



*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**

March 9, 2022

7:00 PM

Virtual Meeting

I.	<b>5:15p - Board Professional Development</b>	
II.	<b>7:00p - Call to Order and Land Acknowledgement</b>	<b>2</b>
III.	<b>7:05p - Public to be Heard</b>	<b>4</b>
IV.	<b>7:30p - Healthy Youth Survey Results</b>	<b>5</b>
V.	<b>7:50p - School and Department Improvement Plan Update</b>	<b>37</b>
VI.	<b>8:10p - Updated RSSL Resiliency Framework Guidance and Survey Results</b>	<b>403</b>
VII.	<b>8:30p - Action Items</b>	
	A. RHS Field Trip to Salem for the State Thespian Festival	427
	B. RHS Field Trip to Florida, sponsored by the Black Student Union	433
	C. MOU with OSEA	438
VIII.	<b>8:45p - Adjourn</b>	<b>446</b>



*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: Call to Order**

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

Date: March 9, 2022

<b>Action</b>	<input checked="" type="checkbox"/>
<b>Report</b>	<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 Apdopted on May 27, 2020*

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

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

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

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

## Land Use Acknowledgment

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

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



*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: Public to be Heard**

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

Date: March 9, 2022

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 wishing to speak must complete a Public Comment Form on the RSD website.

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.

**No written or spoken comments have been submitted.**



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

To: Board of Directors

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

Prepared by: Hank Bauer, Administrative Analyst to the Assistant Superintendent of Student & Family Services

**Subject: Student Health Survey Results from School Year 20-21 Presentation**

Policy: [Student Health Services and Requirements – JHC](#)

Date: March 9, 2022

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 Student Health Survey was administered statewide in all Oregon school districts from October 2020 - June 2021 to 6, 8, and 11 graders. Reynolds School District eligible students participated in the survey during March 1 - April 9, 2021. Reynolds School District students had above statewide average participation. Questions in the survey ranged from topics about the impact of COVID, student mental health, physical/emotional wellness, school climate, and bullying. The survey was completely voluntary and students could skip any questions they wished not to answer. The survey was also anonymous and conducted fully virtually. It was available in both English and Spanish.

**Previous Board Action:**

Oregon Health Authority previously shared the results of the survey with the Board during the 2018-2019 school year.

**Background:**

Oregon Health Authority contracts with Bach Harrison, LLC to conduct the survey across all Oregon school districts. This survey has historically been conducted every two years in schools. The next Student Health Survey will again be conducted starting in the fall of the 2022-2023 school year.

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable

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# Oregon Student Health Survey: Reynolds SD Results

Sarah Knipper, MSW  
Adolescent & School Health Unit  
Oregon Public Health Division  
March 9<sup>th</sup>, 2022

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Adolescent &  
School Health  
(Oregon Public  
Health Division)

## Who We Are

Our **Vision:** Oregon is the very best place for all youth to learn, grow, and thrive.

Our **Mission:** To support the health of all youth in Oregon through evidence-based and data driven policies, practices, and programs.

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Our **Program Areas:**

- Adolescent Health Policy & Assessment
- School-Based Health Centers
- School Nursing
- Youth Sexual Health

# Reynolds SD Data

Selection of 2020 SHS Results

# State Participation in 2020 SHS

- Administered Oct 2020 - June 2021
- Online administration
- Active notification/passive consent model
- Students can skip any questions & opt out at any time

2020 participation	6 <sup>th</sup> grade	8 <sup>th</sup> grade	11 <sup>th</sup> grade
# participants	16,233	15,775	9,987
# counties	33	32	32
# school districts	95	94	93

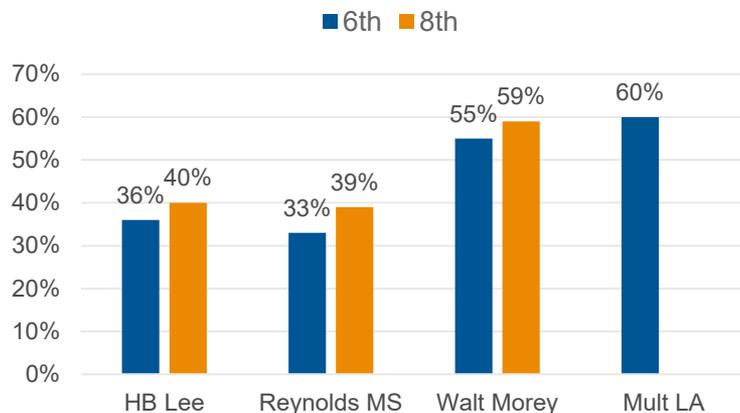
10

# Reynolds had strong participation

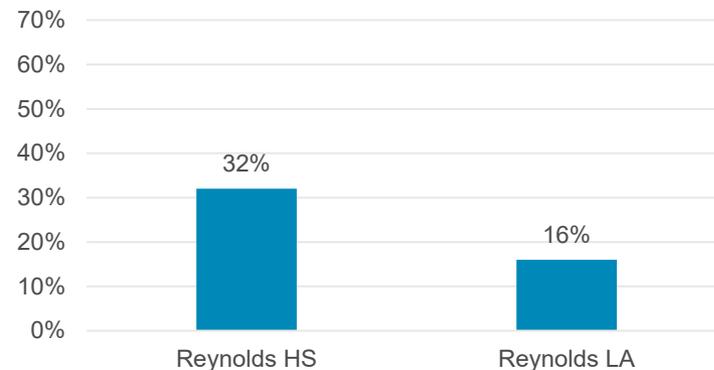
- 6 Reynolds schools participated
  - 4 MS (HB Lee, Reynolds, Walt Morey & Mult. Learning Acad)
  - 2 HS (Reynolds HS & Reynolds Learning Acad.)
- Participation was above county and state averages

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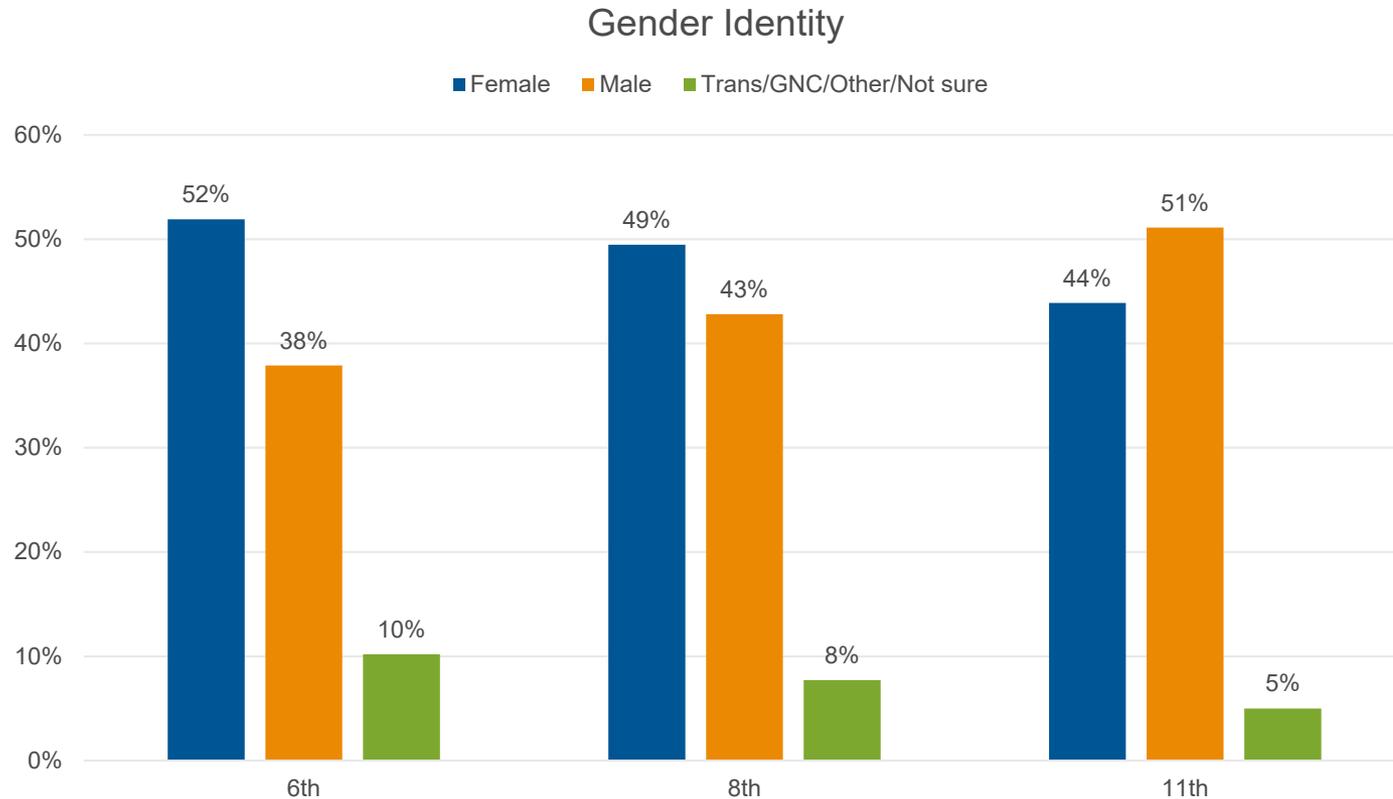
% of Reynolds Students Participating in SHS  
(6th/8th grades)



% of Reynolds Students Participating in SHS  
(11th grade)



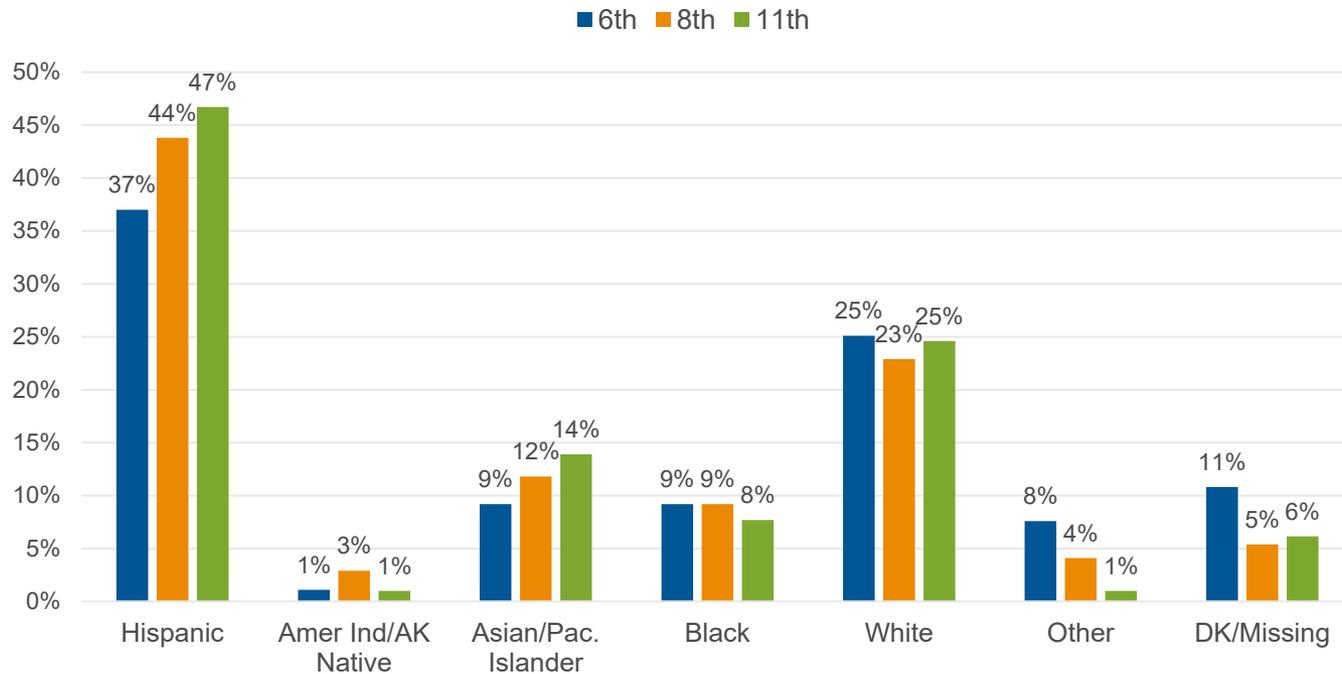
# Demographics of Participating Students



12

# Demographics of Participating Students

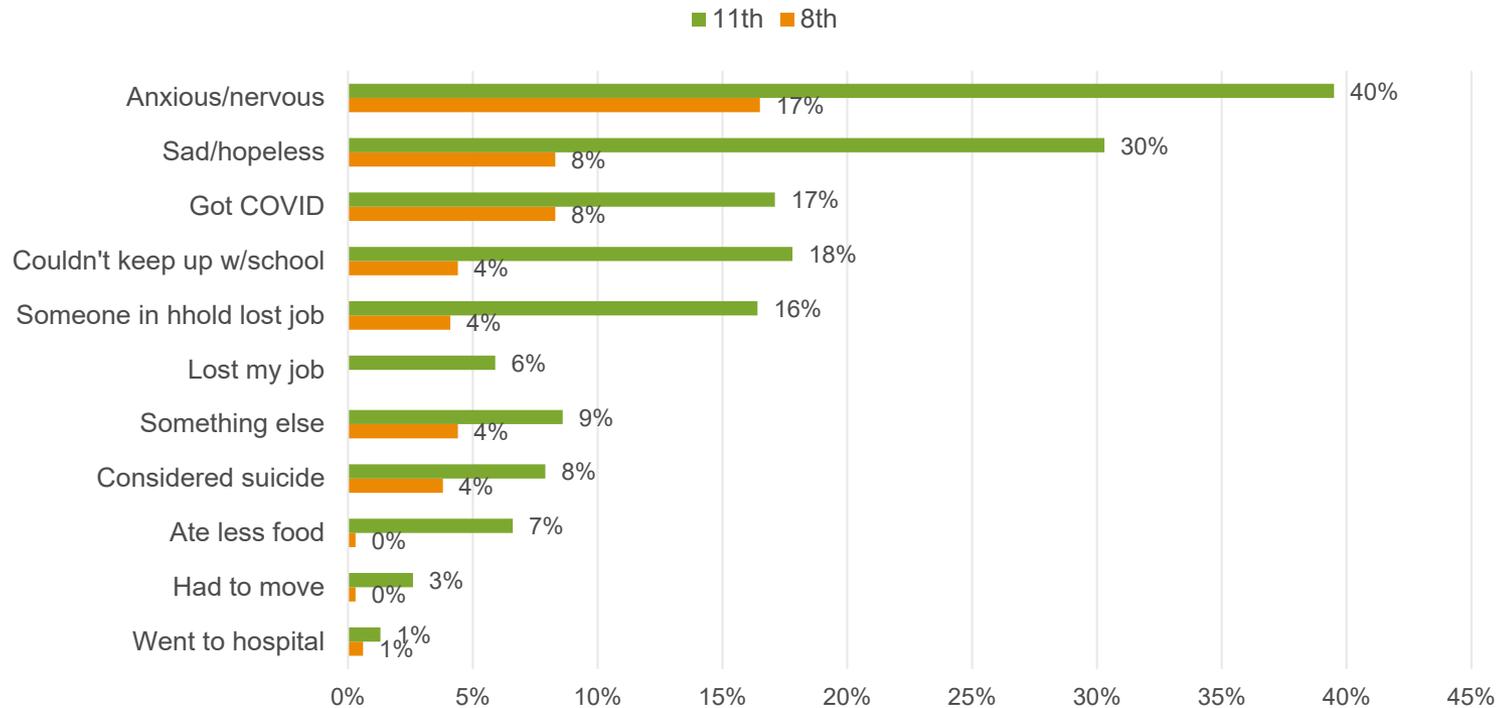
Racial/Ethnic Identity



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# Impact of COVID

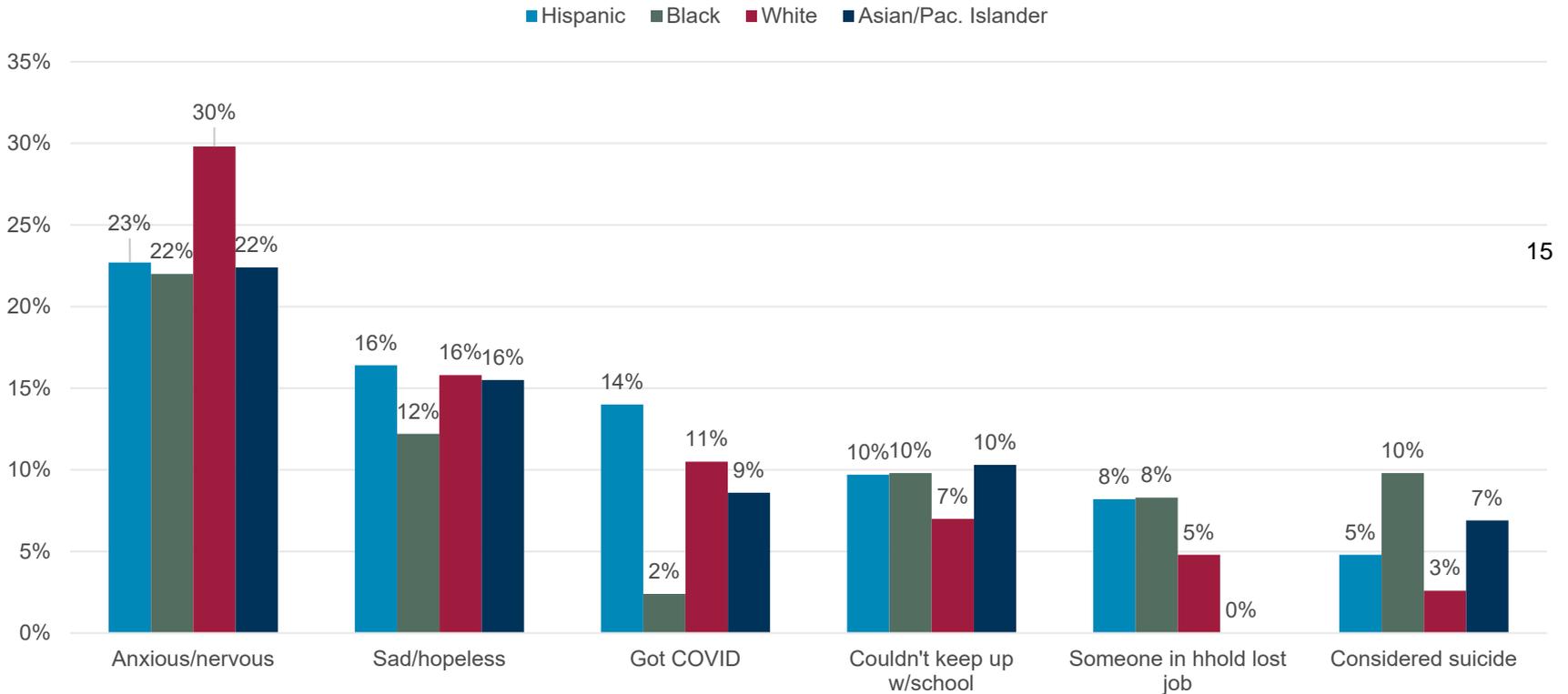
This past year, many youth & families were affected by the Coronavirus (COVID-19). Did you experience any of the following due to the coronavirus or coronavirus symptoms?



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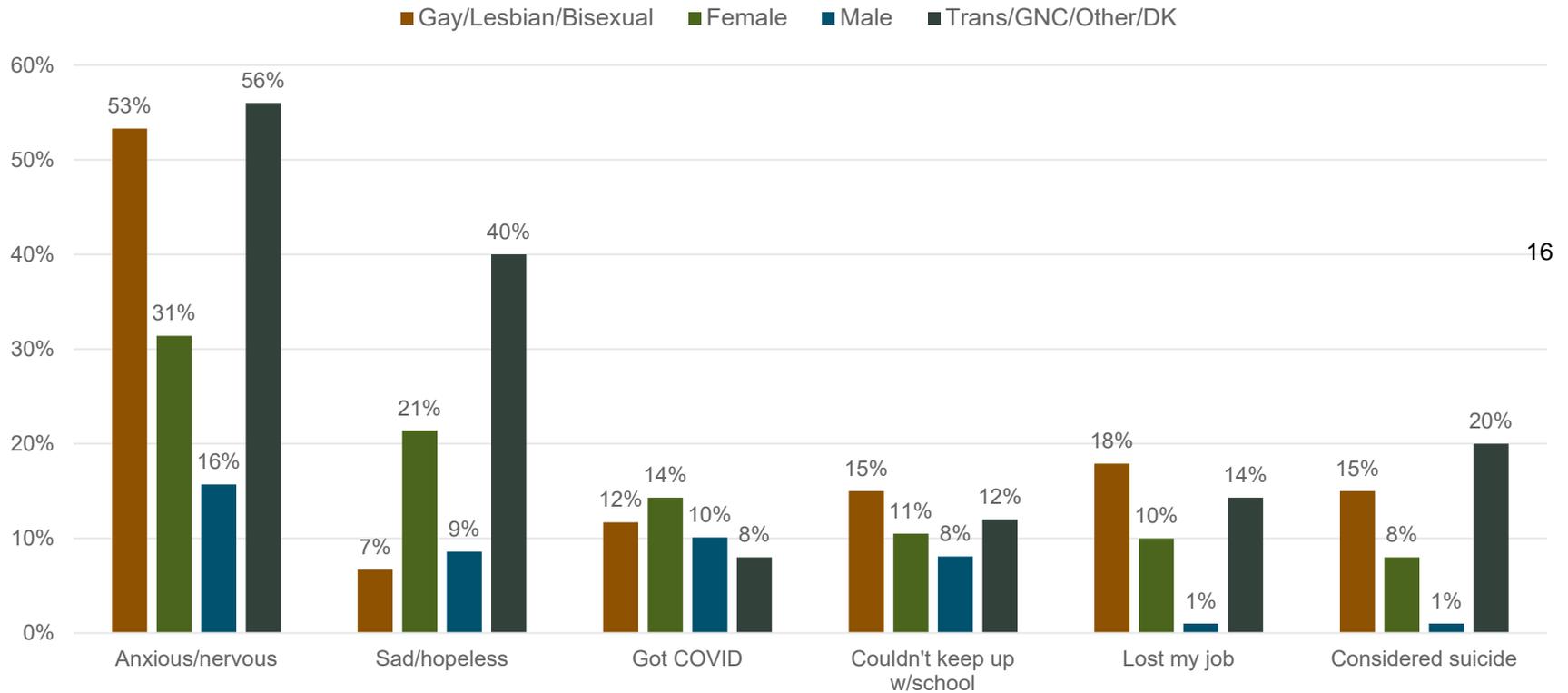
# Some Students Disproportionately Affected

COVID Impacts by Race/Ethnicity(8th/11th)



# Some Students Disproportionately Affected

COVID Impacts by Gender & Sexual Orientation (8<sup>th</sup> & 11<sup>th</sup>)



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# Other impacts identified by Reynolds students

*“Didn’t have a good working environment (aka school)”*

*“Online school brought down my grades from As to Ds”*

***“I had to stay at another family members house because of potential Corona virus exposure from a step parent”***

*“Having to be cautious because of living with high risk people.”*

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***“I had difficulty with school because of the lack of social interaction and I find it hard to concentrate in online school.”***

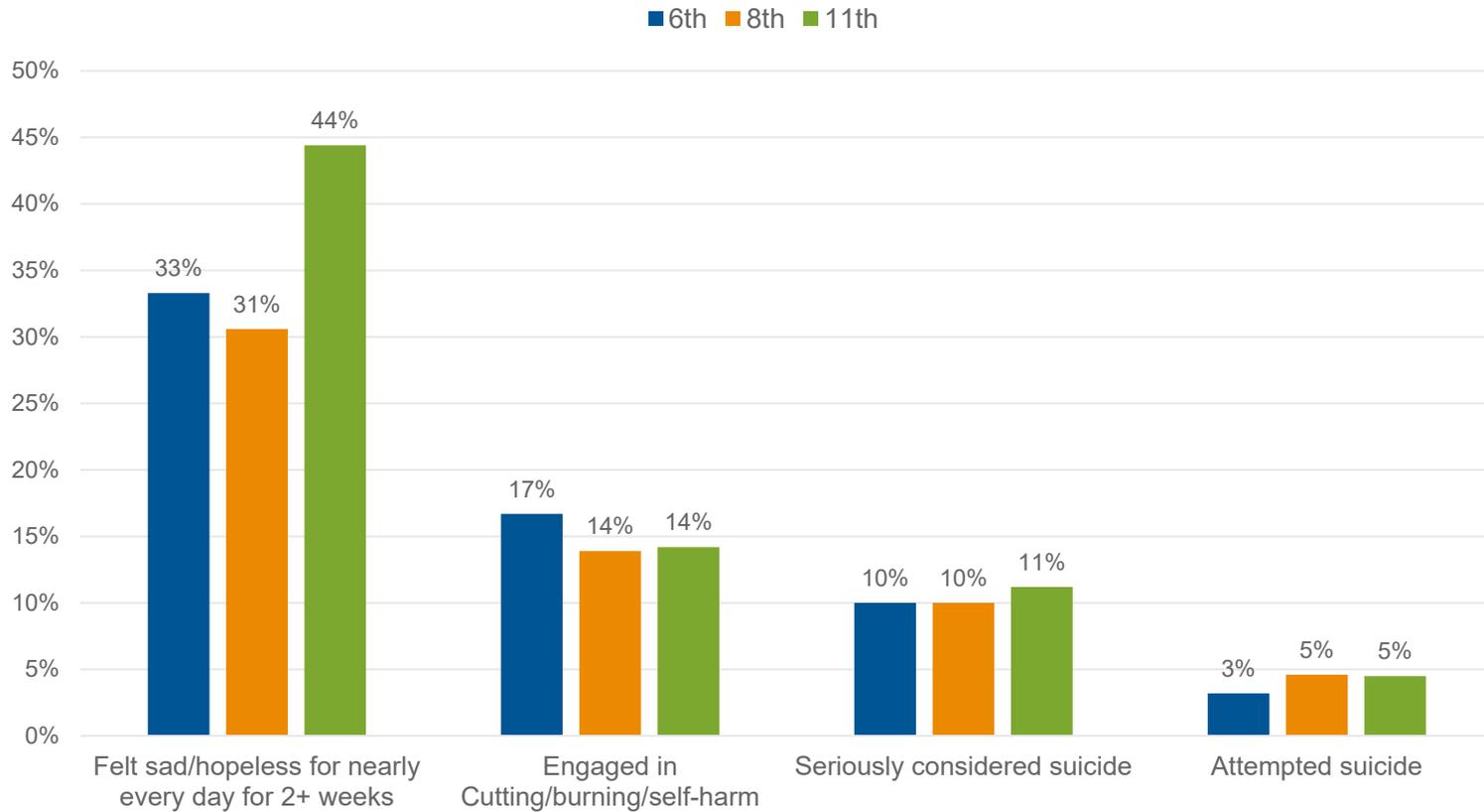
*“Parent in the ICU because of COVID”*

*“Loss of motivation”*

# Student Mental Health & Substance Use

# Student Mental Health: Past 12 Months

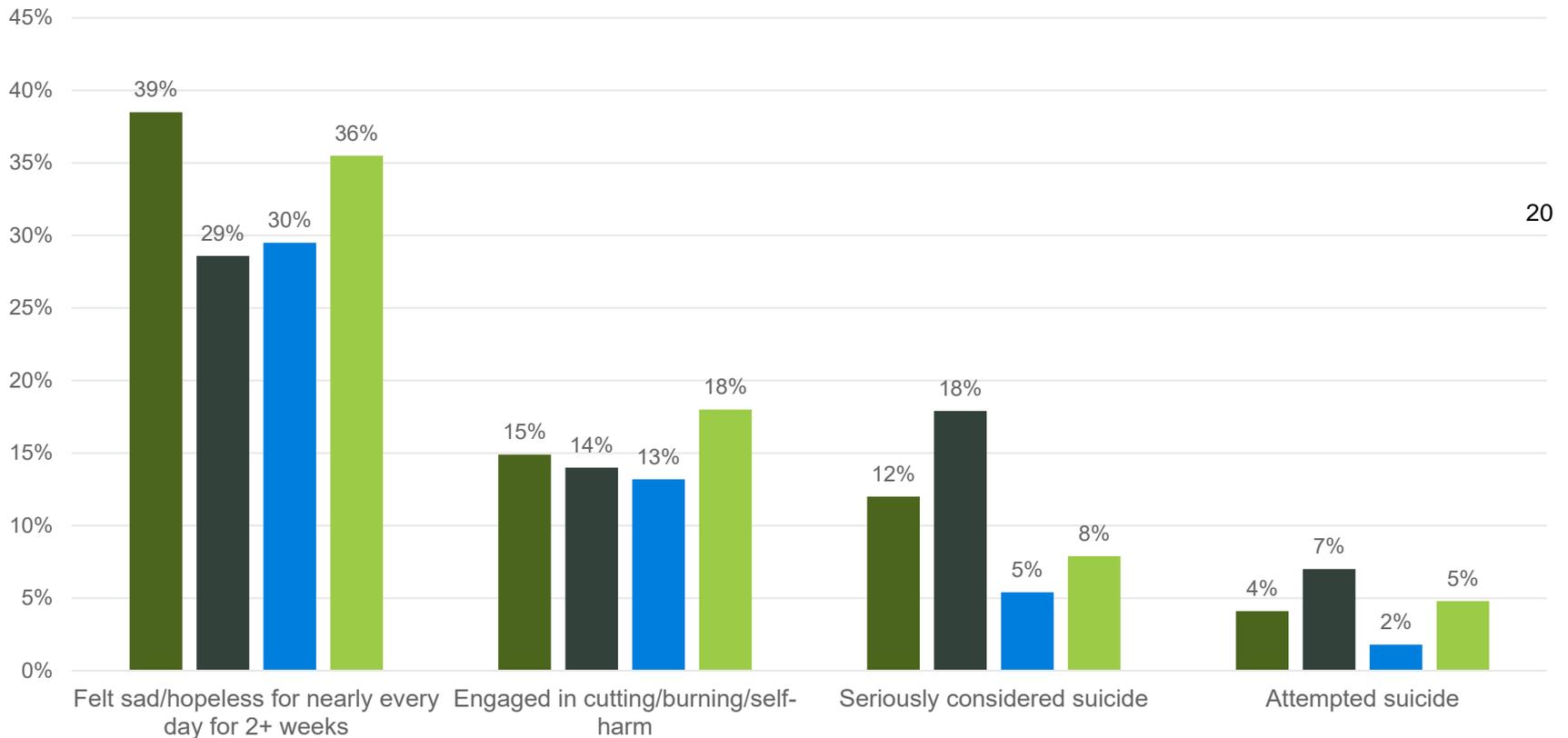
In the past 12 months, % of students who...



