SROs build strong relationships with students and families within the school environment so that they can be proactive in providing needed resources and supports.



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Role of Campus Monitor vs Role of SRO

Campus Monitor Role	SRO Role
<ul style="list-style-type: none">• Supervise students in hallways, lunch, recess, arriving and leaving school to ensure safe transitions• Document reports from students regarding bullying, fights, and other student issues and refer to admin• Support teachers with student behavior in classroom• Mediate minor conflicts• Intervene during physical or verbal altercations• Track tardies• Assist administrators with student discipline• Observe and report safety concerns	<ul style="list-style-type: none">• Support student outreach team• Provide family support, advocacy and relationship development beyond middle school; referrals to DV, homeless services• Intervene when unauthorized adults are on campus• Locate students who leave campus• Act as informal counselor/mentor to help students develop strategies to resolve problems impacting youth• Perform child and family welfare checks• Foster positive relationships with students and families• Perform drug and weapons searches• Dispose of confiscated items• Transport students home when needed• Ensure safe learning environment by providing frontline response to intruders or threats on campus• Act as liaison with law enforcement agencies• Provide classroom lessons on safety and legal issues

249

Middle School Principal Concerns without SROs

- Long wait times for 911 and non-emergency response
- Lack of communication about dangerous situations in community that impact schools, especially those that require a Secure (lockout).
- Lack of support diffusing negative interactions with community regarding COVID safety protocols and mandatory quarantines
- Lack of support diffusing family and neighborhood conflicts that impact students within the school
- Lack of support regarding planned fights outside of school hours.
- Lack of support with handling unauthorized adults on campus.

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Role of Campus Monitor vs Role of SRO

Campus Monitor Role	SRO Role
Manage student movement on campus	Monitor Columbia Park/Imagination Station and surrounding area
Ensure students follow rules and policy	Protect campus from outside threats
Assist administrators with student discipline as needed	Deal with serious breaches of law (weapons)
Manage off campus and parking issues	Serve as liaison with law enforcement agencies
Supervise lunches and passing time	Disposal of confiscated items
Manage low level student referrals	Positive outreach to students and parents
Manage ISS and detention	Interventions with adults who should not be on campus and are not RHS students

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REPORTED CRIME

[Click here for tips on using this dashboard](#)



Start Date
End Date
Crime Category
Crime Group
Patrol District

Reported Crime	Person Crime	Property Crime	Society Crime
2,372	359	1,854	159

Area (by Police District)	Reported Crime	Person Crime	Property Crime	Society Crime
Fairview	546	82	430	34
Troutdale	893	171	657	65
Wood Village	403	45	318	40
Wilkes (HB Lee)	639	125	501	13

Sources:

<http://www.mcso.us/site/quick-access/mcso-public-crimes-dashboard>

<https://www.portlandoregon.gov/police/71978>

Person Crimes: Assault and rape

Property Crimes: Arson, burglary, fraud, larceny, motor vehicle theft, stolen property, and vandalism