# Race, Ethnicity & Mental Health

In the past 12 months, % of students who...

■ Hispanic ■ Black ■ White ■ Asian/Pac. Islander

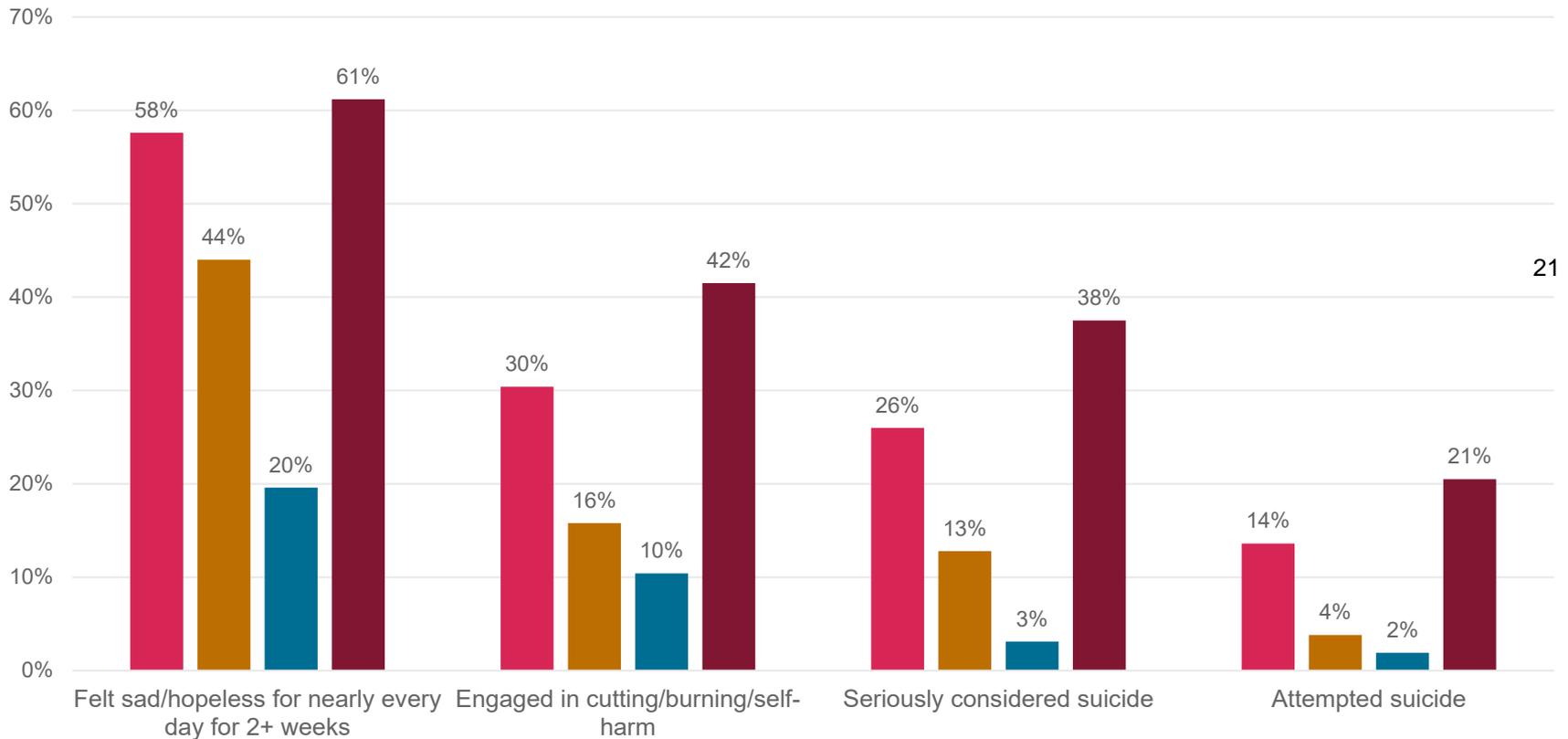


20

# Gender, Sexual Orientation & Mental Health

In the past 12 months, % of students who...

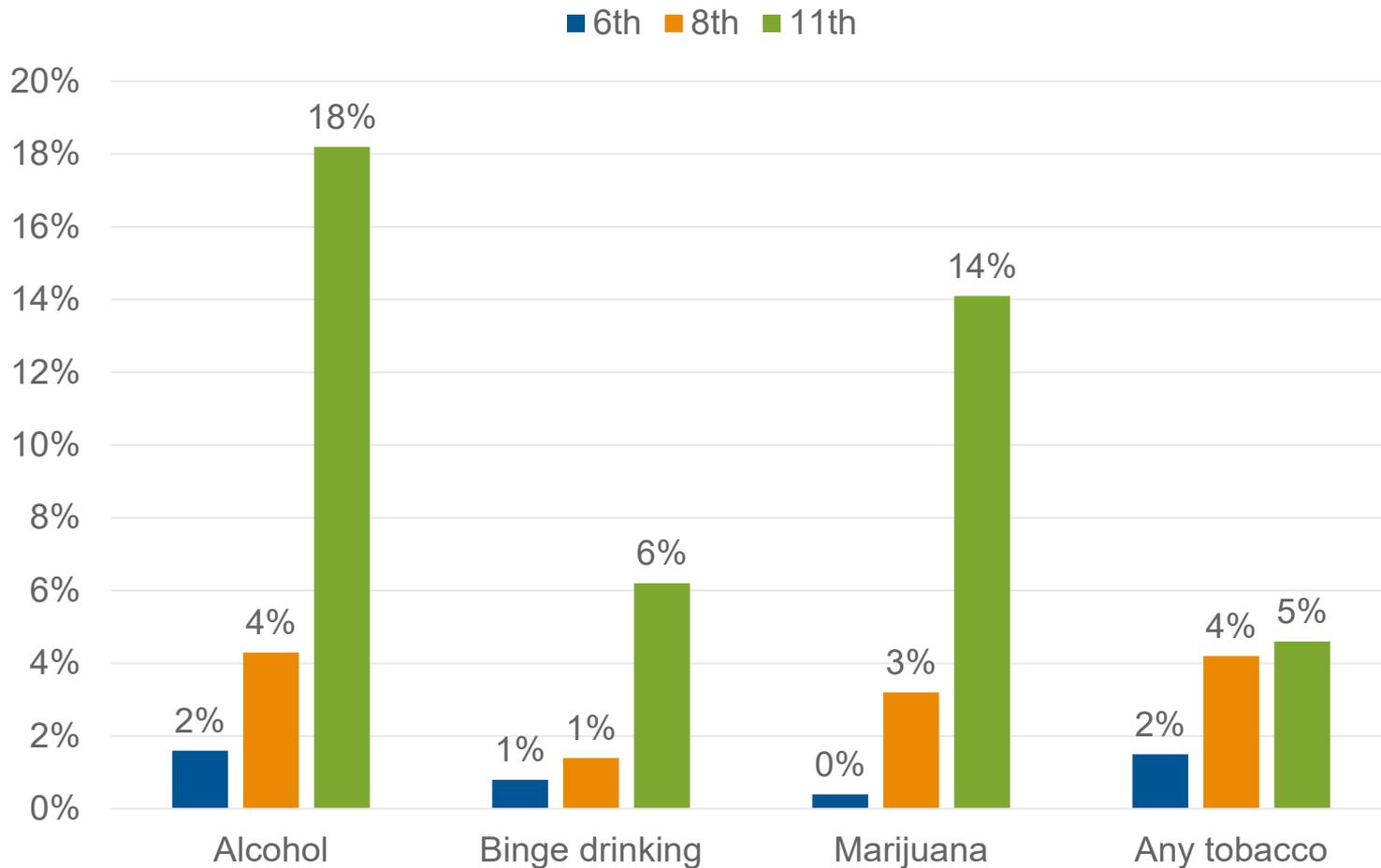
■ Gay/Lesbian/Bisexual ■ Female ■ Male ■ Trans/GNC/Other/DK



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# Substance use rates very low in 6<sup>th</sup> & 8<sup>th</sup> grades

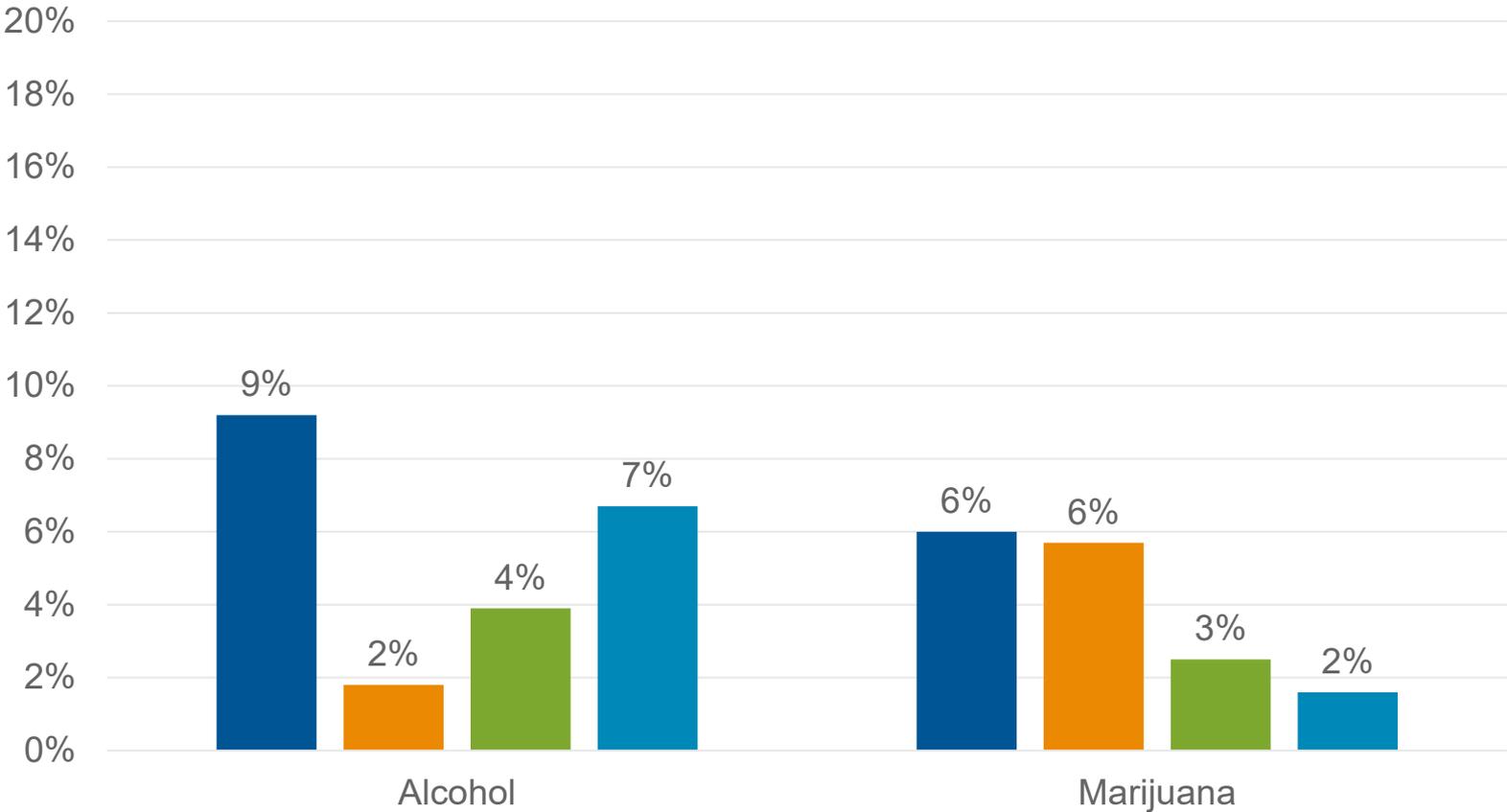
Past 30 Day Substance Use



22

# Past 30 Day Substance Use

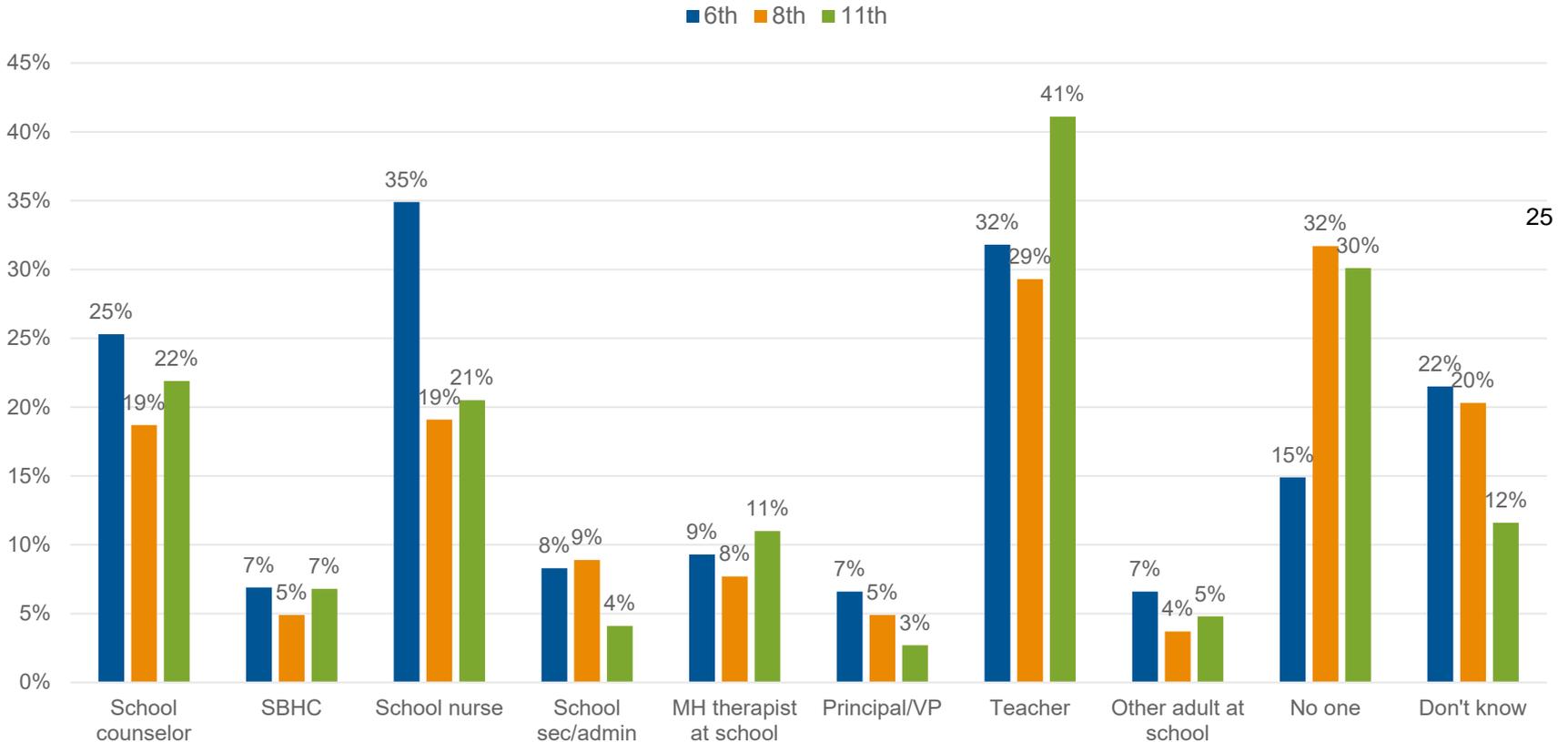
■ Hispanic ■ Black ■ White ■ Asian/Pac. Islander



# School Climate & Bullying

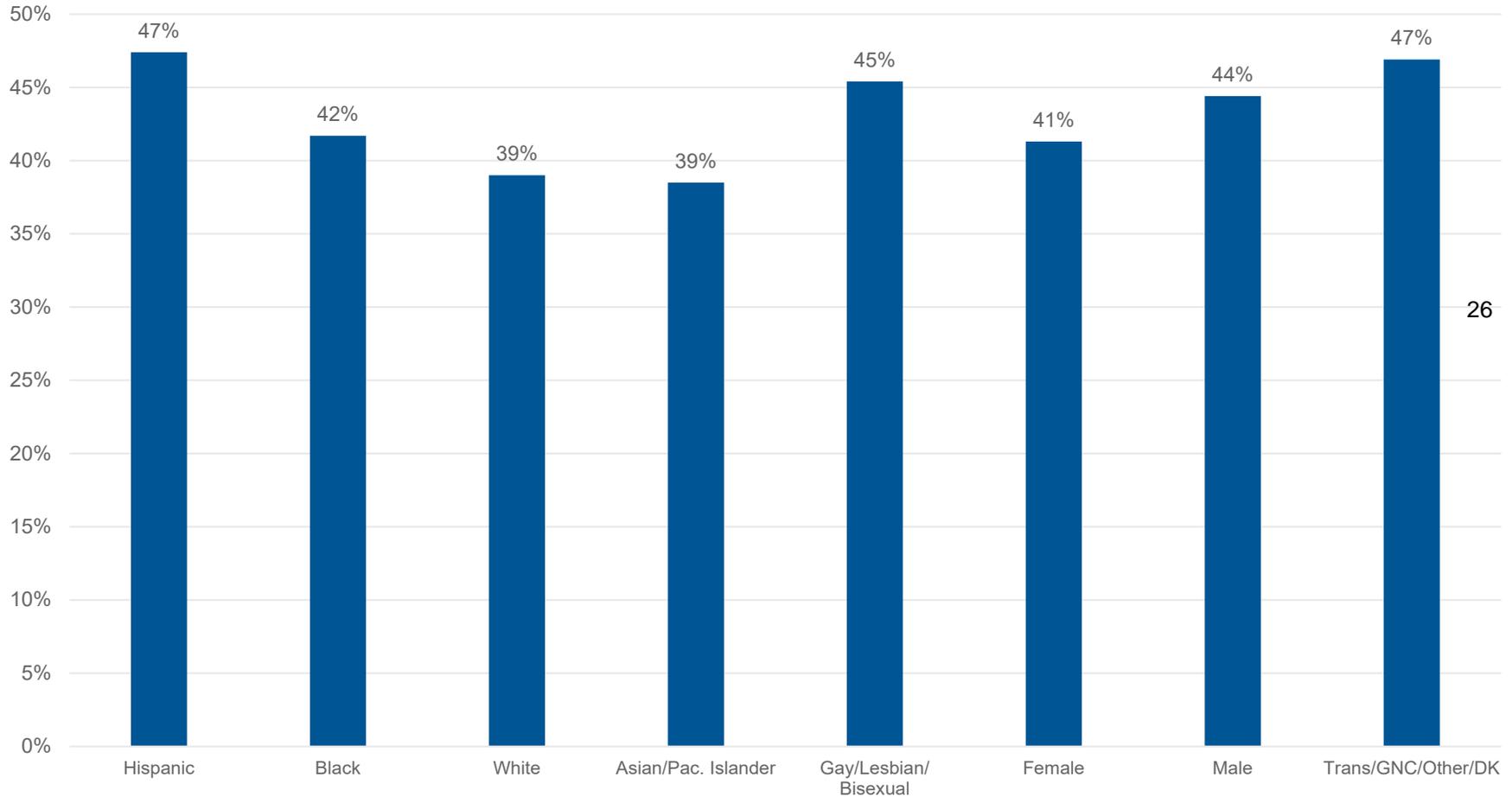
# School counselors, nurses & teachers are important resources for students

If you had a physical or mental health care problem during the day, who would you go to in your school for help?



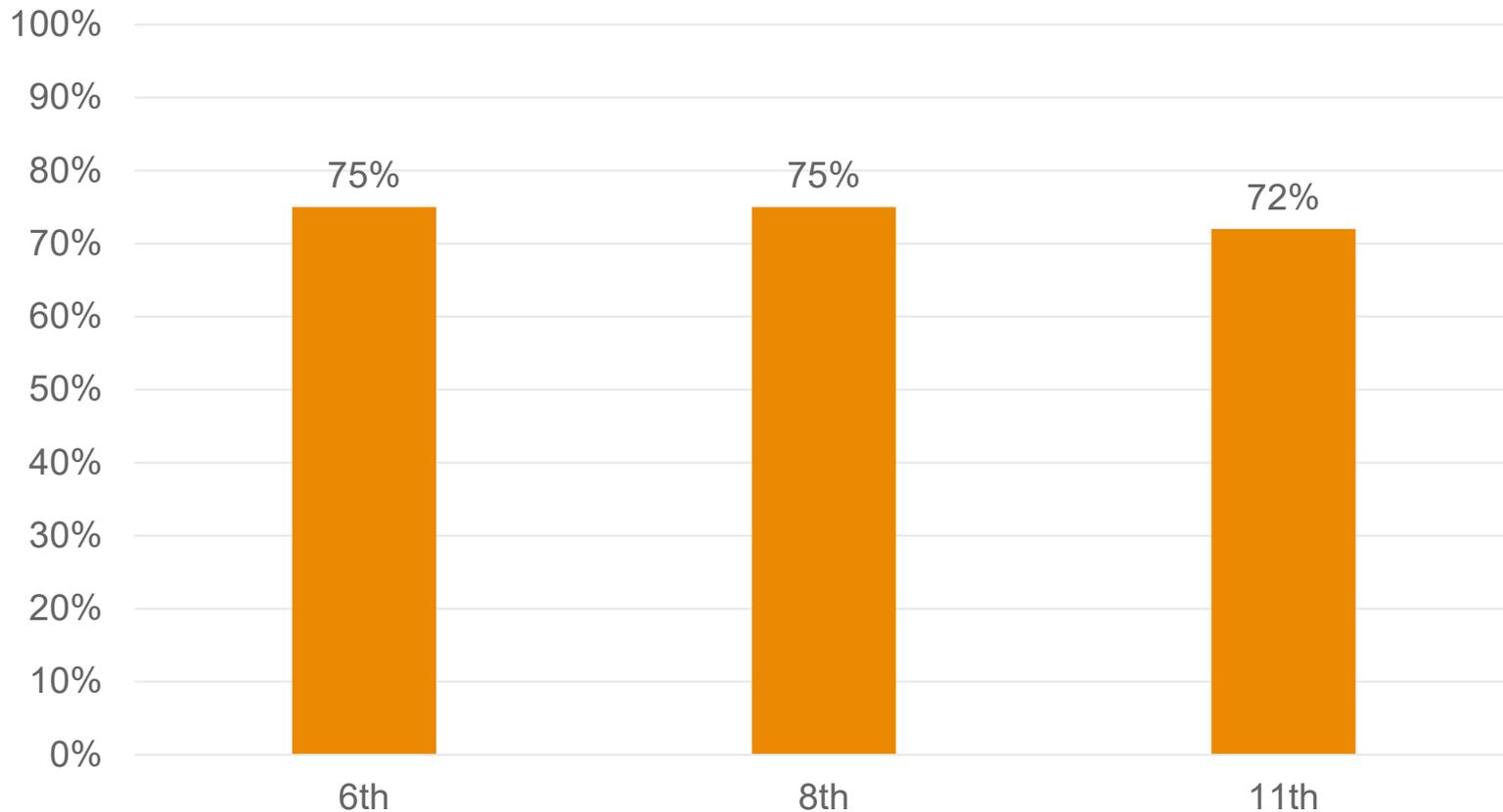
# But many students aren't sure who they could go to...

% of 6<sup>th</sup>/8<sup>th</sup>/11<sup>th</sup> gr. students saying "No one" or "Don't know"



# Most students feel an adult at school cares about them

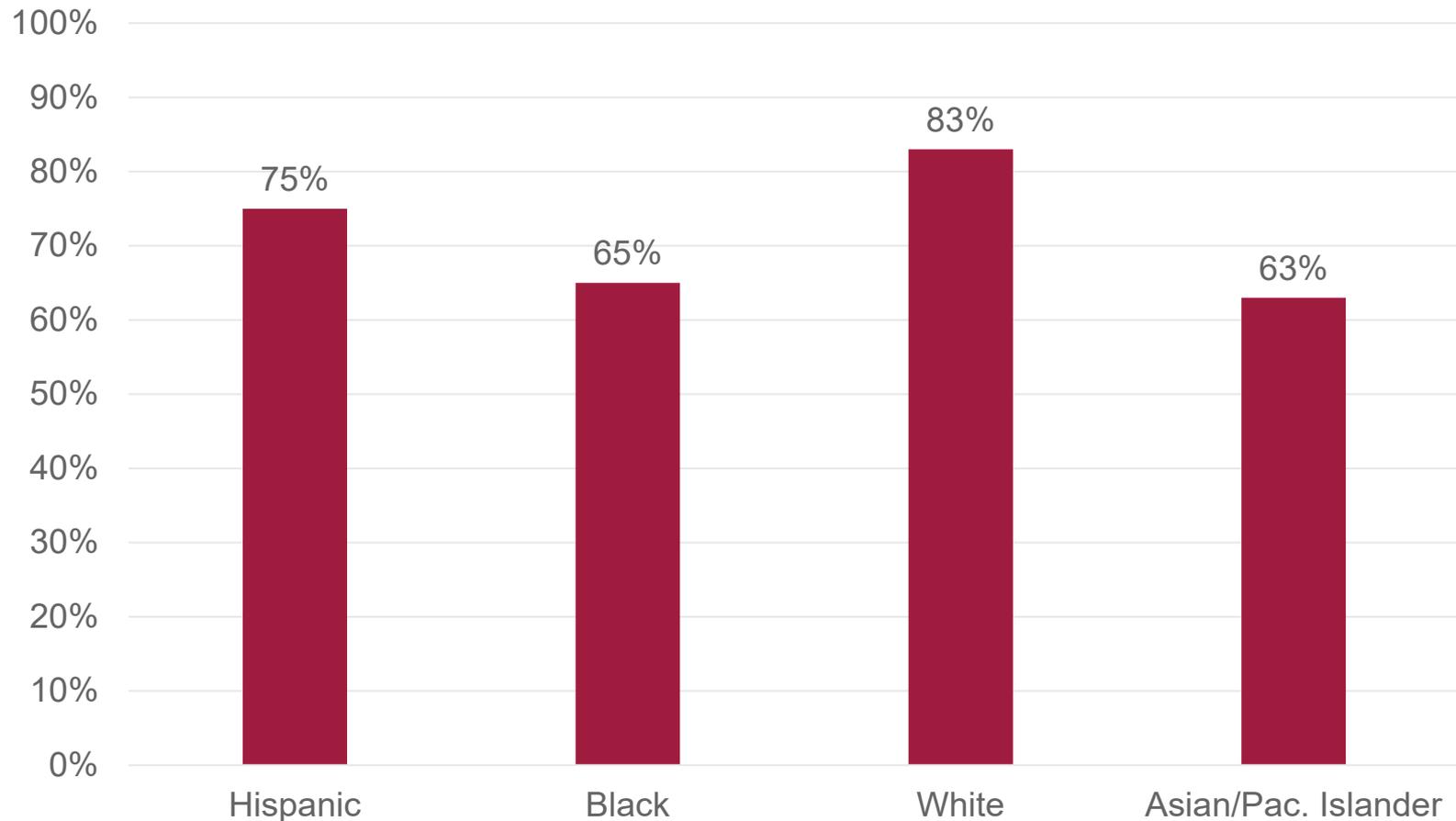
There is a teacher/adult at school who really cares about me (% Very much/pretty much true)



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# BIPOC youth less likely to feel this

There is a teacher/adult at school who really cares about me (% Very much/pretty much true)

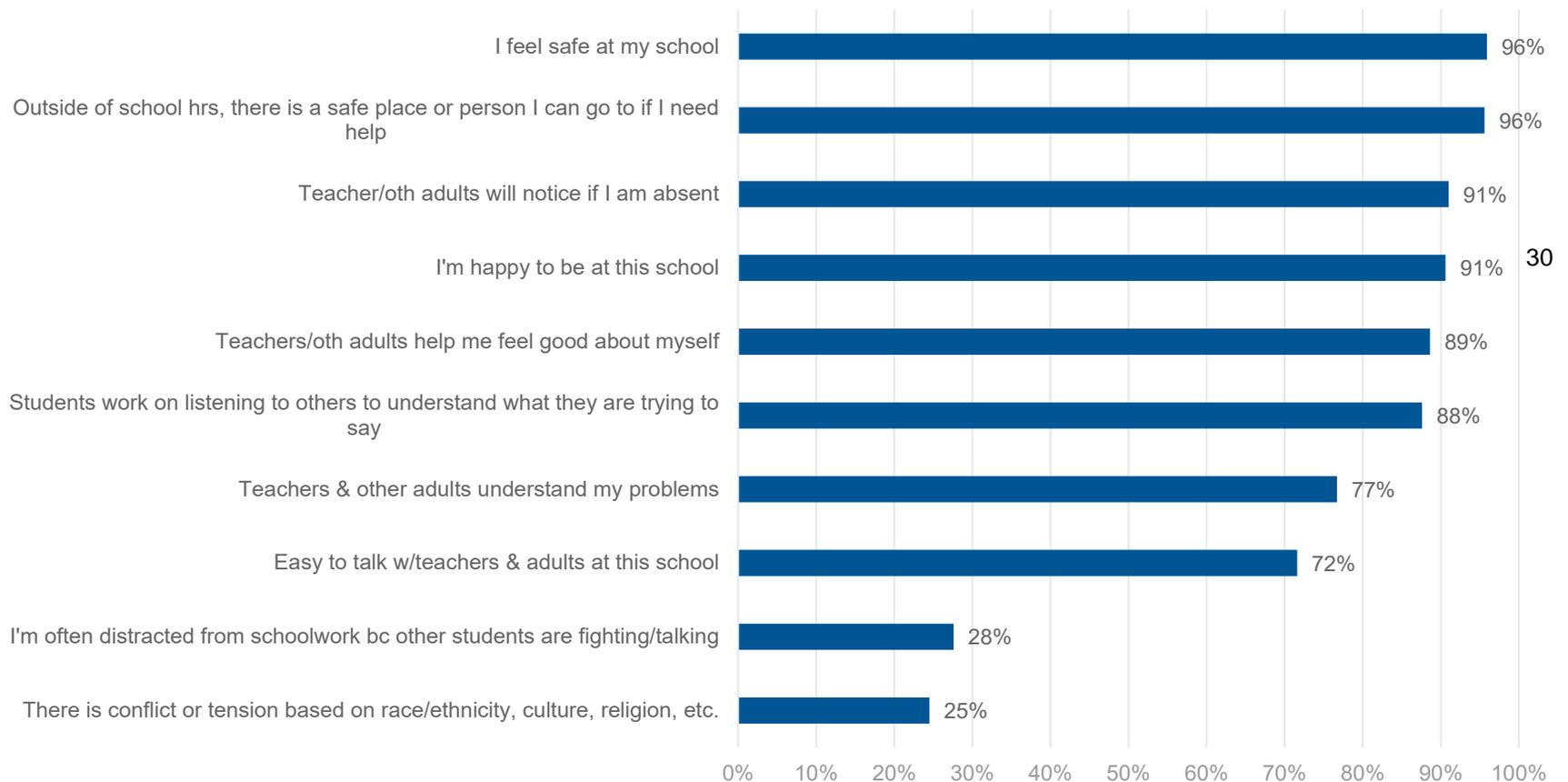


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# School Climate

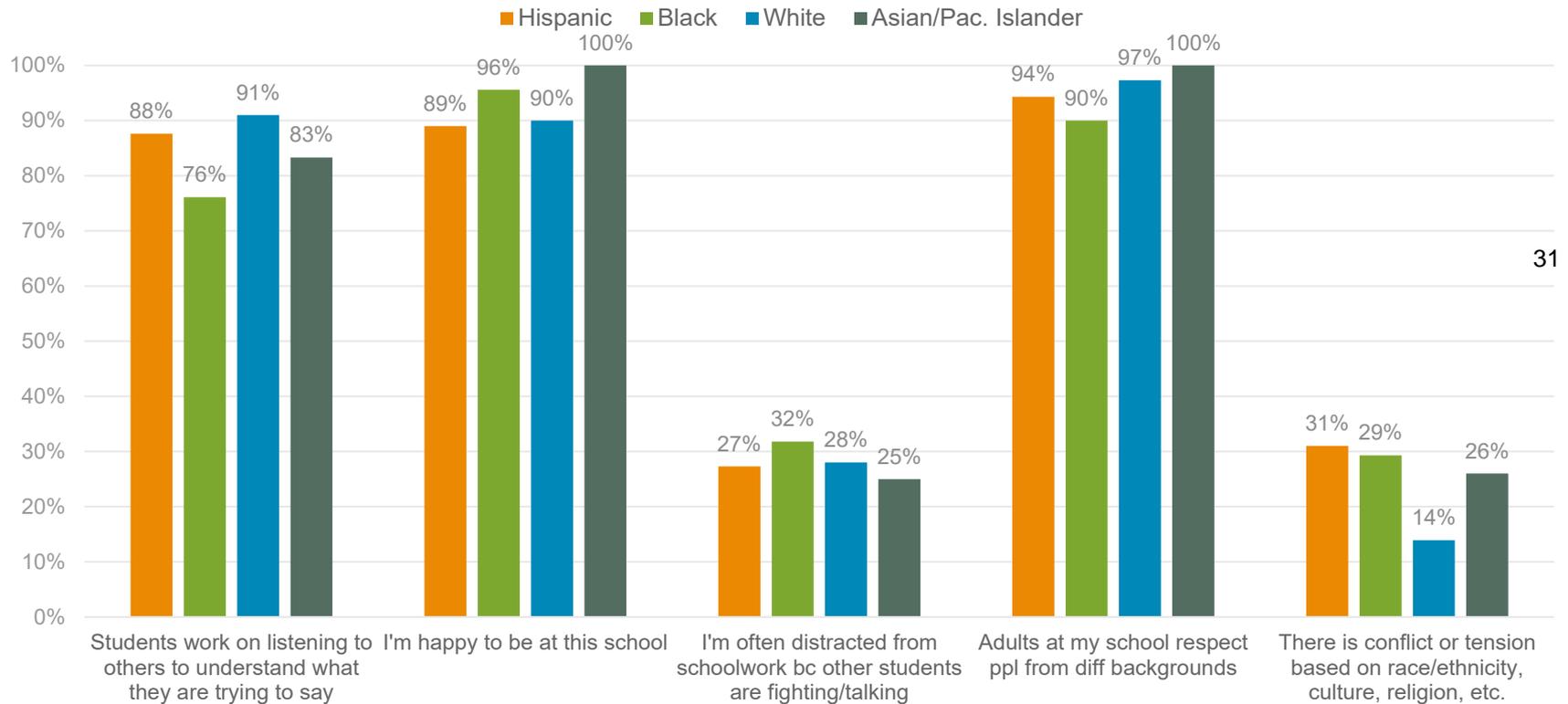
# The school climate is largely positive for 6<sup>th</sup> graders

% of 6th graders who "Strongly Agree" or "Agree"



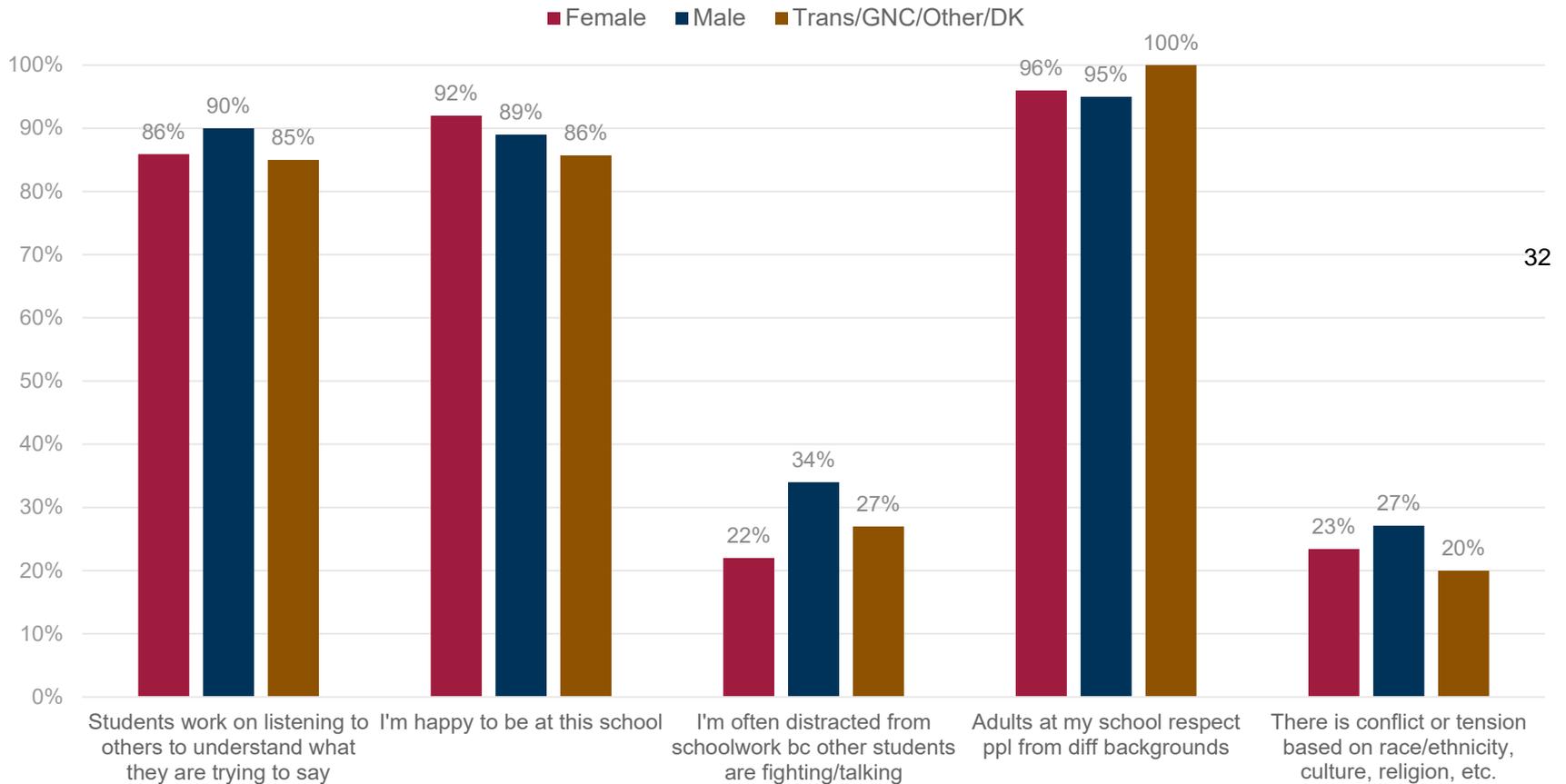
# This experience sometimes differs by race/ethnicity

% 6th-graders who "Strongly Agree" or "Agree"



# ...or gender identity

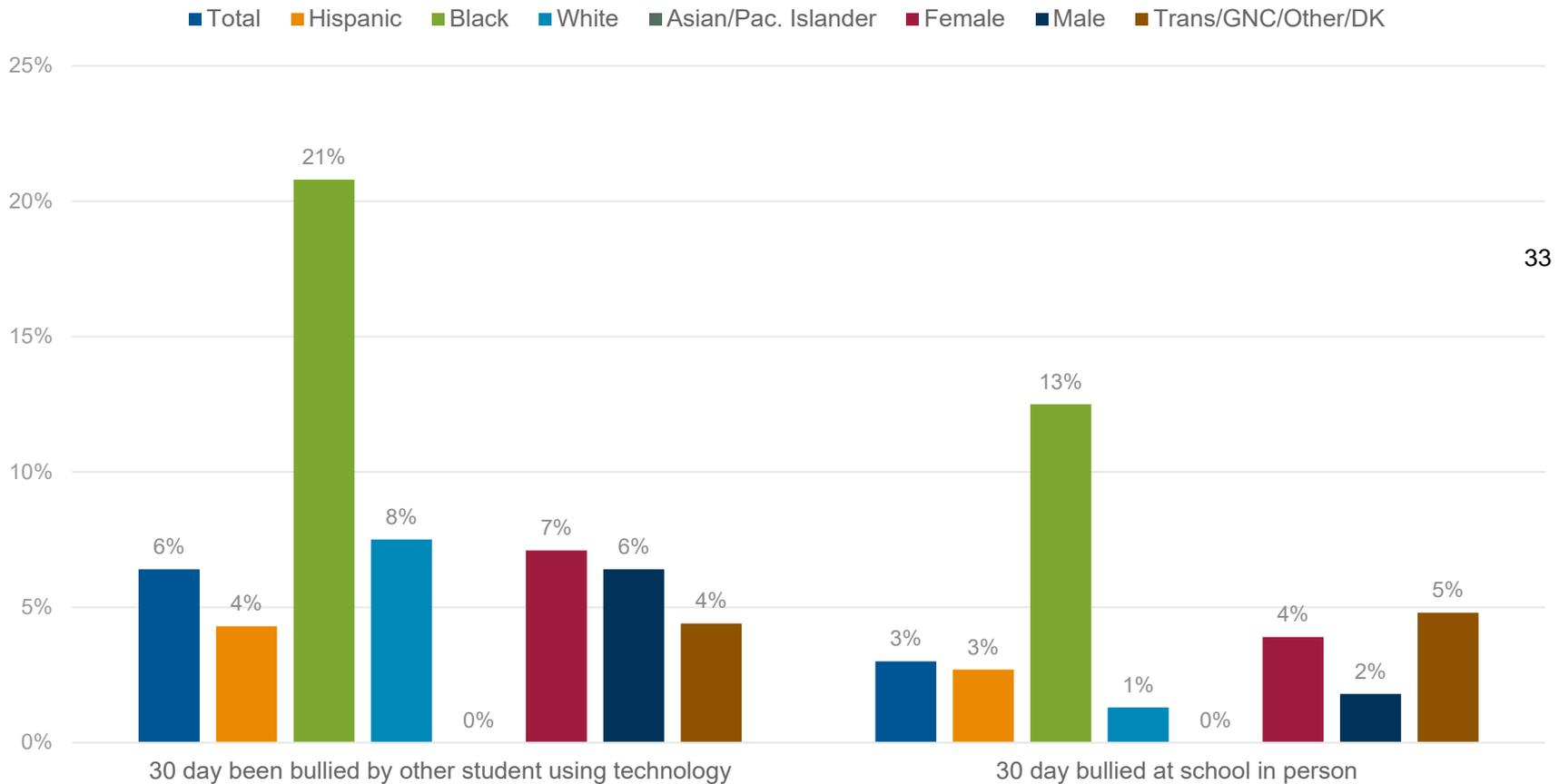
% 6th-graders who "Strongly Agree" or "Agree"



32

# Bullying rates are low...but Black students experience disproportionate bullying

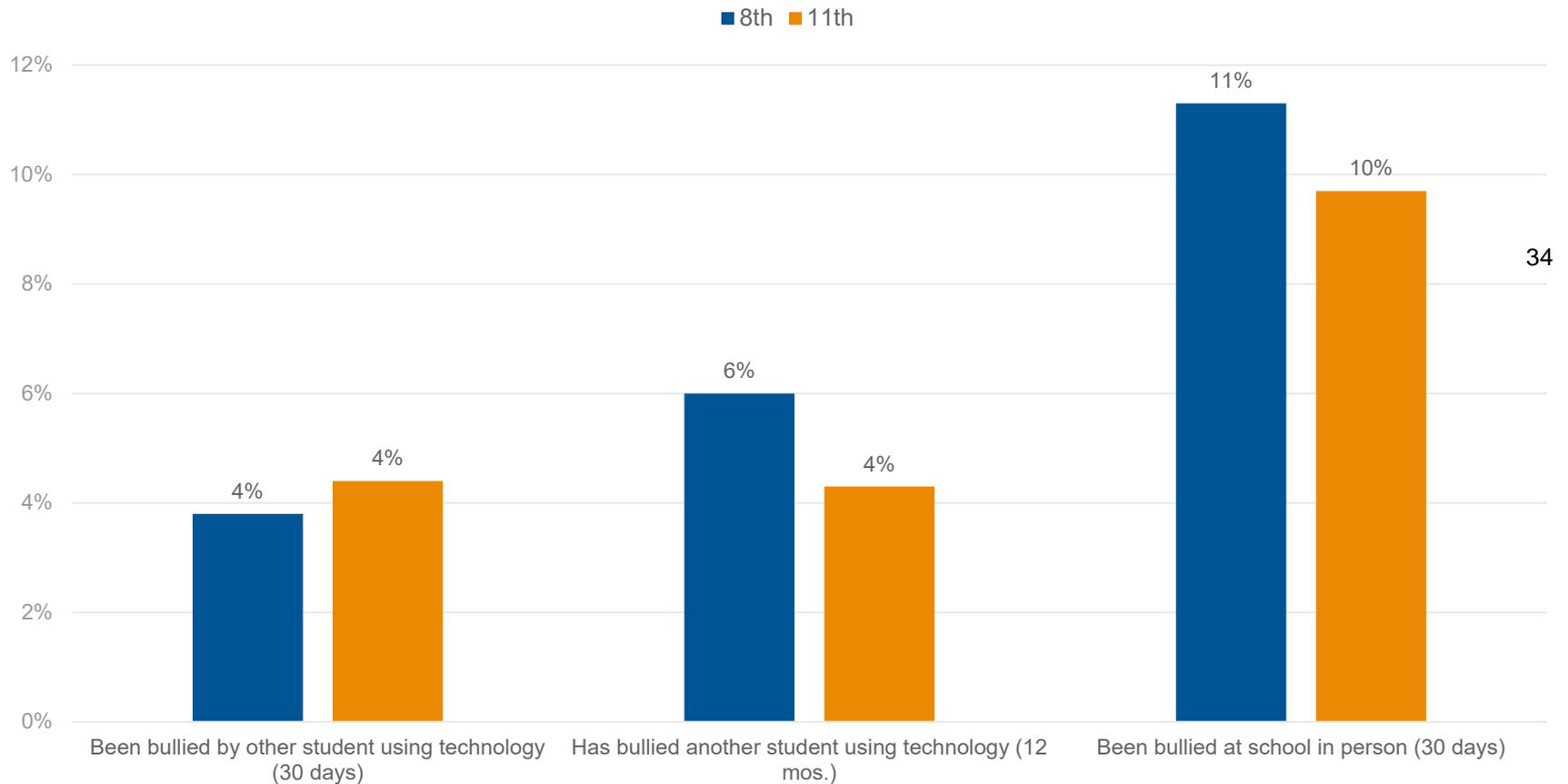
Experienced Bullying: 6th grade



33

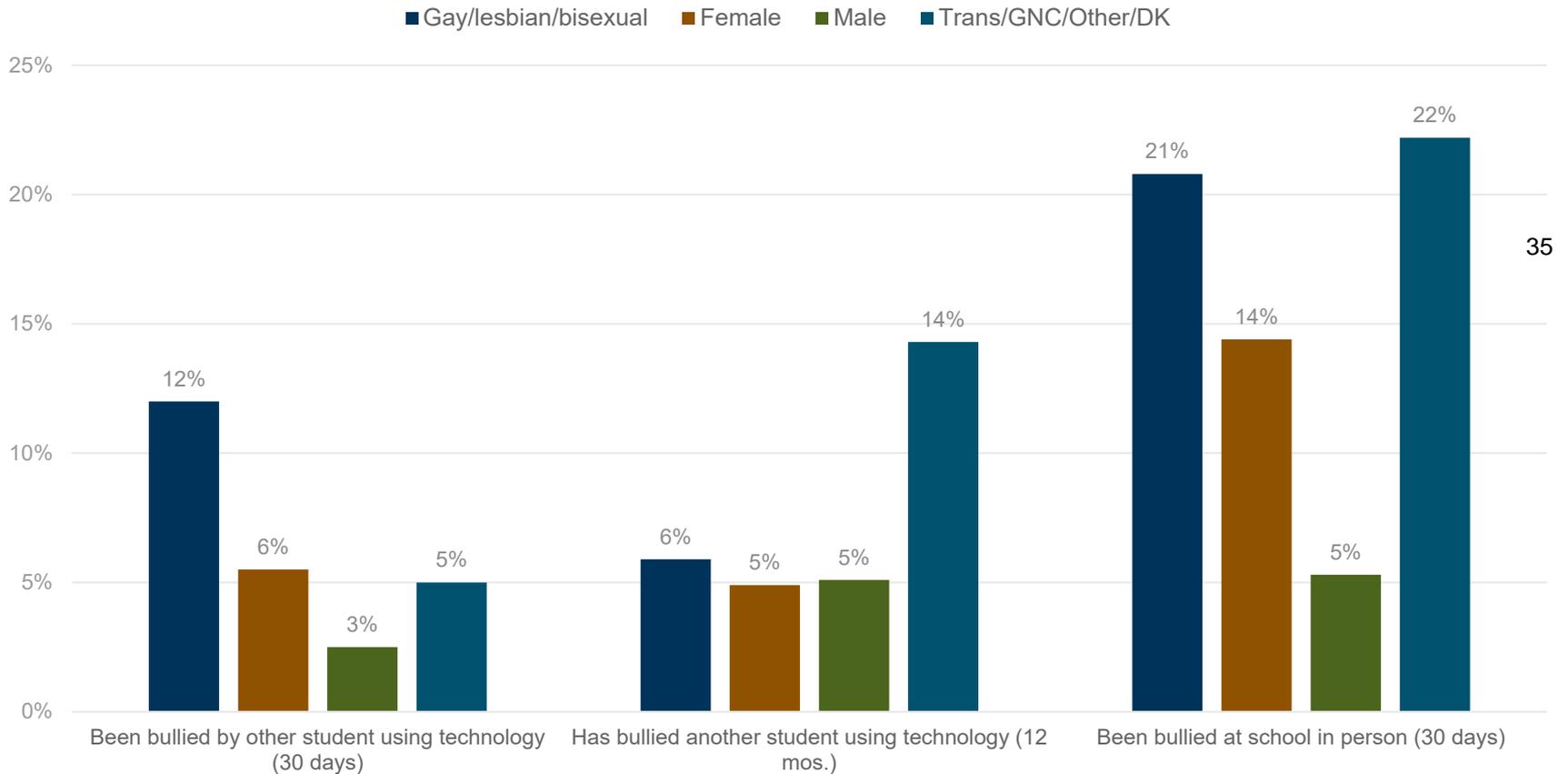
# In-person bullying is higher than online bullying

Bullying: 8th & 11th graders



# Bullying, gender and sexual orientation are highly related

8th/11th grade Bullying by Gender Identity/Sexual orientation



# Resources

- State and county PDF reports available at: [www.healthoregon.org/shs](http://www.healthoregon.org/shs)
- New data dashboard at <https://www.bach-harrison.com/OSHSDashboard/Default.aspx>
- Next survey will be administered in Fall 2022
- Sarah Knipper, MSW  
School Health Epidemiologist  
Oregon Public Health Division  
[Sarah.Knipper@dhsosha.state.or.us](mailto:Sarah.Knipper@dhsosha.state.or.us)



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

To: Board of Directors  
From: Dr. Koreen Barreras-Brown, Chief Academic Officer  
Prepared by: Rachel Aazzerah, Director of Assessment and Systems Improvement  
Subject: **Presentation: SIP/DIP Mid-Year Update**  
Date: March 9, 2022

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

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**Connection to School Board Core Beliefs and Commitments**

Safety     Equity     Instructional Practice     Organizational Culture

**Strategic Plan Goal Topic 4: Professional Development**

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.

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**Summary:**

The Academics Department will provide the Board with a mid-year update on school and department improvement plans (SIPs/DIPs). All SIPs and DIPs focus on the four goals set in our Strategic Plan: Marginalized Students, Culturally Relevant Teaching, Student and Staff Wellness, and Professional Development. Performance objectives and actions/strategies are covered under each goal. The presentation will also review the 2021-22 SIP/DIP process and timeline.

In addition to the Strategic Plan Goal Topic 4 on Professional Development, this presentation directly correlates to all Strategic Plan goals.

**Previous Board Action:**

Not Applicable

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**  
Not Applicable



# School Improvement Plans/District Improvement Plans Mid-Year Update

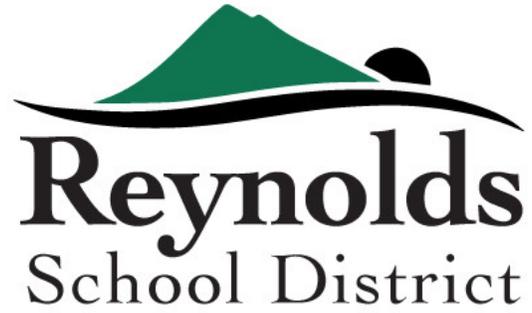
March 9, 2022

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



## 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.

# Visionary Governance



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**STUDENT OUTCOMES DO NOT CHANGE  
UNTIL ADULT BEHAVIORS CHANGE**

# Reynolds School District Strategic Plan 2021-2026 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.

*\*In Reynolds, we define "marginalized" as those students and families who are furthest from justice and those who have been historically silenced in our school system. Our marginalized population is identified as our Black and Brown students. We believe that if we address the disparities faced by our Black and Brown students, it will positively impact other groups facing systemic barriers.*

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**Goal 2: Culturally Responsive Teaching:** We will interrupt bias and microaggression in instructional practices.

**Goal 3: Student and Staff Wellness:** We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt healthy long-term behaviors.

**Goal 4: Professional Development:** We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

# Goals, Performance Objectives and Strategies/Actions



Goal(s): An idea of the future or desired result that a group of people envision, plan and commit to achieve.



Performance Objective(s): A specific end-result that contributes to the success of the school district and the greater school community (students, families, staff and administration)

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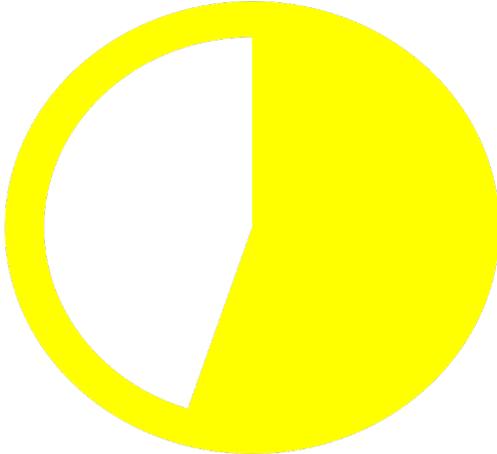


Strategy(s)/Action(s): A plan of action that involves steps to achieve short, middle and long-term desired goals.