Society Crimes: Drug law violations and weapons law violations

Crime data shows that certain areas of the District have high crime density

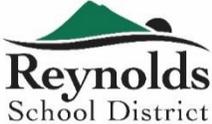
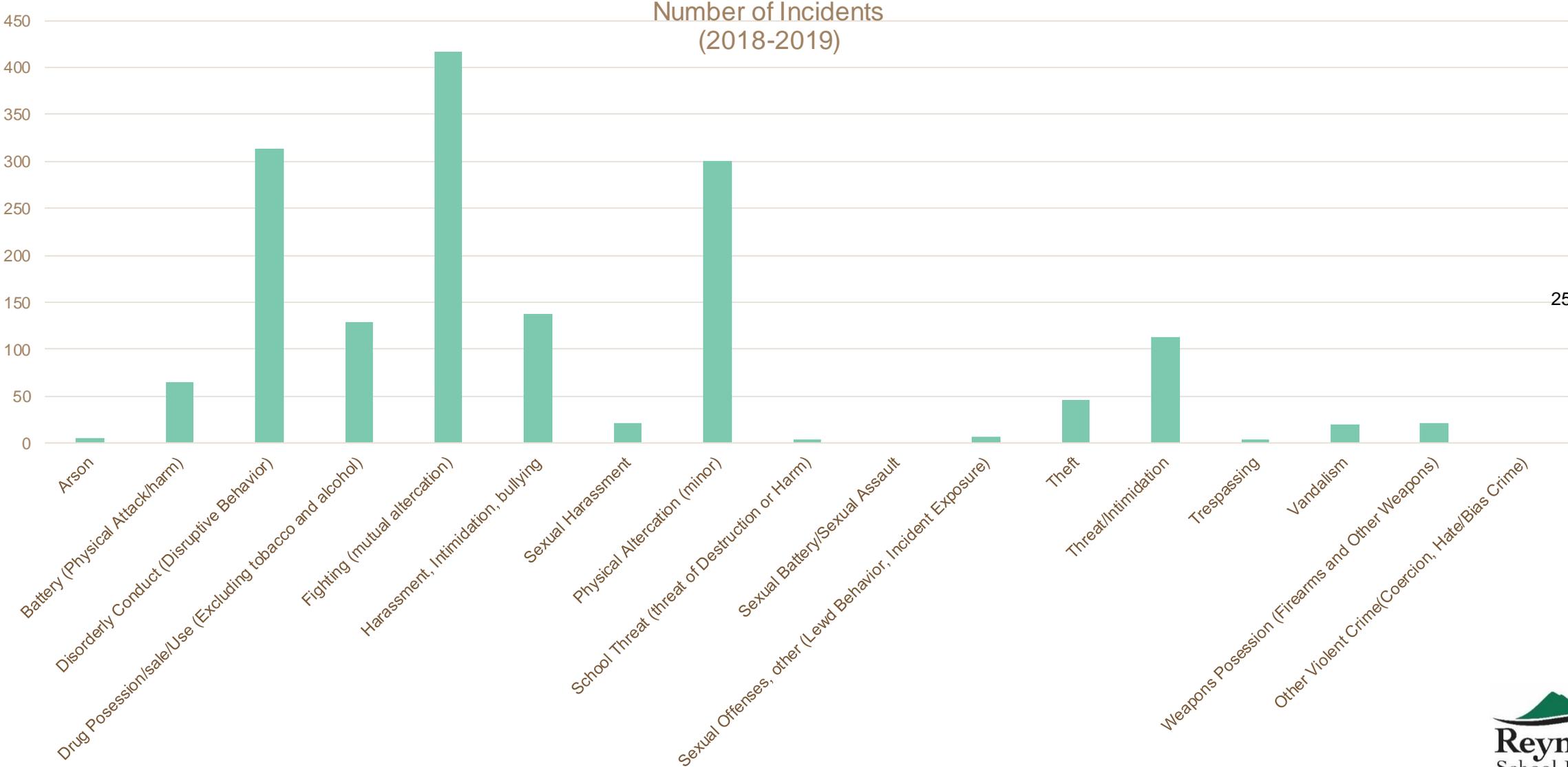


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Source: <http://www.mcso.us/site/quick-access/mcso-public-crimes-dashboard>

Discipline Data from 2018-2019*

*2018-2019 was the last full in-person school year



News Media and Information Related to Violence Affecting Schools

- <https://www.fbi.gov/file-repository/active-shooter-incidents-20-year-review-2000-2019-060121.pdf/view>
- <https://www.nbcnews.com/news/us-news/police-investigating-shooting-arlington-texas-high-school-multiple-people-shot-n1280920>
- <https://www.cnn.com/2021/09/30/us/school-shooting-memphis/index.html>
- <https://www.edweek.org/leadership/school-shootings-this-year-how-many-and-where/2021/03>
- <https://www.wsls.com/news/local/2021/09/21/report-shows-16-school-shootings-happened-in-the-us-so-far-in-2021/>
- <https://www.newsweek.com/school-shootings-nearly-double-students-return-remote-learning-1634858>
- <https://www.oregonlive.com/gresham/2014/06/oregon-school-shooting-gunman-1.html>
- <https://www.usatoday.com/story/news/nation/2014/06/10/reynolds-high-school-shooting-portland/10279083/>
- <https://www.chds.us/ssdb/>
- https://en.wikipedia.org/wiki/List_of_school_shootings_in_the_United_States