# Strategic Plan Goal #1: Marginalized Students

## Reynolds School District

Goals (#)	38
Performance Objectives (#)	82
Actions/Strategies	169

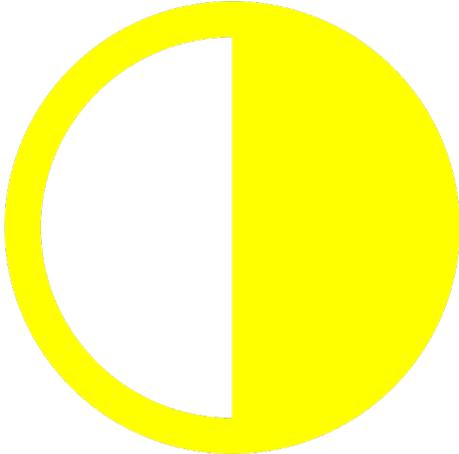


Average Percentage  
Across the District:  
55%

# Strategic Plan Goal #2: Culturally Relevant Teaching

## Reynolds School District

Goals (#)	17
Performance Objectives (#)	39
Actions/Strategies (#)	79



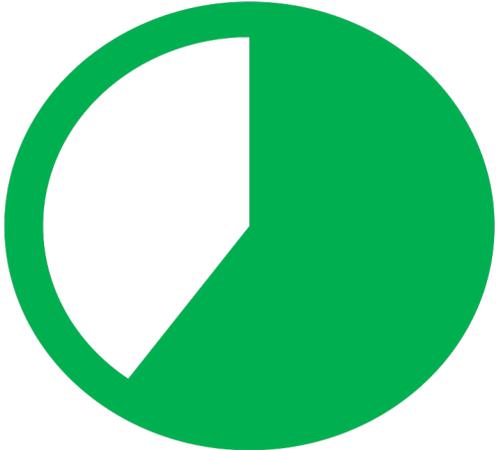
45

**Average Percentage  
Across the District:  
50%**

# Strategic Plan Goal #3: Student and Staff Wellness

## Reynolds School District

Goals (#)	23
Performance Objectives (#)	33
Actions/Strategies (#)	64

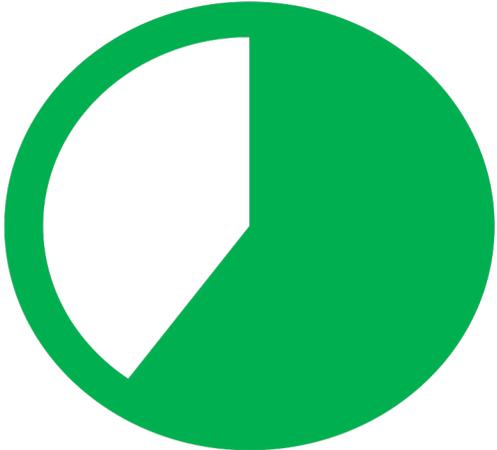


**Average Percentage  
Across the District:  
60%**

# Strategic Plan Goal #4: Professional Development

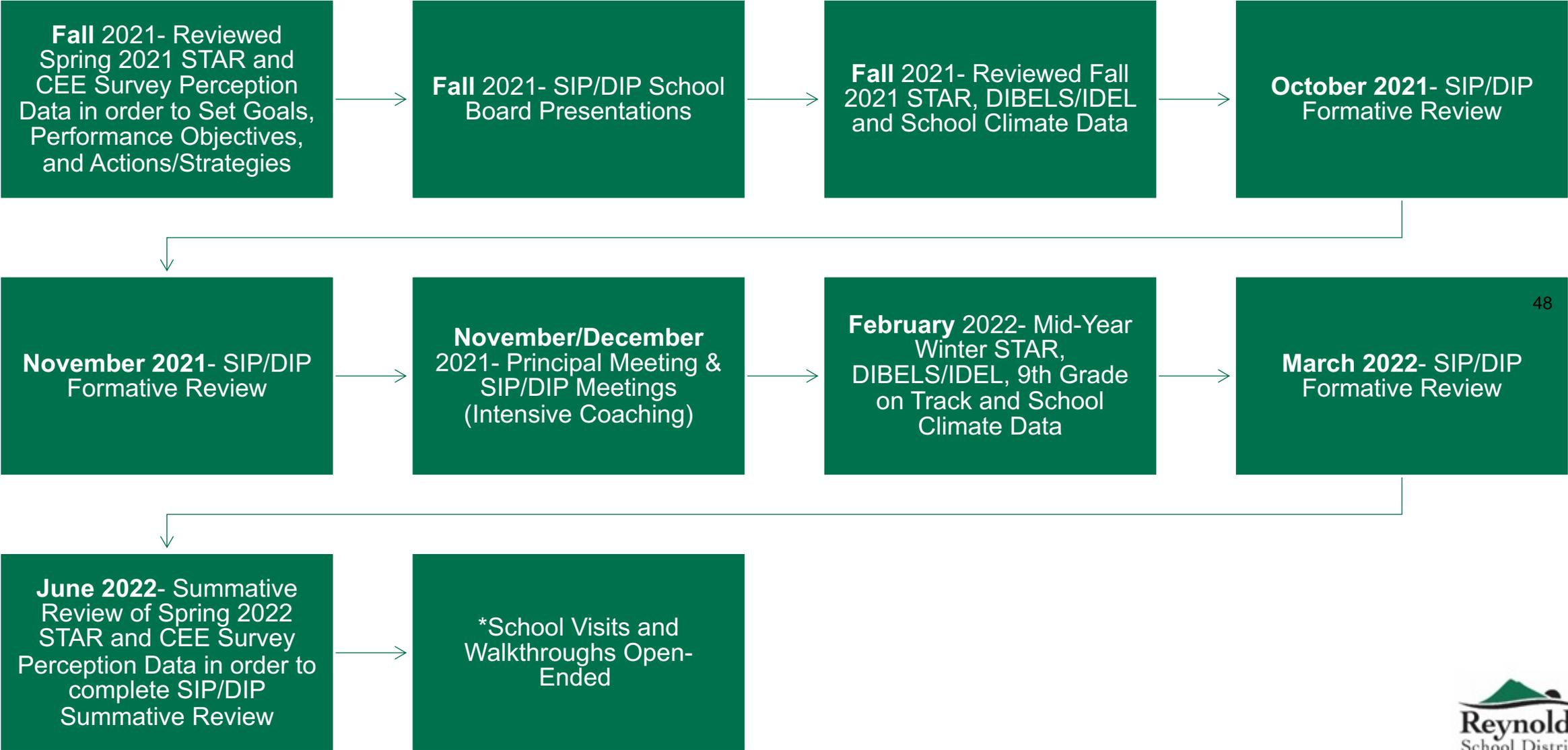
## Reynolds School District

Goals (#)	30
Performance Objectives (#)	39
Actions/Strategies (#)	69

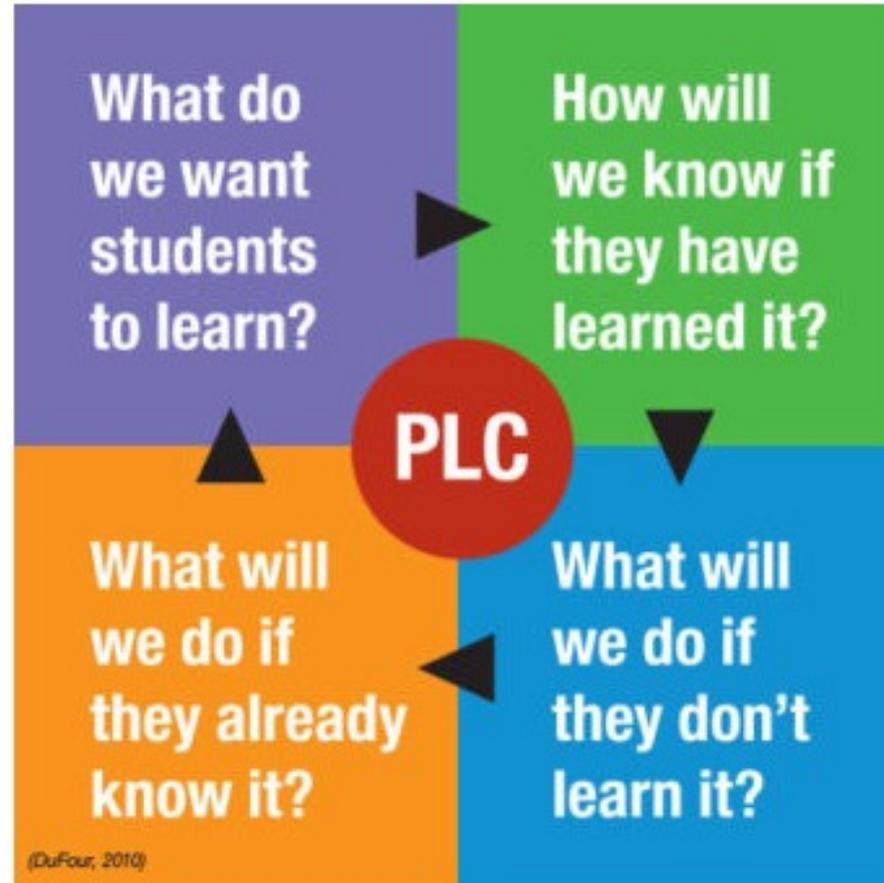


Average Percentage  
Across the District:  
60%

# SIP/DIP Process 2021-2022



# Process of Inquiry – PLC (Data Team)



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See a 1st Grade Professional Learning Community (PLC) in action at Wilkes Elementary School on the next slide.



OUR BRAIN

- > Pre Frontal Cortex
  - ↳ WISE LEADER
- > Amygdala
  - ↳ Safety ✓ + Fight, Flight, Freeze
- > Hippocampus
  - ↳ MEMORIES

# Visionary Governance



**STUDENT OUTCOMES DO NOT CHANGE  
UNTIL ADULT BEHAVIORS CHANGE**

# Reynolds School District 7

## Alder Elementary

2021-2022



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# 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><b>Strategy/Action 1:</b> Alder will develop family surveys and empathy interviews to be used at events, virtually or in person, attended by our community.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> MTSS coordinators, Administration, community partners.</p> <p><b>Characteristics:</b> 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
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 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><b>Strategy/Action 1:</b> Alder, on an annual basis, will identify the tip three barriers to the goals using data from empathy interviews and CEE surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have equitable access to high-quality education.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Leadership Committee</p> <p><b>Characteristics:</b> 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%	 0%	 25%	54
<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 -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><b>Strategy/Action 1:</b> Alder Elementary School and Alder Montessori, will perform empathy interviews with our students and families at least three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure marginalized students and families perspectives, input and feedback are documented via empathy interviews to increase the effectiveness of student experience.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS coach, Administration, Alder Elementary Staff, Montessori Director of Education.</p> <p><b>Characteristics:</b> 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
				<p>55</p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 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><b>Strategy/Action 1:</b> Alder will ensure 100% participation in the STAR assessment in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Gain data to inform instructional practices for all students to increase reading scores.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS TOSA, Instructional Coach, Administration</p> <p><b>Characteristics:</b> 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%	 0%	 80%	56
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will see themselves represented in the educational environment and will increase student engagement in academics.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Dual Language TOSA Administration</p> <p><b>Characteristics:</b> 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%	 30%	 45%	57

 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><b>Strategy/Action 1:</b> At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p><b>Strategy's Expected Result/Impact:</b> More aligned practices and successful PBIS programs will emerge.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, MTSS coach, equity teams, and PBIS teams.</p> <p><b>Characteristics:</b> 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>				58

**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><b>Strategy/Action 1:</b> Perform a needs assessment of current grading practices and establish a path toward an equitable approach to grading.</p> <p><b>Strategy's Expected Result/Impact:</b> Grading practices will be equitable for students and consistent between classrooms and grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS TOSA School Climate and Culture Committee Administration Dual Language TOSA</p> <p><b>Characteristics:</b> 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
				59
<p style="text-align: center;">  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 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><b>Strategy/Action 1:</b> Focus library book selection to be culturally responsive to represent racial and cultural make up of Alder student body.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve engagement of student reading abilities and enjoyment.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Curriculum TOSA Librarian Administration</p> <p><b>Characteristics:</b> 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
	 0%	 10%	 5%	60
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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			
<p><b>Strategy/Action 1:</b> Align with district wellness plan to support the well-being of teachers and staff, including Alder Montessori staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that teachers and staff sustain or improve their well-being in order to better serve Alder students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration MTSS TOSA</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				<p>61</p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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><b>Strategy/Action 1:</b> Obtain feedback from PLCs, Staff meeting, Dual Language teachers, and Montessori staff.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration MTSS TOSA Instructional Coach</p> <p><b>Characteristics:</b> 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
				<p>62</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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><b>Strategy/Action 1:</b> Communicate designated times for PD for administration and certified staff and gain feedback via certified staff surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Get feedback to ensure relevance and effectiveness of PD on UDL modules, technology trainings and LETRS training.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Curriculum Department</p> <p><b>Characteristics:</b> 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
				63
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Reynolds School District 7

## Davis Elementary

2021-2022



# 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><b>Strategy/Action 1:</b> Davis will develop an exit ticket to be used at all events attended by our community.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> MTSS coordinators, Administration, community providers</p> <p><b>Characteristics:</b> 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
				65
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Exit tickets will be used to inform future meeting and actions taken at school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved educational outcomes for students</p> <p><b>Staff Responsible for Monitoring:</b> Admin and teachers</p> <p><b>Characteristics:</b> Frequent Monitoring of Learning and Teaching, 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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><b>Strategy/Action 1:</b> Davis will have monthly community on Zoom to get feedback from families.</p> <p><b>Strategy's Expected Result/Impact:</b> To hear the communities voices around what is working at Davis and what we can improve.</p> <p><b>Staff Responsible for Monitoring:</b> Ashley Davis and Mykle Rojas</p> <p><b>Characteristics:</b> Clear and Shared Focus, 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;"> <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 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				<p>67</p>
<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 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><b>Strategy/Action 1:</b> Davis will perform empathy interviews with our students and families at least three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 25%	 45%	<p>68</p>
<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 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 22.5% for our overall growth, 21% for our ELL growth, 16.1% for our SpEd growth 28.2% for our Black growth and 25.3% for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

\*Goal updated based on fall 2021 data. Goal was originally written with spring data 2021 data.

**Evaluation Data Sources:** STAR test data.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student learning.  <b>Staff Responsible for Monitoring:</b> All teachers, coaches and administrators.</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
				69
<p style="text-align: center;">  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 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><b>Strategy/Action 1:</b> At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p><b>Strategy's Expected Result/Impact:</b> More aligned practices and successful PBIS programs will emerge.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, MTSS coach, equity teams, and PBIS teams.</p> <p><b>Characteristics:</b> 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
	 0%	 15%	 25%	
 No Progress  Accomplished  Continue/Modify  Discontinue				71

**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:** Our equity team will continue our schoolwide book study with Culturally Responsive Teaching and the Brain by Zaretta Hammond

**Evaluation Data Sources:** The equity team will collect feedback after each session to use in planning for the next session.

**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:** Monthly 1 hour PD sessions focused on our equity work.

**Evaluation Data Sources:** PD calendar and feedback.

**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			
<p><b>Strategy/Action 1:</b> The Davis Staff Wellness committee will meet once a month to develop plans to support teacher wellness throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff wellness and school community.</p> <p><b>Staff Responsible for Monitoring:</b> Davis staff wellness committee and admin.</p> <p><b>Characteristics:</b> Effective School Leadership, High Levels of Collaboration and Communication</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 15%	 45%	<p>74</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy/Action 1:</b> PLCs will meet for an hour weekly to implement and reflecting from the offered PDs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement for students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and admin.</p> <p><b>Characteristics:</b> 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%	 15%	 25%	<p>75</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy/Action 1:</b> Admin will monitor PD effectiveness and calendar to ensure staff are receiving all required PD.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge and student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Characteristics:</b> 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>				76

# Reynolds School District 7

## Fairview Elementary

2021-2022



77

# 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><b>Strategy/Action 1:</b> Fairview will develop and utilize surveys and/or exit ticket to be used at all events attended by our community.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> MTSS coordinators, Administration, community providers</p> <p><b>Characteristics:</b> 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
				78
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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			
<p><b>Strategy/Action 1:</b> Fairview will review past CEE data and current surveys, input sessions, and empathy interviews to identify and publish top three barriers to accessing education.</p> <p><b>Strategy's Expected Result/Impact:</b> - Community identified for task, data identified for review, draft reviewed by school and outcome published</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 50%	 45%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				79

**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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				<p>80</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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><b>Strategy/Action 1:</b> Fairview will perform empathy interviews with our students and families at least three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentionally include marginalized students and families for empathy interviews to increase their voice in the school.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 50%	 75%	<p>81</p>
<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 Fairview will show an increase of 5% on the participation Spring CEE data

**Performance Objective 5:** 3rd-5th grade students will demonstrate 7% overall growth in reading as measured by STAR. Our subgroup spring targets will be 34% overall outcome, 18% ELL outcome , 16% SpEd outcome, 27% Black outcome, 28% for our Latinx outcome, 32% Asian outcome, 35% multi-ethnic outcome, 37% white outcome .

**Evaluation Data Sources:** updated with 2021 Fall STAR test data 2-17-2022

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Training and implementation of LETRS training K-5 <b>Strategy's Expected Result/Impact:</b> strengthen literacy instruction in the K-5 system <b>Staff Responsible for Monitoring:</b> Instructional coach, Academic Department, Administrator  <b>Characteristics:</b> Clear and Shared Focus, Focused Professional Development	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Implement instructional cycles for students below grade level ( assessment, academic goal identified and implemented, review) <b>Strategy's Expected Result/Impact:</b> individualized support and stronger, targeted student outcomes <b>Staff Responsible for Monitoring:</b> Instructional Coach, Classroom Teachers  <b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				82
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Utilize Lexia for strong student independent work during small group instruction <b>Strategy's Expected Result/Impact:</b> maximize instructional minutes. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Classroom Teachers  <b>Characteristics:</b> Frequent Monitoring of Learning and Teaching	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
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 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			
<p><b>Strategy/Action 1:</b> invite families to engage individually as necessary in addition to general communication of surveys and listening sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> individual invitation for voice may result in more families participating and attending</p> <p><b>Staff Responsible for Monitoring:</b> administration</p> <p><b>Characteristics:</b> High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	83

**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><b>Strategy/Action 1:</b> At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p><b>Strategy's Expected Result/Impact:</b> More aligned practices and successful PBIS programs will emerge.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, MTSS coach, equity teams, and PBIS teams.</p> <p><b>Characteristics:</b> 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				84

**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			
<p><b>Strategy/Action 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students creating academic goals and taking ownership over their learning</p> <p><b>Staff Responsible for Monitoring:</b> Building Equity Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				85

**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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> common culturally relevant vocabulary and experiences within a grade level</p> <p><b>Staff Responsible for Monitoring:</b> Building Equity Team</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 50%	 80%	
 No Progress  Accomplished  Continue/Modify  Discontinue				86

**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			
<b>Strategy/Action 1:</b> Establish a common definition of wellness and identify system components that support wellness and self-care. <b>Strategy's Expected Result/Impact:</b> Systems should allow staff to utilize emotional energy on student aspects of the work and not building efficiencies <b>Staff Responsible for Monitoring:</b> Staff Wellness Leadership Team	Formative			Summative
	Oct	Nov	Mar	June
	 50%	 80%	 85%	87
<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 - 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			
<p><b>Strategy/Action 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> LETRS and other PD will be implemented in 100% of Fairview classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Building Academic Leadership Team, Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership</p>	Formative			Summative
	Oct	Nov	Mar	June
	 50%	 50%	 70%	88
<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

## Glenfair Elementary

2021-2022



# 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><b>Strategy/Action 1:</b> Glenfair will develop an exit ticket to be used at all events attended by our community.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> MTSS Coordinators, Administration, Community Partners.</p> <p><b>Characteristics:</b> 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
	 5%	 5%	 30%	91
<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 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	 15%	 15%	 20%	<p>93</p>
<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 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><b>Strategy/Action 1:</b> Glenfair will perform empathy interviews with our students and families at least three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Coordinator, Administration, Teachers, ELL instructors, Counselors, SPED, Community Partners, Secretaries, Social Worker.</p> <p><b>Characteristics:</b> 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
				94
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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. Out of 398 students, 145 students will demonstrate growth.

Our SPED students will demonstrate a 10% growth.

Our American Indian students will demonstrate a 10% growth. Out of 398 students, 4 students.

Our Asian American students will demonstrate a 10% growth. Out of 398 students, 27 students demonstrate growth.

Our Black/African American students will demonstrate a 10% growth. Out of 398 students, 83 students will demonstrate growth.

Our Latinx students will demonstrate a 10% growth. Out of 398 students, 159 students will demonstrate growth.

Our Multiracial students will demonstrate a 10% growth. Out of 398 students, 36 students will demonstrate growth.

Our White students will demonstrate a 10% growth. Out of 398 students, 59 students will demonstrate growth.

We will focus on 3rd-grade (17% of our student population) 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			
<p><b>Strategy/Action 1:</b> Classroom Teacher collaborates with the Instructional Coach and our Title I Educational Assistant to Implement Reading Interventions</p> <p><b>Strategy's Expected Result/Impact:</b> Support students at all levels by implementing strategies that will meet their learning targets in literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<p>  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 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><b>Strategy/Action 1:</b> Share culturally responsive teaching strategies and practices with families throughout the year</p> <p><b>Strategy's Expected Result/Impact:</b> Increase families' beliefs that the curriculum honors varied races and cultures.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Administration.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Increase communication with families through our Remind App.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers.</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p><b>Strategy's Expected Result/Impact:</b> More aligned practices and successful PBIS programs will emerge.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, MTSS coach, equity teams, and PBIS teams.</p> <p><b>Characteristics:</b> 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
	 0%	 0%	 0%	97
 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 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Collect exit tickets that show shifts in teacher thinking and action to support students' way of showing learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team, Instructional Coach</p> <p><b>Characteristics:</b> 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
				<p>98</p>
<p>  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 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><b>Strategy/Action 1:</b> Utilize culturally responsive rubrics to analyze current curriculum and engage in professional learning related to books.</p> <p><b>Strategy's Expected Result/Impact:</b> The curriculum will be more responsive and provide windows, mirrors, and sliding glass doors.</p> <p><b>Staff Responsible for Monitoring:</b> 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			
<b>Strategy/Action 1:</b> Engage in weekly circles at collaboration and care meetings to create community support. <b>Strategy's Expected Result/Impact:</b> Glenfair staff will feel a brave space to share what they are thinking. <b>Staff Responsible for Monitoring:</b> Administrative Team	Formative			Summative
	Oct	Nov	Mar	June
	 40%	 55%	 65%	100
<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 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><b>Strategy/Action 1:</b> Engage in inquiry cycles during PLCs focused on problems of Practice  <b>Strategy's Expected Result/Impact:</b> Increase in teacher knowledge that leads to an increase in student learning.  <b>Staff Responsible for Monitoring:</b> Administrative Team, Instructional Coach</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Four-Parent teacher conference opportunities during the 2020-2021 academic school year.  <b>Strategy's Expected Result/Impact:</b> Collaboration and relationship between families and Glenfair Staff.  <b>Staff Responsible for Monitoring:</b> Admin Team, Classroom Teachers</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				101
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy/Action 1:</b> Teach Zones of Self-Regulation</p> <p><b>Strategy's Expected Result/Impact:</b> Assist students in expressing personal needs.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselors, Social Workers, Teachers, Specialists, other staff, Admin Team.</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, 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>				102

# Reynolds School District 7

## Hartley Elementary

2021-2022



103

# 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 twice 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.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Hartley will develop an exit ticket to be used at all events attended by our community. <b>Strategy's Expected Result/Impact:</b> Community input on effectiveness and value of school events will be collected and analyzed to ensure that our marginalized families voices are heard. <b>Staff Responsible for Monitoring:</b> MTSS coordinators, Administration, community providers	Formative			Summative
	Oct	Nov	Mar	June
	 15%	 30%	 45%	104
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 2:** 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**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: Data**

#### Kindergarten:

SY S19-20 STAR Early Literacy 33% at/above Benchmark  
SY S20-21 STAR Early Literacy 36% at/above Benchmark  
SY F21-22 STAR Early Literacy 22.8% at/above Benchmark  
SY W21-22 STAR Early Literacy 35.7% at/above Benchmark  
Progress = Increase 12.9%

#### 1st Grade:

SY S19-20 STAR Early Literacy 26% at/above Benchmark  
SY S20-21 STAR Early Literacy 27% at/above Benchmark  
SY F21-22 STAR Early Literacy 18.8% at/above Benchmark / STAR MATH 14.3% at/above Benchmark  
SY W21-22 STAR Early Literacy 29.3% at/above Benchmark / STAR MATH 33.3% at/above Benchmark  
Progress Early Lit = Increase 10.5%                  Progress Math = Increase 19%

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#### 2nd Grade:

SY S19-20 STAR ELA 31% at/above Benchmark / STAR MATH 26% at/above Benchmark  
SY S20-21 STAR ELA 28% at/above Benchmark / STAR MATH 20% at/above Benchmark  
SY F21-22 STAR ELA 21.1% at/above Benchmark / STAR MATH 22.2% at/above Benchmark  
SY W21-22 STAR ELA 27% at/above Benchmark / STAR MATH 36.4% at/above Benchmark  
Progress Early Lit = Increase 5.9%                  Progress Math = Increase 14.2%

#### 3rd Grade:

SY S19-20 STAR ELA 13% proficient / STAR MATH 8% proficient  
SY S20-21 STAR ELA 28% at/above Benchmark / STAR MATH 29% at/above Benchmark  
SY F21-22 STAR ELA 14.3% at/above Benchmark / STAR MATH 18% at/above Benchmark  
SY W21-22 STAR ELA 16.7% at/above Benchmark / STAR MATH 25.5% at/above Benchmark  
Progress Early Lit = Increase 2.4%                  Progress Math = Increase 7.5%

#### 4th Grade:

SY 19-20 STAR ELA 27% proficient / STAR MATH 26% proficient  
SY 20-21 STAR ELA 16% at/above Benchmark / STAR MATH 19% at/above Benchmark  
SY F21-22 STAR ELA 20.6% at/above Benchmark / STAR MATH 25% at/above Benchmark  
SY W21-22 STAR ELA 27% at/above Benchmark / STAR MATH 30.2% at/above Benchmark

Progress Early Lit = Increase 6.4%

Progress Math = Increase 5.2%

5th Grade:

SY 19-20 STAR ELA 22% proficient / STAR MATH 18% proficient

SY 20-21 STAR ELA 32% at/above Benchmark / STAR MATH 32% at/above Benchmark

SY F21-22 STAR ELA 19.6% at/above Benchmark / STAR MATH 17.8% at/above Benchmark

SY W21-22 STAR ELA 28.9% at/above Benchmark / STAR MATH 28.3% at/above Benchmark

Progress Early Lit = Increase 9.3%

Progress Math = Increase 10.5%

3rd Grade:

SY S19-20 STAR ELA 13% proficient / STAR MATH 8% proficient

SY S20-21 STAR ELA 28% at/above Benchmark / STAR MATH 29% at/above Benchmark

SY F21-22 STAR ELA 14.3% at/above Benchmark / STAR MATH 18% at/above Benchmark

SY W21-22 STAR ELA 16.7% at/above Benchmark / STAR MATH 25.5% at/above Benchmark

GOAL: SY S21-22 STAR ELA 32% at/above Benchmark / STAR MATH 33% at/above Benchmark

Content Demo	Grades	Spring 20-21 Benchmark Met %	Goal %	Increase	Fall % 21-22	Winter % 21-22 Progress	Spring 21-22
Early Lit Black	K, 1	33.3	10	21.4	57.1	(+35.7)	
		43.3		(+13.8)			
Early Lit ELL	K, 1	25.5	11	7.7	10.5	(+2.8)	
		36.5		(-26.0)			
Early Lit Latinx	K, 1	26.2	10	12.5	16.9	(+4.4)	
		36.2		(-19.3)			
Early Lit SPED	K, 1	0	10	0	20	(+20.0)	
		10		(+10.0)			
Early Lit Overall	K, 1	32.1	7	18.9	31.9	(+13)	
		39.1		(-7.2)			
Math Black	2, 3, 4, 5	14.3	10	3.6	23.3	(+19.7)	
		24.3		(-1.0)			
Math ELL	2, 3, 4, 5	12	11	13.3	22.1	(+8.8)	
		23		(-0.9)			
Math Latinx	2, 3, 4, 5	23.6	10	22.3	31.1	(+8.8)	
		33.6		(-2.5)			
Math SPED	2, 3, 4, 5	5.7	10	2.9	8.8	(+5.9)	
		15.7		(-6.9)			
Math Overall	2, 3, 4, 5	25.8	7	20	29.6	(+9.6)	

32.8 (-3.2)

Reading Black 2, 3, 4, 5 34 (-11.4)	24	10	6.7	22.6 (+15.9)
Reading ELL 2, 3, 4, 5 18 (-7.5)	7	11	7.1	10.5 (+3.4)
Reading Latinx 2, 3, 4, 5 35 (-10.5)	25	10	19	24.5 (+5.5)
Reading SPED 2, 3, 4, 5 16.3 (-7.2)	6.3	10	3.1	9.1 (+6.0)
Reading Overall 2, 3, 4, 5 33.1 (-8.7)	26.1	7	19	24.4 (+5.4)

**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			
<b>Strategy/Action 1:</b> Shared Online Platform developed by Hartley Community Teams to share resources and practices.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	 5%	 20%	 40%	
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> At elementary principal meetings, we will share successful culturally responsive practices with the group. <b>Strategy's Expected Result/Impact:</b> More aligned practices and successful PBIS programs will emerge. <b>Staff Responsible for Monitoring:</b> Administration, MTSS coach, equity teams, and PBIS teams.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	 0%	 15%	 25%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** 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			
Strategy/Action 1: Hartley Community Teams developed online platform.	Formative			Summative
	Oct	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Integrate into HES Online Platform	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 20%	 45%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Parent Communication survey, goals setting and goal reviews, developed PD calendars	Formative			Summative
	Oct	Nov	Mar	June
	 45%	 60%	 85%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.	Formative			Summative
	Oct	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Reynolds School District 7**  
**Margaret Scott Elementary**

**2021-2022**



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# Goals

**Goal 1: 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			
<p><b>Strategy/Action 1:</b> Margaret Scott will develop an exit ticket to be used at all events attended by our community.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> MTSS coordinators, Administration, community providers</p> <p><b>Characteristics:</b> 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	Jun 27
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** 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 1: 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				<p>119</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 1:** 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:** By June 2022, Margaret Scott 3rd grade students will demonstrate 10% overall growth in reading as measured by STAR.

- \* Our ELL students will demonstrate a 10% 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.

**Evaluation Data Sources:** STAR test data (Fall-Winter Comparison data).

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Data teams (PLCs) will review STAR data and other measures in order to adjust goals as needed throughout the school year. Data teams will also meet to discuss intervention strategies at the student and class level.</p> <p><b>Strategy's Expected Result/Impact:</b> By reviewing data, educators will be able to strategically know which students need targeted intervention strategies to assist them with obtaining 3rd grade reading benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal and 3rd Grade Educators</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	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: 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 6:** Margaret Scott will use Lexia as a reading intervention strategy to assist with increasing the number of students who are on track to achieving benchmark for 3rd grade reading.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Margaret Scott will use Lexia as a targeted reading intervention strategy for students who need additional support in order to obtain benchmark.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with targeted intervention and additional practice in order to obtain benchmark.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Classroom Educators</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	Formative			Summative
	Oct	Nov	Mar	June
	 20%	 30%	 45%	
<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>				122

**Goal 2:** 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 2:** 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			
<p><b>Strategy/Action 1:</b> At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p><b>Strategy's Expected Result/Impact:</b> More aligned practices and successful PBIS programs will emerge.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, MTSS coach, equity teams, and PBIS teams.</p> <p><b>Characteristics:</b> 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
	 5%	 70%	 15%	<p>124</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** 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 2:** 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 3: 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 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 Margaret Scott's systems.

**Evaluation Data Sources:** Feedback from staff meetings and grade level team discussions will help to generate systems of support for social-emotional development for students and staff at Margaret Scott.

**Summative Evaluation:** No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Survey and testimonials from staff <b>Strategy's Expected Result/Impact:</b> The information acquired will help to determine the exact needs and plans for 2022-23 <b>Staff Responsible for Monitoring:</b> Principal  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June
	 10%	 35%	 60%	127
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** 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

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Determine the professional development needs of the staff and solicit support from the district on facilitators who can assist.</p> <p><b>Strategy's Expected Result/Impact:</b> The training received will impact instructional delivery</p> <p><b>Staff Responsible for Monitoring:</b> Principal/ Instructional Coach</p> <p><b>Characteristics:</b> Clear and Shared Focus</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 40%	 0%	128
<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** - 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

**Goal 5:** 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			
<b>Strategy/Action 1:</b> Analyzing data in order to identify inequities  Modeling empathy by staff  Character education/self-worth - Increased involvement  Mental Health Awareness Initiative <b>Strategy's Expected Result/Impact:</b> Increased involvement <b>Staff Responsible for Monitoring:</b> Climate and Culture Committee and Counseling Department  <b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 50%		130
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased overall participation in synchronous learning and applied learning activities.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Characteristics:</b> 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
				131
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: 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			
<p><b>Strategy/Action 1:</b> Increase in knowledge and application of Culturally Responsive Teaching Practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teacher tools to ensure students see themselves in the curriculum and daily lessons</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Climate Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				132
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6:** Communication: 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><b>Strategy/Action 1:</b> School newsletter to families monthly and to Teachers weekly. Teacher updates to families weekly in online learning platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of schools goals and initiatives, and improved engagement of families in their child's education</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Various Departments as needed</p> <p><b>Characteristics:</b> 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
				<p>133</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6:** 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:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased understanding of what is happening at Margaret Scott and upcoming deadlines, tasks that need to be completed, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team</p> <p><b>Characteristics:</b> 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
				<p>134</p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Reynolds School District 7

## Salish Ponds Elementary

2021-2022



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# Goals

**Goal 1: Marginalized Students:** Salish Ponds will give the CEE survey in the spring of 2022 and show an increase of 5% participation. Additionally, we will provide other opportunities to elevate the voice of marginalized groups.

**Performance Objective 1:** Salish Ponds will provide opportunities for students and families to access the CEE survey.

**Evaluation Data Sources:** school calendar, print and digital surveys in languages spoken by the community

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Salish Ponds will allow time and technology for students to access the survey at school. The survey may be completed digitally or on paper and will be offered in multiple languages to families.</p> <p><b>Strategy's Expected Result/Impact:</b> More students and families will have access to the survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers</p>	Formative			Summative
	Oct	Nov	Mar	June
	0%	0%	0%	136
<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: Salish Ponds will give the CEE survey in the spring of 2022 and show an increase of 5% participation. Additionally, we will provide other opportunities to elevate the voice of marginalized groups.

**Performance Objective 2:** We will identify and remove internal barriers so that marginalized students have just and equitable access to a high-quality education.

**Evaluation Data Sources:** CEE Survey data

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Salish Ponds will use information from CEE surveys to identify the top three barriers to the goals on an annual basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be able to identify barriers to goals and better provide equitable access to a high quality education.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, School Improvement Committee</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:** Marginalized Students: Salish Ponds will give the CEE survey in the spring of 2022 and show an increase of 5% participation. Additionally, we will provide other opportunities to elevate the voice of marginalized groups.

**Performance Objective 3:** We will Improve the academic and social experience for Black students and families in RSD.

**Evaluation Data Sources:** community feedback and empathy interviews

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Salish Ponds will perform empathy interviews with our students and families at least two times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administration, Counselor, Social Worker and Community Partners</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				138

**Goal 1:** Marginalized Students: Salish Ponds will give the CEE survey in the spring of 2022 and show an increase of 5% participation. Additionally, we will provide other opportunities to elevate the voice of marginalized groups.

**Performance Objective 4:** 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 19.6% for our overall growth, 14.4% for our ELL growth, 19.4% for our SpEd growth, 16.7% for our Black growth, and 19.8% for our Latinx growth. We will focus on 3rd grade growth, but will monitor progress at all grade levels.

**Evaluation Data Sources:** STAR Reading Data

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Salish Ponds will work with Lexia staff to develop a plans to increase student usage and provide professional development for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Student usage of Lexia will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				130
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> The Instructional Coach will be available to support all teachers in the area of instruction. Additionally, the coach will work to refine PLC systems and provide professional development in the area of collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will receive on going , instructional support based on their needs and the needs of their class and will strengthen collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<p>  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 1:** Teachers will complete LETRS training during professional development time.

**Evaluation Data Sources:** school calendar

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Administration will designate 16 professional development sessions for teachers to complete LETRS training. <b>Strategy's Expected Result/Impact:</b> Teachers will make progress toward completing LETRS training. <b>Staff Responsible for Monitoring:</b> Administration, Teachers	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> The Equity Committee will survey staff to determine what previous professional development staff have had and what training staff need. <b>Strategy's Expected Result/Impact:</b> The committee will be able to identify what professional development staff need. <b>Staff Responsible for Monitoring:</b> Administration, Equity Committee	Formative			Summative
	Oct	Nov	Mar	June <sup>140</sup>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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			
<b>Strategy/Action 1:</b> The Equity Committee will examine the current schoolwide expectations with an equity lens <b>Strategy's Expected Result/Impact:</b> More culturally responsive expectations will lead to increased student buy-in <b>Staff Responsible for Monitoring:</b> Administration, Equity Committee  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				141

**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:** 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			
<b>Strategy/Action 1:</b> Salish Ponds will purchase culturally relevant texts for the library, book room and classrooms.	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%	 45%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the 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

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Salish Ponds will establish a School Climate Committee to promote the wellness of students and staff.	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	143

**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, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the section of Social Supports- Ensuring Psychological Safety and a Sense of Social Belonging.

**Performance Objective 2:** Implement the use of common social-emotional curriculum (Kimochis in K-1 and Second Step in 2-5)

**Evaluation Data Sources:** Use of Kimochis in K-1 classrooms and Second Step in 2-5 classrooms

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Purchase needed curricular materials and provide professional development</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a better understanding of their emotions, develop empathy skills, and work on skills to self-regulate and work with others</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				144
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Salish Ponds will utilize professional development time and staff meetings to implement PD offerings.

**Evaluation Data Sources:** adoption of LETRS trainings, PD Calendars, staff meeting notes

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Staff will receive professional development in the following areas: LETRS, Technology, Social - Emotional Learning, Tier I and Tier II interventions, staff resilience, Anti - Racist Classroom Management and Bullying Prevention. <b>Strategy's Expected Result/Impact:</b> Staff will become knowledgeable of the areas above. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				145

# Reynolds School District 7

## Sweetbriar Elementary

2021-2022



# Goals

**Goal 1:** In order to give voice to historically 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			
<b>Strategy/Action 1:</b> create common language to receive feedback from parents at fall and spring conferences. <b>Strategy's Expected Result/Impact:</b> gather objective data for committee review <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Nov	Mar	June
	 20%	 75%	 75%	147
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** \*3-5th grade students will demonstrate 07% overall growth in reading as measured by STAR, from 41.0% to 49.0%  
 ELL students will demonstrate an 11% increase, from 0% to 11.0%  
 SpEd students will demonstrate a 10% increase, from 31.6% to 41.6%  
 Black students will demonstrate a 10% increase. from 0% to 10.0%  
 Latinx students will demonstrate a 10% increase, from 26.9% to 35.3%

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

**Evaluation Data Sources:** STAR Benchmark Fall/Winter/Spring 2022

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> begin classroom based interventions and extensions by October 1st. <b>Strategy's Expected Result/Impact:</b> increased student achievement <b>Staff Responsible for Monitoring:</b> Instructional coach and principal	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	 15%	 35%	 50%	 149
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 4:** \*3-5th grade students will demonstrate 07% overall growth in math as measured by STAR, from 36% to 43%

ELL students will demonstrate an 11% increase, from 8.7% to 9.8%

SpEd students will demonstrate a 10% increase, from 30% to 40%

Black Students will demonstrate a 10 increase, from 33.3 to 43.3%

Latinx students will demonstrate a 10% increase from 26.9% to 36.9%

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

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Utilize PLC time, in 6-week cycles, to create structures that support students. Each cycle will be focused on one of the following topics, UDL practices, SPED students, ELs, or SEL.	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 35%		150
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Sweetbriar Elementary School will interrupt systemic bias 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 systemic bias 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			
<b>Strategy/Action 1:</b> 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Sweetbriar Elementary School will interrupt systemic bias 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			
<b>Strategy/Action 1:</b> 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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;"> <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:** 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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
	 30%	 65%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Reynolds School District 7

## Troutdale Elementary

2021-2022



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# 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><b>Strategy/Action 1:</b> Troutdale will develop an exit ticket to be used at all events attended by our community.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration, community providers</p> <p><b>Characteristics:</b> 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
	 5%	 15%		158
<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 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				160
<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 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><b>Strategy/Action 1:</b> Troutdale will perform empathy interviews with a sample of our students and families at least three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				161
<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 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><b>Strategy/Action 1:</b> Administer the STAR reading assessment 3 times per year and disaggregate by ELL, SPED and Black students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p> <p><b>Characteristics:</b> 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
				162
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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><b>Strategy/Action 1:</b> Share culturally responsive teaching strategies and practices with families throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase families beliefs that the curriculum honors varied races and cultures.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p> <p><b>Characteristics:</b> 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
	 15%	 25%		163
<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:** 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			
<p><b>Strategy/Action 1:</b> At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p><b>Strategy's Expected Result/Impact:</b> More aligned practices and successful PBIS programs will emerge.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, equity teams, and PBIS teams.</p> <p><b>Characteristics:</b> 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
				
<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>				164

**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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Collect exit tickets monthly that show shifts in teacher thinking and action to support students ways of showing learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> 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
	 20%	 35%		
<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>				165

**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 culturally responsiveness of materials.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Utilize culturally responsiveness rubrics to analyze current curriculum and engage in professional learning related to books.</p> <p><b>Strategy's Expected Result/Impact:</b> The curriculum will be more responsive and provide windows, mirrors and sliding glass doors.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
				166
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy/Action 1:</b> Engage in weekly circles at collaboration and care meetings to create community support.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will feel a brave space to share what they are thinking.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> Effective School Leadership, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				167
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy/Action 1:</b> Engage in inquiry cycles during PLCs focused on problems of practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher knowledge that leads to an increase in student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> 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</p>	Formative			Summative
	Oct	Nov	Mar	June
				168
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Revised Goal because of meeting or exceeding original goal:

Marginalized Students- By June 2022, all Troutdale third graders will increase from 52% to 62% 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 40% to 46%, on the STAR reading assessment.

By June 2022, all Black/African American 3rd grade students will increase from 50% to 56% reading at/above benchmark level and all Latinx 3rd grade students will increase from 54% to 60% reading at/above benchmark level on STAR-Reading.

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Marginalized Students- By June 2022, all Troutdale third graders will increase from 33% to 41% reading at/above benchmark level, students with English Language needs will increase from 14% to 20% and 3rd grade students who receive special education services will increase from 14% to 20%, 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 47% to 53% reading at/above benchmark level on STAR-Reading.

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**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



171

# 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:** Wilkes 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><b>Strategy/Action 1:</b> Wilkes will develop an exit ticket to be used at all events attended by our community.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> MTSS Coordinator, Admin, Community Partners,</p>	Formative			Summative
	Oct	Nov	Mar	June
				172
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 2:** Wilkes 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:** Wilkes 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. Finally, Wilkes will invite a parent to participate in the Leadership Committee, providing parent perspective and voice.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Schools will be able to gather, maintain, and utilize information on parent feelings and thoughts in an ongoing process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 50%	 75%	<p>174</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Wilkes will 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><b>Strategy/Action 1:</b> Wilkes will perform empathy interview with our students and families at least three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Coordinator, Administration, Counselors, Teachers, Community Partners, SW, Specialists</p> <p><b>Characteristics:</b> 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-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>				175

**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, 19.1% for our ELL growth, 13.7% for our SpEd growth 29.5% for our Black growth and 23.3% 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 22.4% to 31.4%
- English Learners will increase by 11%, from 8.1% to 19.1%,
- Students with disabilities will increase by 10%, from 3.7% to 13.7%

Black/African American students will increase by 10%, from 19.5% to 29.5% reading at/above benchmark level and all Latinx 3rd grade students will increase from 13.3% to 23.3% reading at/above benchmark level on STAR-Reading.

**Evaluation Data Sources:** This information was updated using the Fall 2021 data as our baseline.

**Summative Evaluation:** Exceeded Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Creation of a Title One Reading Interventionist Educational Assistant.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p><b>Characteristics:</b> 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>	Formative			Summative
	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			
<p><b>Strategy/Action 1:</b> increase communication with families through Remind App</p> <p><b>Strategy's Expected Result/Impact:</b> Through Remind, we are able to connect with each family and they have the option to ask questions, seek clarification, and communicate with the Principal immediately.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Weekly Parent Smore Communication</p> <p><b>Strategy's Expected Result/Impact:</b> Principal provides updates weekly to parents. This will result in clear communication between school and home during this non-traditional time.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Lead Secretary</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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><b>Strategy/Action 1:</b> At elementary principal meetings we will share successful culturally responsive practices with colleagues.</p> <p><b>Strategy's Expected Result/Impact:</b> More aligned practices and successful PBIS programs will emerge.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, PBIC, Equity Team, MTSS Coach</p> <p><b>Characteristics:</b> 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><b>Strategy/Action 1:</b> CARE team will reach out to families to provide support and eliminate barriers.  <b>Strategy's Expected Result/Impact:</b> The number of chronic absences will decrease.  <b>Staff Responsible for Monitoring:</b> Admin                      CARES team                      School Registrar</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Daily Real-Time Check-ins between staff and students.  <b>Strategy's Expected Result/Impact:</b> Increase in trust and collaboration between staff, students, and family.  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Characteristics:</b> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Daily Peer Interaction within the classrooms (whether online or in-person).  <b>Strategy's Expected Result/Impact:</b> Increase the collaborative school community.  <b>Staff Responsible for Monitoring:</b> Admin                      Classroom teachers                      Specialist</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Digital Learning Needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems, and digital content available to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Eliminate barriers and increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Media Assistant Classroom teachers CARES team</p> <p><b>Characteristics:</b> 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
				
<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:** 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased understanding of what is happening at Davis, upcoming deadlines, tasks that need to be completed, etc</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Increase communication systems for families: Remind, phone calls, social media, and weekly newsletters with grade-level specific calendars.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement by families. Relationships building</p> <p><b>Staff Responsible for Monitoring:</b> Office Staff Building Admin Teachers</p> <p><b>Characteristics:</b> Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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			
<p><b>Strategy/Action 1:</b> Four parent-teacher conference opportunities during the 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration and relationships between families and Wilkes Staff.</p> <p><b>Staff Responsible for Monitoring:</b> Building Admin Teachers</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 50%	 75%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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			
<b>Strategy/Action 1:</b> Teach Zones for self-regulation. <b>Strategy's Expected Result/Impact:</b> Assist students in expressing personal needs. <b>Staff Responsible for Monitoring:</b> Staff Building Admin  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 50%	 75%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				185

# Reynolds School District 7

## Woodland Elementary

2021-2022



**Woodland**

Elementary School

186

# 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><b>Strategy/Action 1:</b> Woodland will develop an exit ticket to be used at all events attended by our community.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> MTSS coordinators, Administration, community providers</p> <p><b>Characteristics:</b> 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
	 0%	 0%	 75%	187
<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 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><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				<p>189</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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><b>Strategy/Action 1:</b> Woodland will perform empathy interviews with our students and families at least three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS coach, Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries, social worker,</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				190
<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 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><b>Strategy/Action 1:</b> At elementary principal meetings, we will share successful culturally responsive practices with the group.</p> <p><b>Strategy's Expected Result/Impact:</b> More aligned practices and successful PBIS programs will emerge.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, MTSS coach, equity teams, and PBIS teams.</p> <p><b>Characteristics:</b> 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>				193

**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

## H.B. Lee Middle School

2021-2022



199

# Goals

**Goal 1:** We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

**Performance Objective 1:** By June 2022 all students will grow one year or more year in math as measured by the STAR Assessment.

Students at benchmark will grow one year.

Students below benchmark will grow 1.5 years.

**Evaluation Data Sources:** STAR Reading

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Our Instructional Coach will focus on supporting school-wide AVID Culturally Responsive Teaching Strategies by providing 1-1 coaching, PLC support, and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> More teachers will use effective math instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Heikkila</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> All students will be assigned Dreambox lessons each week by their math teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' numeracy will increase as a result of increased time working within their zone of proximal development in math.</p> <p><b>Staff Responsible for Monitoring:</b> math teachers.</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Math teachers will use IXL for extension learning activities</p> <p><b>Strategy's Expected Result/Impact:</b> Students' numeracy will increase as a result of increased time working within their zone of proximal development in math</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Principal Heikkila</p> <p><b>Characteristics:</b> Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

**Performance Objective 2:** By June 2022, The percentage of students reading and doing math and reading at grade level benchmark as measured by STAR will increase as follows:

All Students

Reading: From 23.9% to 30%

Math: From 17.7% to 30%

English Learners

Reading: From 1.8 % to 10%

Math: From 3.9% % 10%

Students with Disabilities

Reading: From 7.6% to 15%%

Math: From 2.6 % to 10%

**Evaluation Data Sources:** STAR Reading and Math

202

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> All students will be assigned assigned Dream Box assignments each week by their math teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Students' numeracy levels will increase as a result of increased work in their zone of proximal development in numeracy.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Principal Heikkila</p> <p><b>Characteristics:</b> Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Our Instructional Coach will focus on supporting school-wide AVID Culturally Responsive Teaching Strategies by providing 1-1 coaching, PLC support and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Math teachers will gain expertise in effective math strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Heikkila</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> All students will be assigned assigned five Lexia assignments a week by their language arts teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Students' literacy levels will increase as a result of increased work in their zone of proximal development in reading.</p> <p><b>Staff Responsible for Monitoring:</b> language arts teachers, Assistant Principal Talus</p> <p><b>Characteristics:</b> Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%	 45%	
<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:** We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

**Performance Objective 3:** By June 2022, 30% of Lee students will meet or exceed standards for literacy as measured by the 21-22 OSAS.

**Evaluation Data Sources:** 2022 OSAS

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Teachers will assign and assess performance tasks in reading and writing three times per year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' literacy levels will increase as a result of increased work in their zone of proximal development in literacy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Language Arts teachers will use Lexia for extension learning activities</p> <p><b>Strategy's Expected Result/Impact:</b> Students' literacy will increase as a result of increased time within their zone of proximal development in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Language Arts Teachers and Assistant Principal Talus.</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				204
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

**Performance Objective 4:** By June 2022, 30% of Lee students will meet or exceed standards for math as measured by the 21-22 OSAS.

**Evaluation Data Sources:** OSAS 2022

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Math teachers will use IXL for extension learning activities</p> <p><b>Strategy's Expected Result/Impact:</b> Students' numeracy will increase as a result of increased time working within their zone of proximal development in math</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Principal Heikkila</p> <p><b>Characteristics:</b> Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Teachers will assign and assess performance tasks in math three times per year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become more familiar and gain skills in the analysis and summation require in the OSAS test.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Principal Heikkila</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

**Performance Objective 5:** By June 2022 all students will grow one year or more year in literacy as measured by the STAR Assessment

Students at benchmark will grow one year.  
 Students below benchmark will grow 1.5 years.

**Evaluation Data Sources:** STAR

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Language Arts teachers will use Lexia for extension learning activities</p> <p><b>Strategy's Expected Result/Impact:</b> Students' literacy will increase as a result of increased time within their zone of proximal development in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Language Arts Teachers and Assistant Principal Talus.</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 5%	 40%	          206
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase student, family, and community voice in our school.

**Performance Objective 1:** The percentage of parents/guardians who answer Almost Always True or Often True to the CEE Survey Question: I believe adults in this school care about my student will increase from 74% to 79%

**Evaluation Data Sources:** Annual CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> We will add a School Engagement Liaison position to our staff who will focus on connecting with parents to connect them with support for attendance, academics, and socio-emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase family contact and communication for engagement and attendance will increase students' belief that someone cares and see them, as well as increase attendance</p> <p><b>Staff Responsible for Monitoring:</b> Heikkila</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	 0%	 90%	 95%	207
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> We will add a counseling and resources survey written and responded to by the counseling department to parent newsletters to offer a space for families to ask for support for their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication between families and the counseling department will result in more student-specific supports being given earlier.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, school social worker, Assistant Principal Guertin-Davis</p> <p><b>Characteristics:</b> Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	 0%	 10%	 30%	
<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:** In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase student, family, and community voice in our school.

**Performance Objective 2:** Students who answer Almost Always True or Often True to question: "Students are Involved in Solving Problems in this School" on the CEE survey will increase from 73% to 78%.

**Evaluation Data Sources:** CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Develop and offer a new Student Leadership class to provide students the opportunity to manage and participate in school media, plan activities, and make decisions that impact the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Heikkila, Teachers Riedl and Forestell</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> We will create a Principal's Advisory Committee for each grade level with a representatives from each Advisory class that meet once a quarter to engage in discussion around school issues, problem solve together, and create a feedback loop with students.</p> <p><b>Strategy's Expected Result/Impact:</b> A Principal's advisory committee will increase student voice and perspective by getting direct feedback from students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Heikkila</p> <p><b>Characteristics:</b> Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** To ensure student wellness, we will increase the opportunities for students to receive socio-emotional support and instruction and to be celebrated for their successes.

**Performance Objective 1:** Students who answer Almost Always True or Often True to question: "Most students are respectful to others in this school, " on the CEE survey will increase from 56% to 61%.

**Evaluation Data Sources:** CEE survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Our Advisory committee will create Advisory lessons using Human Dignity Project curriculum.  <b>Strategy's Expected Result/Impact:</b> Direct instruction in pro-social communication will increase positive relationship between students.  <b>Staff Responsible for Monitoring:</b> Assistant Principal Guertin-Davis, Advisory Committee  <b>Characteristics:</b> Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> We will create a new student PBIS model using the acronym PRIDE and provide lessons and activities around I for Inclusive.  <b>Strategy's Expected Result/Impact:</b> Direct conversations and scaffolded activities on how to be inclusive will increase students pro-social behavior and decrease student peer conflict.  <b>Staff Responsible for Monitoring:</b> School Culture Committee, PBIS group, Assistant Principal Guertin-Davis  <b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> We will employ a Student Engagement Liaison to focus on increasing trust and positive communications with families.  <b>Strategy's Expected Result/Impact:</b> Some of our students who are not fully engaged and/or are demonstrating negative behaviors that interfere with their learning will learn new strategies.  <b>Staff Responsible for Monitoring:</b> Asst. Principal Talus  <b>Characteristics:</b> High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** To ensure student wellness, we will increase the opportunities for students to receive socio-emotional support and instruction and to be celebrated for their successes.

**Performance Objective 2:** The percentage of students who answer Almost Always True or Often True to the question: "Student Success is celebrated in this school, " on the annual CEE survey will increase from 69% to 74%.

**Evaluation Data Sources:** Annual CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> School Culture Committee's PBIS group will implement the Student of the Month program.</p> <p><b>Strategy's Expected Result/Impact:</b> Pro-social and academic behavior will be highlighted, and behavior will increase.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS committee and Assistant Principal Guertin-Davis</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> School's AVID Team will re-instate our annual Awards Night.</p>	<b>Formative</b>			210
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Our School Culture Committee's PBIS Group will re-instate our honor roll program and post names of students with excellent grades.</p> <p><b>Strategy's Expected Result/Impact:</b> An honor roll display will celebrate student success and give goals for students to strive towards.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS committee and Assistant Principal Guertin-Davis.</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Two times during the school year, we will hold a HB Lee Arts Night to celebrate the projects students make and music performances each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have an increased sense of accomplishment by having a night to celebrate their accomplishments.</p> <p><b>Staff Responsible for Monitoring:</b> Elective teachers, School Culture Committee</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase opportunities for students to participate in challenging and engaging courses.

**Performance Objective 1:** By June, 2021, students who answer Almost Always True or Often True to question: "All students have access to rigorous courses and supports" on the CEE survey will increase from 68% to 73%.

**Evaluation Data Sources:** Annual CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> We added new CTE courses: Culinary, computer science, engineering, and culinary to our course offerings this week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased offerings will allow for students to have challenges</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers, Principal Heikkila</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, Effective School Leadership</p>	Formative			Summative
	Oct	Nov	Mar	June
	 45%	 95%	 100%	<p>212</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase opportunities for students to participate in challenging and engaging courses.

**Performance Objective 2:** By June, 2021, the percentage of families who answer Almost Always True to Often True to the annual CEE Survey Question: "My student is challenged with a rigorous course of study at this school," will increase from 52% to 57%.

**Evaluation Data Sources:** Annual CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> We added new CTE courses: Culinary, computer science, engineering, and culinary to our course offerings this week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased offerings will allow for students to have challenges</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers, Principal Heikkila</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, Effective School Leadership</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				213

**Reynolds School District 7**  
**Walt Morey Middle School**  
**2021-2022**



214

# Goals

**Goal 1: Student Achievement:** We will remove barriers and hold high expectations in order to increase the number of students with grade level literacy skills.

**Performance Objective 1:** By the end of the 2021-22 school year, 50% of students in grades 6,7,and 8 will be meeting benchmark in reading, as measured by OSAS.

**Evaluation Data Sources:** OSAS

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Teachers will receive on-going training on the use of technology to enhance student engagement and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				215
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings to develop common scope and sequence, units, and assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in consistency of expectations and opportunities from class to class.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in early recognition and support for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administration Counselors MTSS TOSA</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in early recognition and support for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors MTSS TOSA</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				216
Strategy/Action 5 Details	Reviews			
<p><b>Strategy/Action 5:</b> Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in early recognition and support for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors MTSS TOSA</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1: Student Achievement:** We will remove barriers and hold high expectations in order to increase the number of students with grade level literacy skills.

**Performance Objective 2:** By the end of 2021-22, 50% of students in grades 6,7,an 8 will score proficient in Reading, as measured by STAR.

**Evaluation Data Sources:** STAR

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> STAR will be administered 3 times per year.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitor for student growth and understanding of grade level concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Testing Coordinator Administration</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Students will receive targeted reading support through Enrichment and/or Academic Literacy courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Short term, targeted intervention and support will fill gaps and raise student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, instructional coaches, MTSS TOSA, administrative team</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<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: Student Achievement:** We will remove barriers and hold high expectations in order to increase the number of students with grade level math skills.

**Performance Objective 1:** By the end of the 2021-22 school year, 40% of students in grades 6,7,and 8 will meet benchmark in math, as measured by OSAS.

**Evaluation Data Sources:** OSAS

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Teachers will receive on-going training on the use of technology to enhance student engagement and achievement</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy/Action 2 Details</b>	218			
<p><b>Strategy/Action 2:</b> Teachers will collaborate on common grade level curriculum planning during their common prep time and monthly PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in consistency of expectations and opportunities from class to class.</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy/Action 3 Details</b>	<b>Reviews</b>			
<p><b>Strategy/Action 3:</b> Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in early recognition and support for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administration Counselors MTSS TOSA</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in early recognition and support for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administration Counselors MTSS TOSA</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 5 Details	Reviews			
<p><b>Strategy/Action 5:</b> Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in early recognition and support for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors MTSS TOSA</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				219
<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: Student Achievement:** We will remove barriers and hold high expectations in order to increase the number of students with grade level math skills.

**Performance Objective 2:** By the end of the 2021-22 school year, 45% of students in grades 6, 7, & 8 will score proficient in math, as measured by STAR.

**Evaluation Data Sources:** STAR

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> STAR will be administered 3 times per year.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitor for student growth and understanding of grade level concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Testing Coordinator Administration</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Students will receive targeted reading support through Enrichment and/or math support courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Short term, targeted intervention and support will fill gaps and raise student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors Instructional Coaches MTSS TOSA Administrative Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				<p>220</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: Marginalized Students:** We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

**Performance Objective 1:** By Spring 2022, the percentage of parents, students, and staff who believe our school has a welcoming environment that embraces diversity will increase by 5%

Parents: 85% to 90%

Students: 84% to 89%

Staff: 87% to 92%

**Evaluation Data Sources:** CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> School will host multi-cultural and heritage events to elevate and honor the voices of diverse and traditionally marginalized groups</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families of traditionally marginalized groups will feel welcomed and valued</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TOSA Team, Librarian, Teacher Leadership Team, Student Leadership Team, Community Partners</p> <p><b>Characteristics:</b> Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				221
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> School will host multiple student affinity groups and clubs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in sense of belonging Increase of pride in student identity</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Team Teachers School Psychologist Instructional Coaches and TOSAS Community Partners</p> <p><b>Characteristics:</b> Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> We will continue grade level community circles throughout the year during homeroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student sense of belonging in school Increase in student feeling cared about and valued in school.</p> <p><b>Staff Responsible for Monitoring:</b> Homeroom teachers Counselor/Social worker TOSAS Administrators Equity Team</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: Marginalized Students:** We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

**Performance Objective 2:** By Spring 2022, the percentage of parents, students, and staff who believe our school engages in difficult conversations about race, gender, oppression, and discrimination will increase by 5%, as measured by the CEE survey.