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New Survey – RSD Secondary Students

- New Survey Dates: September 27 – October 4
 - Parents/Guardians/Staff were offered preview beginning Sept. 22 and some took the survey. All collected data from 9/22-10/4 was used (569 respondents)
- Students took optional survey at school:
 - Grades 7-12
 - 511 Student Respondents, 11% of population (previous survey 151 student respondents)

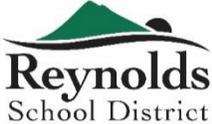
256

Please indicate your relationship with Reynolds Schools District:

Parent/Guardian	34	6%
Student	511	90%
Staff	9	2%
Community Partner	12	2%
Community Member	3	1%
Total:	569	100%

What grade are you in?

Grade 4	1
Grade 6	3
Grade 7	106
Grade 8	104
Grade 9	168
Grade 10	56
Grade 11	63
Grade 12	8



Second Survey Results:

Previous Student Survey Data

Do you feel that your school is generally safe?

Yes	511	90%	87%
No	56	10%	13%

Is there a School Resource Officer (SRO) at your school?

Yes	47	8%
No	237	42%
I don't know	280	49%

Have you personally had any interaction with the SRO in the past?

Yes	14	30%	49%
No	33	70%	51%
Total	47		

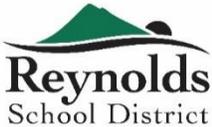
How would you describe your interaction with the SRO?

Positive	11	79%	65%
Neutral	3	21%	27%
Negative	0	0%	8%

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Do you support having an SRO in your school?

Yes	426	75%	86%
No	138	24%	14%



Support SROs – Yes or No?

Previous Student Survey Data

Would you describe yourself/your student as fitting into one or more of the following categories?			Support SRO? Yes			Support SRO? No		
Student/Person/Family of Color	260	46%	192	74%	54%	68	26%	43%
English Language Learner or Bilingual	127	22%	102	55%	22%	25	13%	29%
Navigating Poverty	6	1%	4	2%	4%	2	1%	10%
Person with a Disability	14	2%	13	7%	5%	1	1%	5%
Immigrant	20	4%	16	9%	4%	4	2%	5%
Houseless	3	1%	3	2%	2%	0	0%	0%
LGBTQ+	79	14%	69	37%	17%	10	5%	33%
Foster Care	6	1%	6	3%	2%	0	0%	0%
None of the above	186	33%	149	80%	28%	37	20%	24%

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Support SROs – Yes or No?

Previous Student Survey Data

How would you best describe your race/ethnicity?			Support SRO? Yes			Support SRO? No		
Hispanic or Latino	186	36%	142	76%	42%	44	24%	24%
Black or African American	30	6%	24	13%	8%	7	4%	10%
White or Caucasian	175	34%	144	77%	28%	31	17%	43%
Asian or Asian American	42	8%	31	17%	8%	11	6%	10%
Native American or Alaska Native	7	1%	6	3%	2%	1	1%	0%
Native Hawaiian or other Pacific Islander	18	3%	8	4%	4%	10	5%	0%
Multiracial or mixed race	30	6%	26	14%	6%	4	2%	5%
Other	30	6%	28	15%	6%	2	1%	0%

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All Survey Results

- Previous Survey:

- https://rsd7mail.sharepoint.com/:x:/s/Communications/EQeCtqjtQOFOstGPBb9ITJAB5_NbfNe5Bl7HOajSHeGLKQ?e=q5nTe0

- Second Survey:

- https://rsd7mail.sharepoint.com/:x:/s/Communications/Edjwgg_a_XBCIW03j7oyHhsB42MtlyXN314SxfwjFpmPlw?e=rVacmS

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Questions?

Thank you!



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

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: October 13, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Adjournment