2021:

Parents: 59% to 64%

Students 71% to 76%

Staff: 76% to 81%

**Evaluation Data Sources:** CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Equity Team will create monthly homeroom lessons that allow students to share, honor, and celebrate their unique identities and experiences and allow students the opportunity to engage in conversations about race, gender, oppression, and discrimination.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to share and learn from diverse perspectives.</p> <p><b>Staff Responsible for Monitoring:</b> Equity Team, Administration, Teachers</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 50%	 70%	223
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Teachers will integrate culturally responsive texts and resources that allow for the representation of multiple voices and perspectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in opportunities for students of color to see themselves represented, included, and valued in resources, curriculum, and culture of classroom..</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, Coaching Team and TOSAS</p> <p><b>Characteristics:</b> Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 50%	 60%	 75%	

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Equity Team will meet monthly to review issues of racial disparities within the school and will plan/lead building wide professional development sessions that focus on culturally responsive teaching practices as well as initiating opportunities for extended dialogue on issues of race, bias, white privilege, microaggressions, and oppression.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in awareness of racial inequities, as well as increased knowledge of culturally relevant instruction, will have positive impact on teacher practice, which will lead to higher levels of student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Equity Team, Admin Team, TOSA Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Instructional Coach will engage in coaching cycles to support lessons on having conversations about race, gender, oppression, and discrimination</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be provided tools and will feel supported in having difficult conversations about race, gender, oppression, and discrimination.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Teachers</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				224
<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:** We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

**Performance Objective 1:** By Spring of 2022, the percentage of teachers who believe they engage in professional development activities to learn and apply new skills and strategies will increase from 82% to 87% as measured by the CEE survey.

**Evaluation Data Sources:** CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Technology Coaches will collaborate with fellow teacher and building administration to plan/lead building wide professional development sessions focused on the integration of technology to increase student engagement and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Technology coach, admin team, TOSA team</p> <p><b>Characteristics:</b> 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
				225
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Instructional Coach will collaborate with ELD teachers, the AVID site team, and building administration to plan/lead building wide professional development focused on Sheltered Instruction, Literacy, and AVID strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased commitment and application of sheltered instruction and AVID strategies will enhance student engagement and understanding and will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach ELD Teachers AVID Site Team Administration</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Instructional Coaches will collaborate with teachers to create and implement coaching cycles focused on areas of individualized teacher interest and support the implementation of professional development strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have voice and choice in the areas of professional growth they wish to pursue and will feel supported in their professional development needs.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches, teachers, administration</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 35%	 70%	 80%	
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4: Professional Development:** We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

**Performance Objective 2:** By Spring of 2022, the percentage of teachers who believe they are provided training to meet the needs of a diverse student population in our school will increase from 75% to 80%, as measured by the CEE survey.

**Evaluation Data Sources:** CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Equity Team will meet monthly to review issues of racial disparities within the school and will plan/lead building wide professional development sessions that focus on culturally responsive teaching practices as well as initiating opportunities for extended dialogue on issues of race, bias, white privilege, microaggressions, and oppression.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in awareness of racial inequities, as well as increased knowledge of culturally relevant instruction, will have positive impact on teacher practice, which will lead to higher levels of student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Equity Team, Admin Team, TOSA Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 35%	 70%	 80%	227
<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:** We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

**Performance Objective 3:** By Spring of 2022, the percentage of teachers who believe they receive instruction to support social emotional learning will increase from 63% to 70%

**Evaluation Data Sources:** CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Restorative Practices Team will meet monthly and will plan/lead building wide professional development sessions for staff throughout the year that focus specifically on how to implement restorative practices in the classroom and how to build positive relationships with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher implementation of restorative practices in classroom.</p> <p>Decrease in disciplinary incidents school-wide.</p> <p>Increase in perception of student safety and belonging.</p> <p><b>Staff Responsible for Monitoring:</b> Restorative practices team, admin team, TOSA team</p> <p><b>Characteristics:</b> 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
				228
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> MTSS Coach, Instructional Coach, Sheltered Instruction Coach and will work with building administrators to plan/lead professional development on how to support social emotional lessons in their classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will build knowledge and skills in how to support students with their social emotional learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration TOSA Team</p> <p><b>Characteristics:</b> 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
				
<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 5: Communication:** We will increase the quality and quantity of communication between school and home.

**Performance Objective 1:** By the end of the 2021-22 school year, the percentage of parents who feel that the school communicates with them about their child's progress will increase from 79% to 84%, as measured by the CEE survey.

**Evaluation Data Sources:** CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Teachers will keep grade books up to date in Synergy and/or Schoology.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families will be informed about missing assignments and low scores so that work can be made up and/or redone.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				220
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Progress reports and/or quarter grades will be mailed to parents every 4.5 weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families will stay informed about students progress toward mastery of grade level standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators, office staff</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Individual parent conferences will be scheduled with each family twice during the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families will stay informed about students progress toward mastery of grade level standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				

Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Teachers will have a system to communicate with families and provide students with access to assignments while they are in mandatory quarantine</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to maintain continuity of learning while on quarantine.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>Characteristics:</b> 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
				
<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 5: Communication:** We will increase the quality and quantity of communication between school and home.

**Performance Objective 2:** By the end of the 2021-22 school year, the percentage of parents who feel the school communicates effectively with their family will increase from 86% to 91%, as measured by the CEE survey.

**Evaluation Data Sources:** CEE Survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Principal will send monthly newsletter using Smore platform, so that all families can access information in their own language. Newsletter will be sent through Remind and mass email, and will be posted to website and Facebook page.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will stay informed about upcoming events, policies, protocols, and students recognitions</p> <p><b>Staff Responsible for Monitoring:</b> Administration Office Staff</p> <p><b>Characteristics:</b> Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				231
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> School and community partners will host parent engagement events throughout the school year in either live or virtual formats.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will feel valued and connected to the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counseling Team Coaching/TOSA Team Community Partners</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Staff will return voicemails and emails from students and staff within 24 hours, or one school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will feel that their voices and needs are valued by the school.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** All staff

**Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement



No Progress

Accomplished

Continue/Modify

Discontinue

# Reynolds School District 7

## Reynolds High School

2021-2022



233

# Goals

**Goal 1:** Reynolds High School will utilize at least 15% of available professional development time during the 2021-2022 academic year to focus on training and strategies around culturally responsive teaching.

**Performance Objective 1:** Revisit the professional development calendar for the 2020-2021 school year for points of reference.

**Evaluation Data Sources:** 2020-2021 Professional Development Calendar

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Use the professional development committee to examine the PD calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Through this process, we should be able to identify where improvements need to be made in the existing calendar.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principal in charge of professional development.</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				234 
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Work with building and district-level staff to identify resources that might be used during PD focused on this goal.</p> <p><b>Strategy's Expected Result/Impact:</b> Creation of a resource list to be used during professional development and other activities.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principal in charge of PD</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<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:** Reynolds High School will utilize at least 15% of available professional development time during the 2021-2022 academic year to focus on training and strategies around culturally responsive teaching.

**Performance Objective 2:** Develop the professional development calendar for the 2021-2022 school year.

**Evaluation Data Sources:** Committee developed list of possible resources  
Baseline from 2020-2021 PD calendar

**Summative Evaluation:** Met Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Utilize the PD committee to create the PD calendar for the 2021-2022 academic year, ensuring 15% of allotted PD time is dedicated to culturally responsive teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> By scheduling the calendar in advance we can ensure the 15% allotment is met.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principal in charge of PD</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
	 80%	 100%	 100%	 100% 235
<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:** Reynolds High School will utilize at least 15% of available professional development time during the 2021-2022 academic year to focus on training and strategies around culturally responsive teaching.

**Performance Objective 3:** Create a system for evaluation of progress toward goal.

**Summative Evaluation:** Met Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Create a companion to the PD calendar with landmarks for evaluation of progress. Staff input opportunities must be included in this plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular check-ins will allow us to change course, if necessary.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principal in charge of PD.</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, 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				236

**Goal 2:** Reynolds High School will continue to focus on student and staff wellness during in-person learning during the 2021-2022 school year. This focus will include weekly activities and trainings offered during Monday late starts.

**Performance Objective 1:** Identify strategies and systems used during CDL that specifically addressed this need.

**Evaluation Data Sources:** SEL committee notes from 2020-2021 school year  
 SEL planning grid from 2020-2021 school year  
 CEE survey data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Meet with CDL social emotional committee to review SEL interventions from 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> We will need to identify what worked well during CDL and continue that work throughout this year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				 237
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Utilize CEE survey data for student and parent voice regarding critical needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased stakeholder input giving us a much better lens for needed interventions.</p> <p><b>Staff Responsible for Monitoring:</b> principal</p> <p><b>Characteristics:</b> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<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:** Reynolds High School will continue to focus on student and staff wellness during in-person learning during the 2021-2022 school year. This focus will include weekly activities and trainings offered during Monday late starts.

**Performance Objective 2:** Work with staff to create a plan that can be applied during in person learning.

**Evaluation Data Sources:** SEL planning team from 2020-2021 school year

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Seek input from key staff to identify what can be gleaned from CDL and used during in-person learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Begin with strategies that staff are familiar with and know work. This will create a comfort level that will allow us to add additional interventions with improved confidence.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				  238
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Reynolds High School will continue to focus on student and staff wellness during in-person learning during the 2021-2022 school year. This focus will include weekly activities and trainings offered during Monday late starts.

**Performance Objective 3:** Create a plan for delivery during Monday late starts.

**Evaluation Data Sources:** SEL data from 2020-2021 school year  
Student SEL survey data from 2020-2021 school year

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Review PD calendar to ensure time is allotted each Monday for student and staff wellness training and collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> By allotting the time on the front end we will ensure that the training gets done.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principal in charge of PD</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
				 239
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** Reynolds High School will utilize a focused approach to professional development during the 2021-2022 school year. Professional development scheduling will show a focus on inclusion, equity and social emotional learning.

**Performance Objective 1:** Review the current PD calendar to identify what initiatives are at the forefront.

**Evaluation Data Sources:** 2021-2022 PD calendar  
Initiative list for 2021-2022

**Summative Evaluation:** Met Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Utilize the PD committee and POWER committee to revisit the initiatives list for the 2021-2022 school year. This list will be compared to the PD calendar to ensure that the priorities for initiatives matches up with scheduling.</p> <p><b>Strategy's Expected Result/Impact:</b> This work will ensure that our allotment of time for critical initiatives is adequate to deliver the needed training and PD.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
				 240
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** Reynolds High School will utilize a focused approach to professional development during the 2021-2022 school year. Professional development scheduling will show a focus on inclusion, equity and social emotional learning.

**Performance Objective 2:** Seek staff input with regard to which items are most critical and seek to create a calendar.

**Evaluation Data Sources:** POWER and PD committee feedback

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Identify specific PD and trainings around inclusion and equity that have been effective in the past.</p> <p><b>Strategy's Expected Result/Impact:</b> Start with something that we know and trust as well as continue work already underway.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				 241
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** Reynolds High School will utilize a focused approach to professional development during the 2021-2022 school year. Professional development scheduling will show a focus on inclusion, equity and social emotional learning.

**Performance Objective 3:** Create a system for evaluating progress as well as identify any need to change course if necessary.

**Evaluation Data Sources:** Staff PD feedback survey  
Meeting notes from PD calendar  
PD calendar

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Review PD calendar on a monthly basis to identify fidelity to this plan as well as give opportunities to change course as necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> We will do a much better job delivering this PD if we monitor our progress and have the ability to change course as warranted.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, 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
				 242
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Reynolds High School will increase on track and graduation rates for marginalized student groups by 10% over the 2020-2021 academic year. These ratings will be evaluated using the Oregon Department of Education school report card and internal district data.

**Performance Objective 1:** Examine trending over the past three years (non-CDL data) as it relates to on track and graduation rates for marginalized groups.

**Evaluation Data Sources:** ODE report cards

Freshman success tracking rates

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Gather a baseline for on track and graduation rates among typically marginalized students</p> <p><b>Strategy's Expected Result/Impact:</b> Establishing a baseline that goes back more than a single year will be much more valuable with regard to interventions than a single year comparison.</p> <p><b>Staff Responsible for Monitoring:</b> Freshman Success administrator.</p> <p><b>Characteristics:</b> 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</p>	Formative			Summative
	Oct	Nov	Mar	June
				 243
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 4:** Reynolds High School will increase on track and graduation rates for marginalized student groups by 10% over the 2020-2021 academic year. These ratings will be evaluated using the Oregon Department of Education school report card and internal district data.

**Performance Objective 2:** Identify key strategies aimed at increasing these rates.

**Evaluation Data Sources:** On track interventions  
Graduation rate interventions

**Summative Evaluation:** Met Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Compare intervention strategies from the previous three years with trending to identify which strategies were the most successful.</p> <p><b>Strategy's Expected Result/Impact:</b> We can focus on the most successful strategies and apply them to this goal.</p> <p><b>Staff Responsible for Monitoring:</b> Freshman Success administrator</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	Formative			Summative
	Oct	Nov	Mar	June
	 85%	 100%	 100%	244
<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 5:** Offer at least five opportunities for parents of typically under served students to give feedback regarding the school.

**Performance Objective 1:** Increase opportunities for feedback

**Evaluation Data Sources:** Parent meetings

Parent surveys

Meeting calendar

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Utilize equity committee to identify opportunities Examine meeting calendar Utilize community partner input Participate in PD aimed at effective engagement strategies</p> <p><b>Strategy's Expected Result/Impact:</b> This type of input will help us identify needs that we might not know about yet. Parents often have insights that we do not.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> 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, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				 245
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Seek feedback from existing parent groups Continue to utilize CEE feedback for topics Present school information as a springboard for discussion Create opportunities for parents not currently involved in a group</p> <p><b>Strategy's Expected Result/Impact:</b> We cannot address the needs of our families if we do not know what those needs are. Additionally, we need to create a welcoming environment for our traditionally marginalized families.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Create the meeting schedule for these events  Schedule five opportunities for meetings  Create a menu of options for parent nights  Cover items of interest as well as informational items regarding how to navigate high school  Create two way communication at the events to encourage feedback</p> <p><b>Strategy's Expected Result/Impact:</b> Many of our families have limited experience with the high school setting. By educating parents about the current systems and supports, they can be a huge ally for their students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Increase membership for all parent groups representing traditionally under served students  Examine the existing committee structure and membership  Identify committees in need of diverse membership  Actively recruit parents of color to sit on all committees</p> <p><b>Strategy's Expected Result/Impact:</b> Committees that lack diversity tend to have a narrow focus and rarely think outside of our traditional structure There is no question that our traditional structure is not working for many of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 5 Details	Reviews			
<p><b>Strategy/Action 5:</b> Use CEE data from parents to address issues of collaboration and communication with the school.  Examine school communication sources using an equity lens.  Use the equity team to review current policies and procedures for inequitable practices.</p>	Formative			Summative
	Oct	Nov	Mar	June

Review current practices for sharing information with parents and address concerns around the need for improvement.

**Strategy's Expected Result/Impact:** CEE surveys in the past have shown parent concerns with collaboration and communication. The key areas of concern are addressed in the strategies included.

**Staff Responsible for Monitoring:** principal

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



No Progress

Accomplished

Continue/Modify

Discontinue

**Reynolds School District 7**  
**Reynolds Learning Academy**  
**2021-2022**  
**REYNOLDS LEARNING**  
**ACADEMY**

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# Goals

**Goal 1:** By June 2022, RLA will increase Marginalized Students' Voice from 10% to 90%.

**Performance Objective 1:** At the end of each hexter/ 3 times a year, a survey will be completed by 90% of students.

**Evaluation Data Sources:** CEE surveys, school created survey

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Issue a survey using the questions from the ESS student survey to all RLA students at the end of the 2nd, 4th and 6th hexter. Review results with all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have access to formative data related to school climate and student experience.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS TOSA, Student Support Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				249
<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:** By June 2022, RLA will increase Marginalized Students' Voice from 10% to 90%.

**Performance Objective 2:** By end of hexter 2 (end of November), RLA will have a student leadership board that is representative of its student body.

**Evaluation Data Sources:** List of student leadership team members

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> RLA will re-launch our student leadership team that we paused during CDL and hybrid. At the middle hexter 2 we will compare the leadership team to the demographics of the school and recruit students from any unrepresented or under represented groups.</p> <p><b>Strategy's Expected Result/Impact:</b> A group of students who are representative of the student body will have input on school-wide decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership teacher, Instructional TOSA</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, 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>				250

**Goal 1:** By June 2022, RLA will increase Marginalized Students' Voice from 10% to 90%.

**Performance Objective 3:** By December 2021, an analysis of data will be disaggregated to determine participation in CTE programs by marginalized students.

**Evaluation Data Sources:** Enrollment data and credit attainment to include specifically women in non-traditional programs and students being served through Special Education services.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Review participation in CTE programs to determine if there is proportional participation by race, gender, ELL and IEP status and develop recruitment strategies for under represented groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce barriers to participation in CTE programs.</p> <p><b>Staff Responsible for Monitoring:</b> All RLA CTE staff.</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				251

**Goal 2: Culturally Responsive Teaching**

**Performance Objective 1: Student Engagement** : RLA will achieve a 10% reduction in the number of students who are dropped for non-attendance by the end of the 2021-2022 school year.

**Evaluation Data Sources:** Synergy records/ MTSS Dashboard

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Establish new position of MTSS TOSA. <b>Strategy's Expected Result/Impact:</b> All school staff will have support in developing and implementing MTSS systems. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	Formative			Summative
	Oct	Nov	Mar	June
	100%	100%	100%	
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> All staff receive training to be able to successfully implement MTSS Tier I interventions. <b>Strategy's Expected Result/Impact:</b> RLA students will receive strong classroom based supports. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	Formative			Summative
	Oct	Nov	Mar	June <sup>25</sup>
	100%	100%	100%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: Culturally Responsive Teaching**

**Performance Objective 2:** Academic performance: Eighty percent of students enrolled at RLA for at least one full term will successfully attain 80% of credits attempted or show growth towards that goal compared to credit attainment the previous year.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Establish new position of Instructional TOSA.  <b>Strategy's Expected Result/Impact:</b> All teachers will receive individual coaching and professional development to support excellent first time instruction.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> 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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Establish new position of MTSS TOSA.  <b>Strategy's Expected Result/Impact:</b> All school staff will have support in developing and implementing tier 1 and 2 interventions MTSS framework.  <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> All staff receive training to be able to successfully implement MTSS Tier I interventions.  <b>Strategy's Expected Result/Impact:</b> RLA students will receive strong classroom based supports.  <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Culturally Responsive Teaching**

**Performance Objective 3:** All RLA teachers will receive whole group training and/or in literacy instruction as it relates to social justice, equity and culturally responsive teaching.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> RLA students will receive excellent first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	254

**Goal 2: Culturally Responsive Teaching**

**Performance Objective 4:** By end of hexter 2 (end of November), RLA will have a student leadership board that is representative of its student body.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> RLA will re-launch our student leadership team that we paused during CDL and hybrid. At the middle hexter 2 we will compare the leadership team to the demographics of the school and recruit students from any unrepresented or under represented groups.</p> <p><b>Strategy's Expected Result/Impact:</b> A group of students who are representative of the student body will have input on school-wide decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership teacher, Instructional TOSA</p> <p><b>Characteristics:</b> 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: Culturally Responsive Teaching**

**Performance Objective 5:** Eighty percent of student enrolled at RLA for at least three hexters will be reading on grade level by the end of the school year or will show growth in reading ability as measured by a valid assessment of reading.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> RLA students will receive excellent first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews 256			
<p><b>Strategy/Action 2:</b> Establish new position of Instructional TOSA.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will receive individual coaching and professional development to support excellent first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> 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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> RLA students will receive excellent first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Establish new position of Instructional TOSA.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will receive individual coaching and professional development to support excellent first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> 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</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: Student and Staff Wellness**

**Performance Objective 1:** By the end of 4th hexter, all teachers will receive training, coaching and support to be able to successfully MTSS implement tier I interventions.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Establish new position of MTSS TOSA. <b>Strategy's Expected Result/Impact:</b> All school staff will have support in developing and implementing MTSS systems. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> All staff receive training to be able to successfully implement MTSS Tier I interventions. <b>Strategy's Expected Result/Impact:</b> RLA students will receive strong classroom based supports. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				258
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3: Student and Staff Wellness**

**Performance Objective 2:** By the end of hexter 2, all teachers will receive training on de-escalation, teamwork, and crisis prevention.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> All staff will receive training on Mandt Chapters 1-3.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be gain skills related to de-escalation, teamwork and crisis prevention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Social Worker</p> <p><b>Characteristics:</b> Clear and Shared Focus, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: Student and Staff Wellness**

**Performance Objective 3:** On surveys, 80% of students will respond "Often True" or "Almost Always True" to the statement "In this school, there is at least one adult who knows and cares about me."

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Establish new position of MTSS TOSA.  <b>Strategy's Expected Result/Impact:</b> All school staff will have support in developing and implementing MTSS systems related to student support, SEL and inclusive practices.  <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal</p>	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> All staff receive training to be able to successfully implement MTSS Tier I interventions.  <b>Strategy's Expected Result/Impact:</b> Teaching staff will be equipped with the skills and tools to strengthen tier 1 supports, plan using universal design for learning and provide excellent initial instruction for all learners.  <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal</p>	Formative			Summative
	Oct	Nov	Mar	June
				260
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3: Student and Staff Wellness**

**Performance Objective 4:** On surveys, 80% of students will respond "Often True" or "Almost Always True" to the statement "I feel safe at this school."

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Establish new position of MTSS TOSA. <b>Strategy's Expected Result/Impact:</b> All school staff will have support in developing and implementing MTSS systems. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> All staff receive training to be able to successfully implement MTSS Tier I interventions. <b>Strategy's Expected Result/Impact:</b> RLA students will receive strong classroom based supports. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	Formative			Summative
	Oct	Nov	Mar	June
				261
No Progress                           Accomplished                           Continue/Modify                           Discontinue				

**Goal 3: Student and Staff Wellness**

**Performance Objective 5:** On surveys, 80% of students will respond "Often True" or "Almost Always True" to the statement "I enjoy coming to this school."

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Establish new position of MTSS TOSA. <b>Strategy's Expected Result/Impact:</b> All school staff will have support in developing and implementing MTSS systems. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> All staff receive training to be able to successfully implement MTSS Tier I interventions. <b>Strategy's Expected Result/Impact:</b> RLA students will receive strong classroom based supports. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	Formative			Summative
	Oct	Nov	Mar	June
				262
No Progress                           Accomplished                           Continue/Modify                           Discontinue				

**Goal 3: Student and Staff Wellness**

**Performance Objective 6:** By the end of 4th hexter, all teachers will receive whole group training and/or individual coaching on trauma informed practices/schools.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> RLA will collaborate with MESD to provide teacher training on trauma informed practices and schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience a school environment with strong MTSS Tier 1 supports that were developed with an understanding of trauma informed care.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional TOSA, MTSS TOSA, Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: Professional Development**

**Performance Objective 1:** By the end of 4th hexter, all teachers will receive whole group training and/or individual coaching on school-wide literacy strategies.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> RLA students will receive excellent first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Establish new position of Instructional TOSA.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will receive individual coaching and professional development to support excellent first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> 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</p>				264
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 4: Professional Development**

**Performance Objective 2:** By the end of 4th hexter, all teachers will receive training, coaching and support to be able to successfully MTSS implement tier I interventions.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Establish new position of MTSS TOSA. <b>Strategy's Expected Result/Impact:</b> All school staff will have support in developing and implementing MTSS systems. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> All staff receive training to be able to successfully implement MTSS Tier I interventions. <b>Strategy's Expected Result/Impact:</b> RLA students will receive strong classroom based supports. <b>Staff Responsible for Monitoring:</b> MTSS TOSA, Principal	Formative			Summative
	Oct	Nov	Mar	June
				265
No Progress                           Accomplished                           Continue/Modify                           Discontinue				

**Goal 4: Professional Development**

**Performance Objective 3:** By the end of hexter 2, all teachers will receive training on de-escalation, teamwork, and crisis prevention.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> All staff will receive training on Mandt Chapters 1-3.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be gain skills related to de-escalation, teamwork and crisis prevention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Social Worker</p> <p><b>Characteristics:</b> Clear and Shared Focus, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4: Professional Development**

**Performance Objective 4:** By the end of 4th hexter, all teachers will complete whole group training and/or individual coaching on strategies for supporting English Language Learners.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> RLA students will receive excellent first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 2 Details	Reviews 267			
<p><b>Strategy/Action 2:</b> Establish new position of Instructional TOSA.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will receive individual coaching and professional development to support excellent first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Characteristics:</b> 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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4: Professional Development**

**Performance Objective 5:** By the end of 4th hexter, all teachers will receive whole group training and/or individual coaching on trauma informed practices/schools.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> RLA will collaborate with MESD to provide teacher training on trauma informed practices and schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience a school environment with strong MTSS Tier 1 supports that were developed with an understanding of trauma informed care.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional TOSA, MTSS TOSA, Principal</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

269

# Goals

**Goal 1: Student Achievement:** MLA will focus on growth toward grade-level standards through weekly assessment meetings with data analysis and as measured by MAP and classroom assessments.

**Performance Objective 1:** 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.

**Evaluation Data Sources:** MAP/ classroom assessments/  
ELPA

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Students who are identified as ELL will receive weekly instruction in small groups as well as supportive instructional practices provided within the classroom setting.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students will increase their standardized test scores by one year from Sept. 2021- May 2022</p> <p><b>Staff Responsible for Monitoring:</b> ELD instructor, classroom teachers, Admin, coaching staff</p>	Formative			Summative
	Oct	Nov	Mar	June
				270
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Equitable practices: Staff will use an intersectional lens of equity when making decisions about curriculum, student behavior systems and communication with families.

**Goal 3:** Professional development: 75% of all PD will be centered around Equitable practice, SEL, trauma-informed practices/teaching, and culturally relevant instruction.

**Goal 4: Student/Staff Wellness:** 75% of staff and students will report through surveys that they are satisfied or highly satisfied with their emotional well-being and access to necessary mental health supports.

**Reynolds School District 7**  
**Reynolds Arthur Academy**  
**2021-2022**

274

# 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**  
**Rockwood Preparatory Academy**  
**2021-2022**

279

# 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:** Empathy interview outcomes

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Rockwood Preparatory Academy will use information from empathy interviews to identify top three barriers to the goals on an annual basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Determine the top three barriers students and families face in supporting and maintaining a high quality learning experience.</p> <p><b>Staff Responsible for Monitoring:</b> Barnard, McCollum</p> <p><b>Characteristics:</b> 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	Jun 20
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Schools will be able to gather, maintain and utilize information on parents feelings and thoughts in an ongoing process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Characteristics:</b> 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
				281
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> RPA will perform empathy interviews with our students and families at least three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Target marginalized students and families for empathy interviews to increase their voice in the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, ELL instructors, Counselors, SpEd, community partners, secretaries</p> <p><b>Characteristics:</b> 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
				282
<p>  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 1:** We will encourage families and community stakeholders to participate in decision making involving best practices during Principal meetings and surveys.

**Evaluation Data Sources:** Principal monthly or bi-monthly meetings, weekly possip surveys, google forms

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Examine data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders of our student body will help in supporting our school by providing feedback on what the school is doing well and where the school could improve</p> <p><b>Staff Responsible for Monitoring:</b> Principal McCollum and Principal Barnard</p> <p><b>Characteristics:</b> High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 10%	 0%	283
<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:** 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:** Our classroom teachers and school counselor will build culture awareness through literacy in the classrooms

**Evaluation Data Sources:** Community circle student feedback, share outs

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Ensure the culturally relevant texts are in use in our classrooms- Weekly equity read aloud lessons provided by the Equity Committee</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in read a louds by asking and answering questions and sharing out their own experiences</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>Characteristics:</b> Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 5%	 15%	<p>284</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 social events and provide 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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Improved Communication &amp; Support Cycle- Weekly check-ins with admin, anonymous monthly survey check-ins, weekly 1:1 meetings (SE wellbeing focus bi-weekly)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the social-emotional wellbeing of staff to maintain positive climate and morale</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, counselor</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 10%	 10%	285
<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 - 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 2:** School counselor will provide monthly SEI lessons to each classroom and provide weekly mini lessons to classroom teacher to use in the classroom.

**Evaluation Data Sources:** Teacher feedback using google forms and student practices within the classroom

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> School Counselor will share out weekly lessons and calendar invites for monthly lessons. All resources will be uploaded to the shared drive. Staff will provide monthly feedback and requests based on the need of the class/school and counselor will adjust based on the needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the social-emotional wellbeing of students, strengthening problem solving skills, building classroom community where students feel safe and heard</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 5%	 10%	286
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** Students will make growth in areas not at mastery.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Students not at mastery will be placed in intervention groups outside of the classroom, small group remedies in the classroom, and or tutoring during or afterschool based on need.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth on Mastery tests, independent work, star testing</p> <p><b>Staff Responsible for Monitoring:</b> administration, support staff, classroom teacher</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 5%	 10%	<p>287</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Reynolds School District 7

## Academics

2021-2022



288

# Goals

**Goal 1:** By June 2022, all 3rd grade students will increase from 22% to 30% reading at/above benchmark level, students with English Language needs will increase from 6% to 16%, and 3rd grade students who receive special education services will increase from 12% to 22% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 19% to 27% reading at/above benchmark level and all Latinx 3rd grade students will increase from 16% to 24% reading at/above benchmark level on STAR-Reading.

**Performance Objective 1:** To remove barriers to high quality academic learning, all identified elementary certified staff will engage in Language Essentials for Teachers of Reading and Spelling training. This will ensure that all students, especially our marginalized students, have just and equitable access to a high quality education.

**Evaluation Data Sources:** Professional Learning programming access through LETRS.

Strategy/Action 1 Details	Reviews 289			
<p><b>Strategy/Action 1:</b> As part of the training, identified teachers will participate in online webinars, use workbooks to support their learning, and use their learning as a Bridge To Practice to enhance instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of identified elementary teachers will participate in LETRS training during the 2021-2022 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Debbie Nicolai, Building Administrators</p> <p><b>Characteristics:</b> Clear and Shared Focus, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p> <p><b>Problem Statements:</b> Demographics 2, 5</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** By June 2022, all 3rd grade students will increase from 22% to 30% reading at/above benchmark level, students with English Language needs will increase from 6% to 16%, and 3rd grade students who receive special education services will increase from 12% to 22% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 19% to 27% reading at/above benchmark level and all Latinx 3rd grade students will increase from 16% to 24% reading at/above benchmark level on STAR-Reading.

**Performance Objective 2:** The Instructional Technology Department will ensure that all students have access to the technology and connectivity necessary in order to participate in just and equitable high quality instruction.

**Evaluation Data Sources:** We will use the Destiny Resource Manager list to ensure every student has a device checked out in their name.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> The Instructional Technology Department will assist building principals and library media staff with device deployment.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have access to the needed technology to engage in their learning during and after the school day.</p> <p><b>Staff Responsible for Monitoring:</b> Chris Greenhalgh</p> <p><b>Characteristics:</b> Focused Professional Development, Supportive Learning Environment</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Nov	Mar	June
				290
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** By June 2022, all 3rd grade students will increase from 22% to 30% reading at/above benchmark level, students with English Language needs will increase from 6% to 16%, and 3rd grade students who receive special education services will increase from 12% to 22% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 19% to 27% reading at/above benchmark level and all Latinx 3rd grade students will increase from 16% to 24% reading at/above benchmark level on STAR-Reading.

**Performance Objective 3:** In collaboration with SUN Community Schools providers, schools will target recruitment and ensure participation in SUN programs prioritizing our marginalized students throughout the year to support academics with a focus on reading.

**Evaluation Data Sources:** Participation data and feedback surveys from SUN/extended learning opportunities, ensuring participation and monitoring of the experiences of our Black and Latinx students and families.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Improve targeted recruitment and retention efforts for extended learning opportunities, to ensure ongoing participation of marginalized youth.</p> <p><b>Strategy's Expected Result/Impact:</b> Prioritizing our marginalized students will improve reading achievement, which will in turn remove barriers to access to future academic programs (i.e., TAG, advanced courses/AP, ASB, etc.)</p> <p><b>Staff Responsible for Monitoring:</b> Dan Kimbrow</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				291
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Create systems for which historically silenced populations are part of the decision-making process with respect to extended learning programs. In accordance with the Strategic Plan, increase participation of Black students in summer programs culturally specific clubs.</p> <p><b>Strategy's Expected Result/Impact:</b> When Black families and students are a part of decision-making processes, we can improve the academic and social experience in extended learning opportunities for the Black students and families in RSD. We will provide culturally specific club opportunities during summer programs.</p> <p><b>Staff Responsible for Monitoring:</b> Dan Kimbrow</p> <p><b>Characteristics:</b> 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, High Levels of Family and Community Involvement</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** By June 2022, all 3rd grade students will increase from 22% to 30% reading at/above benchmark level, students with English Language needs will increase from 6% to 16%, and 3rd grade students who receive special education services will increase from 12% to 22% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 19% to 27% reading at/above benchmark level and all Latinx 3rd grade students will increase from 16% to 24% reading at/above benchmark level on STAR-Reading.

**Performance Objective 4:** The Assessment and System Improvement Team will monitor STAR-Reading assessment testing to ensure timely administration with fidelity by removing barriers and holding high academic expectations for all schools (K-10).

**Evaluation Data Sources:** STAR-Reading assessment completion reports.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> All instructional coaches and school test coordinators will be trained in order to facilitate the administration of STAR-Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Coaches and School Test Coordinators will be provided with the training and resources needed in order to facilitate the administration STAR-Reading either in-person or remotely during each of the three test windows.</p> <p><b>Staff Responsible for Monitoring:</b> Rachel Aazzerah, Director of Assessment and System Improvement Emily Summers, District Test Coordinator</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Oct	Nov	Mar	June
				292
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** By June 2022, all 3rd grade students will increase from 22% to 30% reading at/above benchmark level, students with English Language needs will increase from 6% to 16%, and 3rd grade students who receive special education services will increase from 12% to 22% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 19% to 27% reading at/above benchmark level and all Latinx 3rd grade students will increase from 16% to 24% reading at/above benchmark level on STAR-Reading.

**Performance Objective 5:** The Assessment and System Improvement Team will analyze and triangulate the STAR-Reading assessment results in order to use unbiased data to predict future success on the Oregon Statewide Assessment for English-Language Arts (ELA).

**Evaluation Data Sources:** STAR-Reading assessment individual student score reports and STAR/OSAS (Smarter Balanced) Correlation White Paper.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> All schools will examine their STAR data after each interim window. Academics department will facilitate data meetings with school administrators and coaches to analyze outcomes and instructional implications.</p> <p><b>Strategy's Expected Result/Impact:</b> All schools analyze STAR data at least 3x per year.</p> <p><b>Staff Responsible for Monitoring:</b> Rachel Aazzerah, Debbie Nicolai</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				293
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Provide Professional Learning opportunities to all administrators and coaches to ensure the effective and efficient use student data reports from STAR to inform instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> All administrators and coaches will be able to identify student growth, student achievement, and student zone of proximal development on a STAR report.</p> <p><b>Staff Responsible for Monitoring:</b> Rachel Aazzerah, Debbie Nicolai</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<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:** By June 2022, all 3rd grade students will increase from 22% to 30% reading at/above benchmark level, students with English Language needs will increase from 6% to 16%, and 3rd grade students who receive special education services will increase from 12% to 22% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 19% to 27% reading at/above benchmark level and all Latinx 3rd grade students will increase from 16% to 24% reading at/above benchmark level on STAR-Reading.

**Performance Objective 6:** The Director of Federal Programs will ensure that federal and state grant dollars are strategically aligned to this goal and will evaluate the specific expenditure outcomes.

**Evaluation Data Sources:** Grant Budget Narratives; STAR-Reading assessment reports by school

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> School and Department leaders have real-time knowledge of the expenditures and balances of grants and line items of grants. Schools and Departments can make revisions related to data as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly tracking and sharing of federal and state grant expenditures. Note in each grant which expenditures are aligned with this goal. Ensure data illustrates outcomes for marginalized students.</p> <p><b>Staff Responsible for Monitoring:</b> April Olson</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Oct	Nov	Mar	June
				294
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** By June 2022, all 3rd grade students will increase from 22% to 30% reading at/above benchmark level, students with English Language needs will increase from 6% to 16%, and 3rd grade students who receive special education services will increase from 12% to 22% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 19% to 27% reading at/above benchmark level and all Latinx 3rd grade students will increase from 16% to 24% reading at/above benchmark level on STAR-Reading.

**Performance Objective 7:** All K-10 students will access Lexia software programming to enhance reading achievement while elevating student levels of voice and choice in learning activities. The use of Lexia specifically supplements core materials that elevate culturally responsive text.

**Evaluation Data Sources:** Lexia data reports.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> The Academics Department will support K-10 student participation in Lexia programming during the school day and during extended learning options.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of K-10 students will engage in Lexia at the recommended usage amount. At least 50% of K-10 students on Lexia will show a growth of at least 1.0 years or more.</p> <p><b>Staff Responsible for Monitoring:</b> Debbie Nicolai, Building Administrators</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p> <p><b>Problem Statements:</b> Demographics 2, 4</p>	Formative			Summative
	Oct	Nov	Mar	June
				295
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

**Performance Objective 1:** The Instructional Leadership Team, in collaboration with principals, teachers and students, will develop a walkthrough tool to measure the implementation of equitable and inclusive practices. This process will be designed to provide meaningful input from all stakeholders, honor student ways of being and showing knowledge, and will include culturally responsive teaching practices.

**Evaluation Data Sources:** A walkthrough tool to measure equitable and inclusive practices.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Create a shared understanding of Scaffolds/Sheltering Instructional practices. Identify three to five high-leverage responsive strategies to be used by all instructional staff for identification on the walkthrough tool.</p> <p><b>Strategy's Expected Result/Impact:</b> Every student will have access to core content via a consistent, practiced, high-leverage instructional strategy, used K-12 in every school</p> <p><b>Staff Responsible for Monitoring:</b> Debbie Nicolai, Building Administrators</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p><b>Problem Statements:</b> Demographics 1, 3, 4</p>	Formative			Summative
	Oct	Nov	Mar	June
				296
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Engage stakeholders in the development of the walkthrough tool identifying equitable and inclusive practices. Actively seek the voices that have been historically marginalized.</p> <p><b>Strategy's Expected Result/Impact:</b> A walkthrough tool identifying equitable and inclusive practices supported by stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Nicolai and Deb Miller</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Nov	Mar	June
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> All stakeholders will be calibrated on the use of the walkthrough tool.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent implementation use of the walk through tool to measure the implementation of equitable and inclusive practices.</p> <p><b>Staff Responsible for Monitoring:</b> Academics Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

**Performance Objective 2:** The Instructional Technology Department will empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning regarding the implementation of technology into their instructional practice to develop the skills, knowledge, and confidence to accelerate student outcomes.

**Evaluation Data Sources:** Track the coaching cycles the Instructional Technology Coaches are engaged in.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Provide professional development on Microsoft productivity suite during late starts to all certified and administrative staff.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of certified and administrative staff will participate in training using the Microsoft productivity suite.</p> <p><b>Staff Responsible for Monitoring:</b> Chris Greenhalgh</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, Focused Professional Development</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				298
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Implementation of instructional technology as a facet of equitable and inclusive practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of teachers report that instructional technology training has resulted in the elevation of technology use in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Chris Greenhalgh</p> <p><b>Characteristics:</b> Focused Professional Development</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

**Performance Objective 3:** The Assessment and System Improvement Department will use the data gathered through the walkthrough tool in order to provide further calibration in order to determine which schools are considered nearly proficient or above in regard to the implementation of equitable and inclusive practices.

**Evaluation Data Sources:** Walkthrough Tool Calibration Sheets from Schools

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Based on the analysis and calibration of data gathered via the use of the walkthrough tool, story lines will be developed to enhance the ability of schools to identify where they fall on the rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> Schools will be able to identify where they are on the rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Rachel Aazzerah</p> <p><b>Characteristics:</b> 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> <p><b>Problem Statements:</b> Demographics 1, 2, 3</p>	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 15%	 50%	299
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

**Performance Objective 4:** Extended learning will offer a safe, engaging, and fun summer program to the students of RSD7 which addresses unfinished learning and the social emotional needs of our students through hands-on activities, project-based learning, the use of culturally relevant materials, and culturally specific programming where appropriate for students to demonstrate academic growth in reading and math.

**Evaluation Data Sources:** Enrollment, participation, and attendance data for summer program. Surveys of students, staff, partners, and families, achievement data disaggregated by race, program assessments.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> We will elevate student voice in the design, delivery, and effectiveness of K-8 summer programs for the 21-22 school year. Students will be surveyed at all sites using Sense of Belonging surveys in order to measure our success in meeting the social emotional needs of students during summer programs. Pre-assessment data will be used to target specific resources. By measuring our student's sense of belonging, we will be able to adapt in order to meet their needs. Upper elementary and middle school students will be engaged in planning and decision-making processes for K-8 summer programs, with a specific efforts to create systems for which historically silenced populations are part of the decision-making process.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of program, we expect 95% or more of students to express positive feelings with respect to their relationships with peers and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Dan Kimbrow</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Nov	Mar	June
				300
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Professional development activities will be provided for summer program staff, and staff will be surveyed on these activities. Summer program teaching staff and partners will develop skills and knowledge in order to accelerate student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% or more of summer program staff will report that they engaged in PD activities to learn and apply new skills and strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Dan Kimbrow</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p> <p><b>Problem Statements:</b> Demographics 5</p>	Formative			Summative
	Oct	Nov	Mar	June
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Summer program staff will identify and agree upon teacher created or curriculum-based pre- and post-assessments in reading and mathematics in order to document student growth over and intervene as necessary through summer programs. Achievement and growth data are monitored effectively and documented, the guiding questions of Professional Learning Communities are applied.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% or more of our students will demonstrate academic growth over the course of the summer program.</p> <p><b>Staff Responsible for Monitoring:</b> Dan Kimbrow and Summer Program Admin</p> <p><b>Characteristics:</b> 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> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

**Performance Objective 5:** The Federal Programs Department, in collaboration with Principals at Title I Schools, will empower Title Schools to align their Title I plans and budgets to be responsive to their comprehensive needs assessment (including STAR and walkthrough tool data) and support equitable and inclusive teaching practices.

**Evaluation Data Sources:** Schoolwide Title I Plans; Title I Budget expenditures

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Schools will be data-driven in their Title I plans and budgets, attending to the data of marginalized students.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback from review of school SIP and Schoolwide Title I Plans to all Title I Principals will be based on alignment of comprehensive needs assessment, performance objectives and budget.</p> <p><b>Staff Responsible for Monitoring:</b> April Olson</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				302
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Plans are living, breathing documents and reflect newer/more accurate data, specifically achievement outcomes for marginalized students. Building Title I budgets are flexible as actual needs and expenditures are realized.</p> <p><b>Strategy's Expected Result/Impact:</b> Director of Federal Programs will review STAR data and walkthrough data after each cycle and communicate with Title Principals regarding amendments to their Title Schoolwide Plan and Budget.</p> <p><b>Staff Responsible for Monitoring:</b> April Olson</p> <p><b>Characteristics:</b> Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Reynolds School District 7**  
**Communications & Community Relations Department**  
**2021-2022**



303

# Goals

**Goal 1:** The Communications & Community Relations Department will identify and work to remove barriers for our marginalized students by ensuring communication mediums utilize culturally relevant content and language in the 2021-2022 school year.

**Performance Objective 1:** The Communications & Community Relations Department will provide attendance autodialer calls in our top four languages - English, Spanish, Russian, and Vietnamese - using culturally relevant content/language by January 28, 2022 (first semester end) to ensure families receive important attendance call information in a language they are comfortable hearing and understanding to help improve trust between the district and families and increase attendance for students.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Review current attendance autodialer call processes, language, and content with an equity lens by October 31, 2021. <b>Strategy's Expected Result/Impact:</b> The review will offer opportunities for improvement to begin development of new processes.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Work with Student Information Management Department to develop autodialer processes by November 30, 2021. <b>Strategy's Expected Result/Impact:</b> New processes including content, languages, and timing protocols.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Implement new autodialer process at start of new semester, January 28, 2022.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** The Communications & Community Relations Department will identify and work to remove barriers for our marginalized students by ensuring communication mediums utilize culturally relevant content and language in the 2021-2022 school year.

**Performance Objective 2:** The Communications & Community Relations Department will procure a communications audit and develop a district communications plan by June 30, 2022 to build equitable communications solutions, understand gaps, prioritize work, and memorialize processes.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> A third-party vendor will be identified and secured by February 15, 2022 to begin audit process.	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:** The Communications & Community Relations Department will listen and create timely/efficient communication systems for our marginalized students by ensuring equitable social media presence across all schools in the 2021-2022 school year.

**Performance Objective 1:** The Communications & Community Relations Department will create social media guidelines, develop social media presences, and train on best practices for all elementary, middle, and high schools by June 30, 2022 to increase community engagement and awareness of school-related successes.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Development of social media guidelines/best practices by December 31, 2021.	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Create and/or become administrators on all district/school social media accounts by January 31, 2022.				306
	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Train principals/department supervisors/secretaries/assistants on best practices guidelines and set up user accounts by February 28, 2022.	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Monitor usage on all accounts for improvements by June 30, 2022.	Formative			Summative
	Oct	Nov	Mar	June

				
	 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Goal 2:** The Communications & Community Relations Department will listen and create timely/efficient communication systems for our marginalized students by ensuring equitable social media presence across all schools in the 2021-2022 school year.

**Performance Objective 2:** The Communications & Community Relations Department will implement the "16-Minute Check-In" (16-minute or less weekly check-in call with principals to give our department community engagement opportunities to highlight and promote) by December 2021 to increase community engagement and help with school-based social media promotion.

**Summative Evaluation:** No progress made toward meeting Objective

**Goal 3:** The Communications & Community Relations Department will increase the use of various multimedia (i.e. podcasts, videos, social engagement, Superintendent's newsletter) monthly to increase overall engagement and district culture with students, families, and staff in the 2021-2022 school year.

**Performance Objective 1:** The Communications & Community Relations Department will create and distribute student and/or staff-focused press releases on a monthly basis starting October 2021 to gain earned media coverage in the community.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Goal 3:** The Communications & Community Relations Department will increase the use of various multimedia (i.e. podcasts, videos, social engagement, Superintendent's newsletter) monthly to increase overall engagement and district culture with students, families, and staff in the 2021-2022 school year.

**Performance Objective 2:** The Communications & Community Relations Department will participate in local, regional, and national professional development and collaboration opportunities and take advantage of award submission processes for key projects completed in the 2021-2022 school year.

**Summative Evaluation:** Some progress made toward meeting Objective

**Goal 3:** The Communications & Community Relations Department will increase the use of various multimedia (i.e. podcasts, videos, social engagement, Superintendent's newsletter) monthly to increase overall engagement and district culture with students, families, and staff in the 2021-2022 school year.

**Performance Objective 3:** The Communications & Community Relations Department will complete the website redevelopment project by finishing district website pages, redeveloping the staff intranet, and implementing quarterly website audit procedures by June 30, 2022.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Goal 4:** The Communications & Community Relations Department will offer continuous learning opportunities for department staff to develop skills, knowledge, and confidence to accelerate student outcomes in the 2021-2022 school year.

**Performance Objective 1:** The Communications & Community Relations Department will participate in local, regional, and national professional development and collaboration opportunities and take advantage of award submission processes for key projects completed in the 2021-2022 school year.

**Summative Evaluation:** Some progress made toward meeting Objective

# Reynolds School District 7

## Custodial Services

2021-2022



313

# Goals

**Goal 1:** Custodial Services will develop and update it's Standard Operating Procedures (SOP's) including department policies

**Performance Objective 1:** Department SOP to completed, approved, published and introduced to staff by: \_\_\_\_\_

**Evaluation Data Sources:** Dr. Ortiz

**Summative Evaluation:** No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> An outdated SOP is on hand; I have been slowly but surely updating this. <b>Strategy's Expected Result/Impact:</b> Uniform performance across the District. More efficient training. <b>Staff Responsible for Monitoring:</b> Steve G.	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 5%	 45%	314
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Custodial Services will conduct in-person department trainings on appropriate days. A regular and recurring training schedule and agenda will be implemented.

**Performance Objective 1:** We will schedule regular trainings as the school calendar allows to provide trainings

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Publish a department schedule that matches up with the District's schedules for Elementary - Middle - High Schools <b>Strategy's Expected Result/Impact:</b> Employee expectations of a regular training schedule will become the norm. <b>Staff Responsible for Monitoring:</b> Steve G.	Formative			Summative
	Oct	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Custodial Services will provide supervisor training for custodial leads

**Performance Objective 1:** I will seek out an appropriate training program for supervisors and will assign it to all Lead Custodians. May be in-person or online training.

**Evaluation Data Sources:** Course should provide grading, practice or pass/fail.

**Goal 4:** Custodial Services will provide inspections and evaluate results based upon industry staffing standards

317

# Reynolds School District 7

## Multilingual Education

2021-2022



318

# Goals

**Goal 1:** Department of Multilingual Education (DOME) will increase communication about mission and vision to align ELD services with principals and teachers.

**Performance Objective 1:** Offer additional professional development trainings and resources to K-12 teachers throughout School Year (SY) 2021-22.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Teachers will have access to more resources and additional skill-building trainings to improve their ability to increase quality instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching practices implemented across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Dr. Christopher Ortiz</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 10%	 20%	319
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Department of Multilingual Education (DOME) will create parent engagement activities and add more bridging between home to school to empower linguistically diverse families to become decision makers and advocates for their children's education by 70% by Spring 2022.

**Performance Objective 1:** DOME will plan and implement three new parent engagement activities during the first semester of school.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> DOME will work with school communities and community partners to engage families and parents at each event.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community engagement ( by70% by Spring 2022).</p> <p><b>Staff Responsible for Monitoring:</b> Dr. Christopher Ortiz</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, 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 3:** Department of Multilingual Education (DOME) will conduct a needs/analysis on reducing the percentage of Long-Term English Learners (LTELS) at Secondary level.

**Performance Objective 1:** DOME will work with Secondary level families and staff to learn more about LTEL students.

**Evaluation Data Sources:** Number of LTELS at Secondary and Elementary levels

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Gain qualitative and quantitative data to better evaluate.</p> <p><b>Strategy's Expected Result/Impact:</b> Reducing the percentage of Long-Term English Learners (LTELs) at the secondary level.</p> <p><b>Staff Responsible for Monitoring:</b> Dr. Christopher Ortiz</p> <p><b>Characteristics:</b> High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
	 15%	 25%	 40%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				321

**Reynolds School District 7**  
**Facilities Maintenance Services**

**2021-2022**



322

# Goals

**Goal 1:** By May 2022, facilities department will create a preventative plan to address high needs areas.

**Performance Objective 1:** By May 2022, facilities department will create a preventative plan to address high needs areas.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Facilities department will meet weekly to develop a preventative plan that is proactive.  <b>Strategy's Expected Result/Impact:</b> Developing the preventative plan it is expected that there will be fewer reactive work orders.  <b>Staff Responsible for Monitoring:</b> John La Du                      Each respective staff member will be responsible for work orders assigned.   <b>Characteristics:</b> Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				323
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Facilities department will create a process with deadlines for completing work orders.  <b>Strategy's Expected Result/Impact:</b> This will allow staff / requester to review progress of the work order.  <b>Staff Responsible for Monitoring:</b> The supervisor will have overall responsibility, while individual staff members will be responsible for their assigned work orders.   <b>Characteristics:</b> Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Goal 2:** By June 2022, 100% of schools will address Student and Staff Wellness as it pertains to environmentally safe protocols such any needs related to HVAC, electrical, building maintenance, boiler & fire system, plumbing, and ground keeping.

**Performance Objective 1:** Each department under Facilities will meet quarterly goals towards completing work orders that will ensure 100% completion by June 2022.

**Evaluation Data Sources:** Principal surveys and work order updates

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> The Supervisor for Facilities Maintenance will hold quarterly meetings to facilitate discussion and updates for each departments goals.	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Reynolds School District 7

## Finance Department

2021-2022



325

# Goals

**Goal 1:** By January 2022, launch the Vendor Diversity Program to build an inclusive procurement program that will deliver broader societal benefits by generating economic opportunity for disadvantaged members of our communities.

**Performance Objective 1:** By March 2022, create a vendor diversity questionnaire and gather the responses from all our active vendors in our database.

**Evaluation Data Sources:** Send out to all our active vendors the questionnaire and at least receive 85% or more vendor participation.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Contact the small business bureau or chamber of commerce to acquire business list.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of minority owned businesses to apply for RSD approved vendor list.</p> <p><b>Staff Responsible for Monitoring:</b> Lauren</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication</p>	Formative			Summative
	Oct	Nov	Mar	June
	 40%	 60%	 60%	326
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** By January 2022, launch the Vendor Diversity Program to build an inclusive procurement program that will deliver broader societal benefits by generating economic opportunity for disadvantaged members of our communities.

**Performance Objective 2:** By April 2022, determine what is the current baseline % of minority owned businesses who are part of vendor list.

**Summative Evaluation:** Some progress made toward meeting Objective

**Goal 1:** By January 2022, launch the Vendor Diversity Program to build an inclusive procurement program that will deliver broader societal benefits by generating economic opportunity for disadvantaged members of our communities.

**Performance Objective 3:** By June 30th 2022, initiate and build relationships with local Chamber of Commerce Organizations, they will be our initial resources to reach out to businesses and share our initiative.

**Evaluation Data Sources:** At least build a relationship with Gresham and East Portland Chamber of Commerce.

**Summative Evaluation:** Some progress made toward meeting Objective

**Goal 2:** Complete a comprehensive Staffing Plan for the School Year 2022-23 by April 2022

**Performance Objective 1:** By December 2021, ensure staffing is corrected before entered into the system to avoid after math position control cleanup.

**Evaluation Data Sources:** All principals and department heads will receive a spreadsheet with a list of positions and vacancies. They will ensure everyone is where they belong and note any corrections that later will be corrected in our system by HCM.

**Summative Evaluation:** Met Objective

**Goal 2:** Complete a comprehensive Staffing Plan for the School Year 2022-23 by April 2022

**Performance Objective 2:** Use the Staffing for Equity Model by the end of January/early February.

**Evaluation Data Sources:** All Principals will receive a spreadsheet from Finance with a list of all allotted FTE. Principals will determine how to adjust positions

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Meet regularly with HCM and Academics to review, update, and determine staffing formula.  <b>Strategy's Expected Result/Impact:</b> Inform staffing decision making for the district.  <b>Staff Responsible for Monitoring:</b> Regina Sampson</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Complete a comprehensive Staffing Plan for the School Year 2022-23 by April 2022

**Performance Objective 3:** Principals will returned completed staffing allocation sheets back to Finance by March 12th 2022.

**Evaluation Data Sources:** Staff will use E-PARs to make request and necessary adjustments to positions.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Provide an user friendly spreadsheet for Principals to balance their budgets <b>Staff Responsible for Monitoring:</b> Regina Sampson	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Provide more professional development for the Finance team.

**Performance Objective 1:** The team members and supervisor will identify professional development opportunities to ensure we remain knowledgeable and innovative about school finance.

**Goal 4:** Improve staff wellness by ensuring the department is fully staffed and work is balanced to allow staff to take time off.

**Performance Objective 1:** Provide staff with a work like balance and wellness survey to see if we have improved as a department.

**Goal 4:** Improve staff wellness by ensuring the department is fully staffed and work is balanced to allow staff to take time off.

**Performance Objective 2:** Streamline the workflow process to efficiently use staff time and avoid use of overtime.

**Reynolds School District 7**  
**Human Capital Management**  
**2021-2022**



335

# Goals

**Goal 1:** To develop efficient systems that will improve customer service and response time for all staff.

By June 2022, Human Capital Management will decrease dialogue age from 55 hours in December to 48 hours or less, as measured by Let's Talk.

By June 2022, Human Capital Management will increase customer satisfaction rates from a score of 8.8 to 9.0 or above as measured by Let's Talk.

**Performance Objective 1:** Respond to inquiries within 24-48 hours.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> HCM Team will meet weekly to assess progress on response time and customer service.  <b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%	 5%	336
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** To develop efficient systems that will improve customer service and response time for all staff.

By June 2022, Human Capital Management will decrease dialogue age from 55 hours in December to 48 hours or less, as measured by Let's Talk.

By June 2022, Human Capital Management will increase customer satisfaction rates from a score of 8.8 to 9.0 or above as measured by Let's Talk.

**Performance Objective 2:** Increase accountability to stake holders.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Monthly updates from Let's Talk published publicly.  <b>Characteristics:</b> High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%	 5%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** To increase the representation of BIPOC in Reynolds School District staff to reflect the diversity of our community.

By June 2022, Human Capital Management will increase the number of Certified BIPOC staff for the 2022-23 School Year from 10% in 2022 to 15% in 2022-23.

**Performance Objective 1:** Human Capital Management will work across all departments to ensure that estimated certified and classified FTE across the district are allocated by March 1, 2022 and openings posted by March 21, 2022.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Collaborate with Finance to receive budget/staffing allocation by March 1st.	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Complete Transfer process by March 15th	Formative			Summative
	Oct	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** To increase the representation of BIPOC in Reynolds School District staff to reflect the diversity of our community. By June 2022, Human Capital Management will increase the number of Certified BIPOC staff for the 2022-23 School Year from 10% in 2022 to 15% in 2022-23.

**Performance Objective 2:** Human Capital Management will take active measures to fill positions with staff that reflect our student population.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Increase representation at local and national Job Fairs.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Reynolds School District will host a job fair in April to recruit and hire candidates early in hiring season.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Review and update Hiring Handbook to check for any barriers to recruitment for staff of color.  <b>Characteristics:</b> Clear and Shared Focus	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** To increase the representation of BIPOC in Reynolds School District staff to reflect the diversity of our community. By June 2022, Human Capital Management will increase the number of Certified BIPOC staff for the 2022-23 School Year from 10% in 2022 to 15% in 2022-23.

**Performance Objective 3:** Human Capital Management will plan for a Grow Your Own pathway program.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Build relationship with surrounding community partners and colleges/universities to promote the District as an employment opportunity for their staff and students while pursuing certification in education.	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%	 10%	
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Establish partnerships with local colleges and universities to develop cohort opportunities for RHS students through a cadet program.	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%	 10%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** By June 2022, Human Capital Management will retain 90% of all BIPOC staff. Currently RSD has 16.5% BIPOC staff as measured by the voluntary affirmative action questionnaire.

**Performance Objective 1:** Human Capital Management will continue providing affinity spaces for BIPOC staff.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Meeting four times per year with BIPOC Affinity Groups.  <b>Characteristics:</b> 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** By June 2022, Human Capital Management will retain 90% of all BIPOC staff. Currently RSD has 16.5% BIPOC staff as measured by the voluntary affirmative action questionnaire.

**Performance Objective 2:** Human Capital Management will refine its off-boarding processes to include exit interview data to better plan retention strategies.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Review and update the exit interview process including the Questionnaire and interview scheduling.	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%	 15%	
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Review exit data and district practices to break down any implicit biases in the districts practices.	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 0%	 10%	342
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** By June 2022, all staff will receive professional development in their area of expertise.

**Performance Objective 1:** Human Capital Management will utilize current platforms to track professional development for all staff. This will allow for more targeted professional development offerings in the future.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Evaluate current platforms to identify the best option in terms of ease of access and manageability.	Formative			Summative
	Oct	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** By June 2022, all staff will receive professional development in their area of expertise.

**Performance Objective 2:** Improve the on-boarding process

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Update and revise the on-boarding process utilizing the Records system.  <b>Characteristics:</b> High Standards and Expectations for All Students	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Work with IT to streamline the work flow for on-boarding with notification to all departments regarding their involvement in the employees information sessions and training to make a more positive overall district experience.	Formative			Summative
	Oct	Nov	Mar	June
				344
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Goal 4:** By June 2022, all staff will receive professional development in their area of expertise.

**Performance Objective 3:** Establish "Grow Your Own" program for all employees.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Support and provide resources for staff who have a desire to advance to a licensed or administrative position.	Formative			Summative
	Oct	Nov	Mar	June
	0%	0%		
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Support staff with restricted licensure to fulfill hard to fill positions while completing requirements for certification.	Formative			Summative
	Oct	Nov	Mar	June
	0%	0%		345
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Promote the current tuition reimbursement program and make easily accessible to all staff.	Formative			Summative
	Oct	Nov	Mar	June
	0%	0%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Human Capital Management will foster positive relationships with certified and classified bargaining units as measured by a collaborative survey.

**Performance Objective 1:** Human Capital Management will meet regularly with the classified and certified unions to establish a collegial working relationship.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Maintain weekly communication between district and union regarding employee relations concerns; provide guidance and recommendations for resolution of issues during weekly contract maintenance meetings	Formative			Summative
	Oct	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Human Capital Management will foster positive relationships with certified and classified bargaining units as measured by a collaborative survey.

**Performance Objective 2:** Human Capital Management will use opportunities whenever possible to be proactive and collaborative to avoid unnecessary conflict and confusion.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Getting feedback on critical issues from both units. <b>Strategy's Expected Result/Impact:</b> Provides information, advice and assistance to school district and bargaining groups regarding application of statutes, regulations, contracts and employee relations practices relating to their functional areas.	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Working to develop a positive good faith bargaining relationship with both unions. <b>Strategy's Expected Result/Impact:</b> Facilitates on-going communication and working relationships with employee representative organizations including coordination of joint labor-management committees.	Formative			Summative
	Oct	Nov	Mar	June
				347
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

# Reynolds School District 7

## Nutrition Services

2021-2022



348

# Goals

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

**Performance Objective 1:** Provide excellent customer service to set students up for daily success

**Evaluation Data Sources:** Participation numbers

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Make sure every child is greeted with a kind and welcoming acknowledgment as they pass through the line.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue keeping customer service at the forefront even in these times of uncertainty and industry challenges.</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Management Team and Kitchen Leadership Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				349
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Extend meal service in the morning with having a grab and go breakfast in the cafeteria for students that have difficulty getting to school on time. Breakfast will be extended 30 minutes each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to get breakfast before their academic day begins. We believe students who are not hungry will be ready to learn. We also anticipate less building complaints and students with less stomach aches and headaches.</p> <p><b>Staff Responsible for Monitoring:</b> Management Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Staff champions and sun to ensure students have access to meals after school when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> When we are fully staffed kitchens are more productive and we have higher morale throughout the department.</p> <p><b>Staff Responsible for Monitoring:</b> Management Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Serve curbside meals at schools when students have been quarantined.</p> <p><b>Strategy's Expected Result/Impact:</b> Less concerns with students having access to food.</p> <p><b>Staff Responsible for Monitoring:</b> Management Team and Kitchen Leadership Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 5 Details	Reviews			
<p><b>Strategy/Action 5:</b> Create a snack list that is available to all schools so that all students would have access to food when the need arises</p> <p><b>Strategy's Expected Result/Impact:</b> Less concerns for student access to food</p> <p><b>Staff Responsible for Monitoring:</b> Management Team, Kitchen leadership team and building staff.</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<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:** Culturally Responsive Teaching - We will interrupt bias and microaggression in curriculum and instructional practices.

**Performance Objective 1:** Continue to bring diversity and training to kitchens to disrupt racism and change in environmental culture.

**Evaluation Data Sources:** We anticipate this will help with acceptance of all people for students and staff in our kitchens and service areas. We believe this will help with staff retention and workplace environment as well.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Seek opportunities with staff at all staff meetings different cultures, related to food, activities.  <b>Strategy's Expected Result/Impact:</b> If we bring more cultural related topics to our staff that they can associate with our student body they will get more insight to diversity. This will help with our diverse teams and create more understanding between team members.  <b>Staff Responsible for Monitoring:</b> Management Team and Nutrition support Team</p>	Formative			Summative
	Oct	Nov	Mar	June
	 15%	 50%	 85%	
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Quarterly send out short trainings to all staff members to be completed while at work.  <b>Strategy's Expected Result/Impact:</b> Due to lack of training opportunities this will help us to continue disrupting things we see in the kitchen such as passive aggressive behaviors and team conflict.  <b>Staff Responsible for Monitoring:</b> Management Team and Nutrition support Team</p>	Formative			Summative
	Oct	Nov	Mar	June <sup>351</sup>
	 5%	 55%	 85%	
<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 and Staff Wellness -** We will promote a healthy learning and working environment that provides students and staff with the skills social support and environmental reinforcement they need to adopt healthy long-term behaviors.

**Performance Objective 1:** Continue to improve kitchen culture and employee morale within the department.

**Evaluation Data Sources:** This will result in less team conflict and creating happier working environments.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Reorganize the Nutrition Safety Committee and incorporate a wellness piece into the agenda</p> <p><b>Strategy's Expected Result/Impact:</b> keep kitchen staff well and trained on proper safety related items such as proper lifting techniques.</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Coordinator, Site Supervisor and Committee Chair</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Send out monthly flyers to be posted at kitchens with wellness suggestions.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase learning on safety precautions keeping staff well and at work.</p> <p><b>Staff Responsible for Monitoring:</b> Management Team and Support Team</p>	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Have a quarterly staff recognition to help improve mental well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve team morale department wide</p>	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Maintain service as normal as possible while keeping students and staff safe.</p> <p><b>Strategy's Expected Result/Impact:</b> Nutrition staff have had many challenges over the last two years. Many are confused with what needs to happen with all the flexibility and changes. Happier team members means better customer service to students.</p> <p><b>Staff Responsible for Monitoring:</b> Management Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment</p>	Formative			Summative
	Oct	Nov	Mar	June
				

Strategy/Action 5 Details	Reviews			
<p><b>Strategy/Action 5:</b> Ensure all food safety rules and regulations are followed to keep students safe and healthy</p> <p><b>Strategy's Expected Result/Impact:</b> Health inspection will show this has improved.</p> <p><b>Staff Responsible for Monitoring:</b> Management Team, Kitchen Leadership and Support Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 6 Details	Reviews			
<p><b>Strategy/Action 6:</b> Ensure staff are taking their rest breaks during their shift.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff who take their breaks regular suffer less burn out and will provide better customer service to our students.</p> <p><b>Staff Responsible for Monitoring:</b> Management Team and Kitchen Leadership</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				353
Strategy/Action 7 Details	Reviews			
<p><b>Strategy/Action 7:</b> Employees will follow policy and stay home when they are sick to keep their coworkers and students safe.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff who take care of themselves can stay happy and healthy. This will translate to consistent customer service to students.</p> <p><b>Staff Responsible for Monitoring:</b> Management Team and Kitchen Leadership</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 4: Professional Development** - We will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge and confidence to accelerate student outcomes.

**Performance Objective 1:** Better training programs to support kitchens process and production.

**Evaluation Data Sources:** Better program audits, health inspections and cohesive effective teams in kitchens. Less team conflict.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Utilize Kitchen Mgr. Meetings to continue to develop and train for conflict resolution and micro aggression/bias behaviors and how to recognize and handle these situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Happier team environments</p> <p><b>Staff Responsible for Monitoring:</b> Management Team, Support Team and Kitchen Leadership</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				354
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Continue to reach out to departments and invite speakers to inform and educate in their experienced roles. (Mandt Training, Equity Training and other District focused areas of improvement)</p> <p><b>Strategy's Expected Result/Impact:</b> Better working environments and more support to Kitchen Leadership teams.</p> <p><b>Staff Responsible for Monitoring:</b> Management and Support Teams</p> <p><b>Characteristics:</b> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Encourage team members and provide opportunities for training in leadership roles. Promoting from within our teams both improves morale and gives those with leadership aspirations room to grow and develop their skills to reach their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall happier team members. Less kitchen conflict. Better understanding and tolerance of each other.</p> <p><b>Staff Responsible for Monitoring:</b> Management Team and Support Team</p> <p><b>Characteristics:</b> 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Reynolds School District 7

## Operations Department

2021-2022



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# Goals

**Goal 1:** The Division of Operations will develop standard operating procedures and policy guides for all departments under its purview.

**Performance Objective 1:** All Division departments develop an SOP

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Discuss during 1:1	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 2 Details	Reviews <span style="float: right;">357</span>			
Strategy/Action 2: Establish timeline in Planner	Formative			Summative
	Oct	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The Division of Operations will develop a plan for a future bond in collaboration with Financial Services

**Performance Objective 1:** Meet regularly with ESD 112 to engage in the planning process

**Goal 2:** The Division of Operations will develop a plan for a future bond in collaboration with Financial Services

**Performance Objective 2:** Complete ESD112 Information form

**Goal 2:** The Division of Operations will develop a plan for a future bond in collaboration with Financial Services

**Performance Objective 3:** Participate in quarterly tasks

360

**Goal 3:** The Division of Operations will establish an electronic Facilities Use Process and updated Facilities Use Guidelines.

**Performance Objective 1:** Initiate electronic platform for reservations, including system for receiving fees and collecting insurance documentation.

**Goal 3:** The Division of Operations will establish an electronic Facilities Use Process and updated Facilities Use Guidelines.

**Performance Objective 2:** Establish Facilities Use Policy guide for external use

**Goal 3:** The Division of Operations will establish an electronic Facilities Use Process and updated Facilities Use Guidelines.

**Performance Objective 3:** Create and publish informational materials for end users

**Evaluation Data Sources:** Updated Facilities Use webpage

**Reynolds School District 7  
Risk Management Services**

**2021-2022**



364

# Goals

**Goal 1:** By the end of June 2022, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plan annually.

**Performance Objective 1:** RSD Safe School Plan template aligned to current, best national school safety standards

**Evaluation Data Sources:** Completed Safe School Plan template

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Collaborate with local emergency management <b>Strategy's Expected Result/Impact:</b> Up to date guidance <b>Staff Responsible for Monitoring:</b> Risk Manager  <b>Characteristics:</b> High Levels of Collaboration and Communication	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 0%	 70%	365
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** By the end of June 2022, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plan annually.

**Performance Objective 2:** Collaborate with Technology to create an interactive Safe School Plan template that principals will use and complete annually.

**Evaluation Data Sources:** Utilization of template by principals

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> To create the template <b>Strategy's Expected Result/Impact:</b> Online interactive template that principals can complete <b>Staff Responsible for Monitoring:</b> Risk Manager  <b>Characteristics:</b> Clear and Shared Focus	Formative			Summative
	Oct	Nov	Mar	June
	0%	0%	0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				366

**Goal 1:** By the end of June 2022, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plan annually.

**Performance Objective 3:** Include principals in the development of the E-form and the Safe School Plan template.

**Evaluation Data Sources:** Present at Principal's meetings.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> To gather feedback from principals <b>Strategy's Expected Result/Impact:</b> Documents would reflect principal voice <b>Staff Responsible for Monitoring:</b> Risk Manager  <b>Characteristics:</b> High Levels of Collaboration and Communication	Formative			Summative
	Oct	Nov	Mar	June
	0%	0%	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>				367

**Goal 1:** By the end of June 2022, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plan annually.

**Performance Objective 4:** Collaborate with Technology to create a Corrective Action notice (CAN) E-form when a violation is found at a school.

**Evaluation Data Sources:** Utilization of CAN E-form by Risk Manager and Supervisors

**Summative Evaluation:** Met Objective

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Usage of CAN <b>Strategy's Expected Result/Impact:</b> less Fire code violations <b>Staff Responsible for Monitoring:</b> Collaboration between principals and Risk Management <b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 80%	 100%	
 No Progress  Accomplished  Continue/Modify  Discontinue				368

**Goal 2:** By the end of May 2022, Risk Management will develop an inspection checklist for safe classroom environments and will establish a regular calendar of classroom, kitchen, and other work area inspections for every school and non-school worksite.

**Performance Objective 1:** To ensure a safe environment for all schools

**Evaluation Data Sources:** Utilizing Fire Codes

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Provide principals with a written documentation with the corrective action step <b>Strategy's Expected Result/Impact:</b> To minimize hazardous environment <b>Staff Responsible for Monitoring:</b> Collaboration between principal and Risk Manager  <b>Characteristics:</b> High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 60%	 80%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				369

**Reynolds School District 7**  
**Elementary & Secondary Schools**  
**2021-2022**



370

# Goals

Revised/Approved: June 17, 2022

**Goal 1:** Strategic Plan 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.

By June 2022, ALL third grade students will increase in Literacy from 22% to 30% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Black/African American third grade students will increase in Literacy from 19% to 27% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Latinx third grade students will increase in Literacy from 16% to 24% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

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By June 2022, all third grade students identified EL will increase in Literacy from 6% to 16% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all third grade students who receive special education services will increase in Literacy from 12% to 22% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

## **Performance Objective 1:** Metric 1 - Elevate Student Voice

School Leaders will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

**Evaluation Data Sources:** EES student survey: Collaboration and Interpersonal Skills Disaggregated by Race  
[insert table A for data from 2019-20 with growth targets by race up to 2024-25]

EES student survey: Sense of Belonging Disaggregated by Race  
[insert table B for data from 2019-20 with growth targets by race up to 2024-25]

EES parent survey: Participation Rates  
[insert table C for 3-year trend data from 2018-19 / 2019-20 / 2020-21]

EES parent survey: Parent and Community Involvement Disaggregated by Race [insert table D for for data from 2019-20 with growth targets by race up to 2024-25]

Combination of empathy interviews, input sessions, community meetings to ensure that there is a true representation of the schools/district community in decision making.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> No less than three times per year, Elementary and Secondary schools 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.</p> <p><b>Strategy's Expected Result/Impact:</b> When reviewing disaggregated data from the EES student survey for Collaboration and Interpersonal Skills Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to 10% above the norm annually.</p> <p>When reviewing disaggregated data from the EES student survey for Sense of Belonging Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually.</p> <p>When reviewing disaggregated data from the EES parent survey for participation rates, the impact will be target above 15% or over 1,500 responses as a district.</p> <p>When reviewing disaggregated data from the EES parent survey for Parent and Community Involvement Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually.</p> <p>Improvement in voice from our historically marginalized populations with an emphasis on Black and Latinx students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principals in collaboration with the Exec. Dir of Schools</p>	Formative			Summative
	Oct	Nov	Mar	June
				372
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> School-based Equity teams and PLC teams will review the academic and perceptual data that has been collected and include in their equity team or PLC notes the data and action steps being taken in response to the data.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceeded the outlined targets established.</p> <p><b>Staff Responsible for Monitoring:</b> Building Principal and Equity Team</p>	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> The Office of Schools will conduct observational visits to schools routinely and in collaboration with the Academics, Multilingual Ed, and Student Services Dept. to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of literacy, is implemented with fidelity at all schools district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> The professional learning in the area of literacy is being implemented authentically in classrooms across the district and cross-departments are providing support, guidance to building administrators and their staff.</p> <p><b>Staff Responsible for Monitoring:</b> Exec. Dir of Schools / Principals / Academic Dept</p>	Formative			Summative
	Oct	Nov	Mar	June
				

Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of literacy and SIP/DIP plans have a clearly articulated implementation plan for professional development specific to culturally responsive practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Clearly articulated goals vertically in our district between the Office of Schools and school SIPs that includes a PD plan with specific culturally responsive practices.</p> <p><b>Staff Responsible for Monitoring:</b> Alma Charles / Exec. Dir of Schools / Building administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 5 Details	Reviews			
<p><b>Strategy/Action 5:</b> By September, 2021 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Building administrators have an understanding of their aligned SIP and the process / timeline used for this school year in reporting progress.</p> <p><b>Staff Responsible for Monitoring:</b> Alma Charles / Exec Dir of Schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 6 Details	Reviews			
<p><b>Strategy/Action 6:</b> The Office of Schools will ensure that each school will be responsible for including an action plan in their SIP directly related to Marginalized students, where they Identify the goal(s), Develop the action plan, Evaluate the implementation of the plan and the quarterly results. Schools will determine if adjustments are needed to the plan based on quarterly results and communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans. School administrators will ensure that the diversity of their team represents the community they serve and disaggregate all data to evaluate for Black students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Each school will have a clear SIP plan with goals related to marginalized students.</p> <p><b>Staff Responsible for Monitoring:</b> Alma Charles, Exec. Dir of Schools , School Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<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:** Strategic Plan 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.

By June 2022, ALL third grade students will increase in Literacy from 22% to 30% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Black/African American third grade students will increase in Literacy from 19% to 27% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Latinx third grade students will increase in Literacy from 16% to 24% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all third grade students identified EL will increase in Literacy from 6% to 16% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all third grade students who receive special education services will increase in Literacy from 12% to 22% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

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**Performance Objective 2:** Metric 2 - Remove Barriers

Elementary and Secondary School and Department Leaders 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:** Elementary: Third Grade Reading data disaggregated by race (STAR)
- Elementary Optional: Fifth grade math data disaggregated by race (STAR)
- Middle School: Eighth Grade Math and Reading Rates Disaggregated by race (STAR)
- High School: 4-year college /trade program acceptance rates disaggregated by race.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> The Office of Schools will lead and support school administrators with school PLC and Equity team implementation, that includes but is not limited to disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations with an emphasis on identifying and removing barriers to improve the academic and social experience for Black students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of PLC and equity team functions with effective processes for data review and response for improved student performance and removal of identified barriers.</p> <p><b>Staff Responsible for Monitoring:</b> Exec. Director of Schools, Academics Dept, Building Administrators</p>	Formative			Summative
	Oct	Nov	Mar	June
				

Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> The Office of Schools will create and implement a professional learning plan for school administrators focused on anti-racist instructional leadership development in partnership with CEL and OCEE.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen the perspective of administrators as anti-racist leaders which will lead to the identification and removal of barriers that exist for our marginalized student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Exec. Director of Schools</p>	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> The Office of Schools will work in collaboration with school administrators to review the TAG identification rates Disaggregated by Race.</p> <p><b>Strategy's Expected Result/Impact:</b> That when reviewing the student population enrolled in TAG by ethnicity, and TAG enrollment by reporting grade, all racial groups are within 2% of the district average.</p> <p><b>Staff Responsible for Monitoring:</b> Building Administrators, Office of Schools, Academics Dept</p>	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> The Office of schools will work with school administrators to develop a process used annually for how to identify the top three barriers to goal attainment.</p>	Formative			Summative
	Oct	Nov	Mar	July 5
Strategy/Action 5 Details	Reviews			
<p><b>Strategy/Action 5:</b> Secondary Administrators will analyze the data from graduation rates, acceptance rates to 4-year universities/trade programs of historically marginalized students and disaggregated for Black Students.</p>	Formative			Summative
	Oct	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Strategic Plan 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.

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By June 2022, all Black/African American third grade students will increase in Literacy from 19% to 27% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

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By June 2022, all third grade students identified EL will increase in Literacy from 6% to 16% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all third grade students who receive special education services will increase in Literacy from 12% to 22% with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

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**Performance Objective 3:** The Office of Schools will work with school administrators to develop a process for collecting feedback from the community at outreach events to identify internal and external barriers to student and community communication and include an annual equity progress review on how they will be addressed. This will also include prioritizing the act of follow through in the cycle of communication to honor the time and input by all.

**Evaluation Data Sources:** Survey data [see details noted above]

**Reynolds School District 7  
Student & Family Services**

**2021-2022**



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# Goals

**Goal 1:** The Division of Student & Family Services, in collaboration with the Division of Academics and district stakeholders, will develop a District-wide Multi-Tiered System of Student Support Framework for academic and social-emotional learning support.

**Performance Objective 1:** Establish a schedule of meetings of the working committee.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Convene a committee of central office and site-based administrators to begin developing the framework. Input will be sought from teachers and support providers on the draft framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall MTSS framework for all staff to utilize throughout the district to improve student academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Michelle Cardenas</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication</p>	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 10%	 30%	378
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The Division of Student & Family Services and Division of District Operations, in collaboration with the Board Policy Review Committee and other divisions and departments, will update 30% of board policies and board administrative regulations pertinent to the updated policy.

**Performance Objective 1:** Meet regularly (every two months) with Board Policy review group.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Bring policies that need updating to the Board starting in the November Business meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Board policies will be updated with clearer guidelines for the district to follow and implement.</p> <p><b>Staff Responsible for Monitoring:</b> Dr. Christopher Ortiz.</p> <p><b>Characteristics:</b> Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 15%	 35%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** The Division of Student & Family Services, in collaboration with other divisions and departments, will complete a full planning process with Oregon Department of Education (ODE) for SIA District Intensive Coaching Process.

**Performance Objective 1:** A Steering and Advising Body will be selected to begin the work.

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Funding will be provided by Oregon Department of Education (ODE) to assist with supporting the Steering and Advising Body with the Intensive Coaching Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching practices implemented in the classrooms across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Dr. Christopher Ortiz</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 10%	 70%	
<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="464 662 661 706">  No Progress           </div> <div data-bbox="762 662 980 706">  Accomplished           </div> <div data-bbox="1079 662 1331 706">  Continue/Modify           </div> <div data-bbox="1432 662 1625 706">  Discontinue           </div> </div>				380

**Reynolds School District 7  
Special Education Services**

**2021-2022**



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# Goals

**Goal 1:** We will identify and remove internal barriers so that students who have been marginalized have just and equitable access to a high-quality education.

**Performance Objective 1:** By June 2022, 75% of RSD students receiving special education services will be educated in the general education setting, curriculum, and with their typically developing peers 80% or more of the day according to IEP placement data.

**Evaluation Data Sources:** Placement Data from Synergy

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> In collaboration with other Academic Departments, develop a mission, vision, and Tier I Instructional Framework for equitable and inclusive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear communication across departments and schools inclusive of students with disabilities.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, Jen Ayers, Seth Jones</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	 <p>20%</p>	 <p>65%</p>	 <p>90%</p>	382
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Engage stakeholders in the development of the walkthrough tool identifying equitable and inclusive practices including Universal Design for Learning. Actively seek the voices that have been historically marginalized.</p> <p><b>Strategy's Expected Result/Impact:</b> A walkthrough tool identifying equitable and inclusive practices supported by stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Deb Nicolai and Deb Miller</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	 <p>5%</p>	 <p>5%</p>	 <p>5%</p>	

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Develop professional learning opportunities for general education teachers and special education teachers on equitable and inclusive practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase strategies for inclusion of students with disabilities.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, Jen Ayers, Seth Jones, Sp Ed TOSAs</p> <p><b>Characteristics:</b> Focused Professional Development, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> In collaboration with RHS Special Education teachers, review and revise the special education service delivery model at RHS in order to increase inclusion of students with IEPs in core Language Arts and Math courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased placement in general education with resource level supports (80% or more in gen ed)</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, RHS administrators, RHS Sp Ed teachers</p> <p><b>Characteristics:</b> Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				<p>383</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** We will identify and remove internal barriers so that students who have been marginalized have just and equitable access to a high-quality education.

**Performance Objective 2:** The Special Education Department will collaborate with other departments to remove barriers and increase access to high-quality instruction for students with disabilities using the strategies and actions below.

**Evaluation Data Sources:** Strategies/Actions completed  
Student learning data in reading

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> In collaboration with the Department of Multilingual Education, develop process for students who are emerging multilingual learners and are referred for special education evaluation. Relevant staff members will be trained on the new referral process by December 2021.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved evaluation process that meets needs of students without over-identifying students who are multilingual learners as students with disabilities. Decreased special education identification for English language learners.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, Jennifer Hernandez, Jennifer Ayers, Seth Jones</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy/Action 2:</b> Provide professional learning for special educators to implement new intensive reading interventions (SPIRE, Language!Live). Collect student learning data to determine effectiveness of these intensive reading interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students using SPIRE or Language!Live will make more than 1 years growth in their reading skills.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, Special Education TOSAs and Teachers</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	384			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy/Action 3:</b> By June 2022, provide professional learning for all special education teachers and classified staff on relationship-building and de-escalation strategies (Mandt Day 1). Select staff serving special classrooms will be trained in technical skills (Mandt Day 2).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of pro-active strategies to support students with behavioral needs and/or lagging skills in emotional regulation. Reduced number of students placed to schools other than their neighborhood school.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, Jen Ayers, Seth Jones</p> <p><b>Characteristics:</b> Focused Professional Development, Supportive Learning Environment</p>	384			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				

Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> By December 2021, develop a Reading Toolkit for special education teachers that aligns assessment scores and appropriate interventions to meet the student needs using research-based curriculum and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with IEPs receive specially-designed instruction reasonably calculated for them to make progress toward their reading goals.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, Jen Ayers, Seth Jones</p> <p><b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development</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 2:** We are committed to truly listen and create timely/efficient communication systems.

By June 2022, the RSD Special Education Department will ensure that all families have an opportunity to meaningful participation in all special education related meetings/activities.

**Performance Objective 1:** During the 2021-22, school year, the RSD Special Education Department will ensure that all families who are non-English speaking have interpretation services available in all special education related meetings/activities.

- Evaluation Data Sources:**
- meeting sign in
  - meeting minutes
  - Passport to Languages contract

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> During the 2021-22 school year, the RSD Special Education Department will ensure that families who speak Spanish, Russian, Arabic, and Vietnamese have access to their children's required special education documents, translated in their native language, within 10-days after the scheduled IEP meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> More family involvement in their student's education.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, Jennifer Ayers, Seth Jones, and Jennifer Hernandez</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				386
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> The Special Education Department will host three or more information sessions for parents/guardians of students receiving special education services, including interpreters for those who speak languages other than English.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will have a better understanding of the special education services their student is receiving.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, Seth Jones, Jennifer Ayers, and Jennifer Hernandez</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

By June 2022, the RSD Special Education Department will ensure that all families have an opportunity to meaningful participation in all special education related meetings/activities.

**Performance Objective 2:** By June 2022, all finalized IEP documents will be sent to families within 10 work days of their student's IEP meeting 90% or the time or more.

**Evaluation Data Sources:** -Data collected by Records team

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Streamline the process of following up with families after an IEP meeting to provide excellent customer service and communication to the Reynolds community.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will be more invested in their student's education and special education services.</p> <p><b>Staff Responsible for Monitoring:</b> Deb Miller, Jennifer Ayers, and Seth Jones</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Family and Community Involvement</p>	Formative			Summative
	Oct	Nov	Mar	June
				387
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Reynolds School District 7**  
**Student Information Management and Records**  
**2021-2022**

388

# Goals

**Goal 1:** By June 2022, the Student Information Management and Records Department will develop a procedural handbook for Enrollment and Records Management to improve processes and data efficacy.

**Performance Objective 1:** Develop a draft handbook.

**Evaluation Data Sources:** Draft copy of the handbook

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Share the draft handbook with stakeholder group for feedback and edits.</p> <p><b>Strategy's Expected Result/Impact:</b> Help work towards having a final procedural handbook for consistency of processes and data efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Teri Pitts</p> <p><b>Characteristics:</b> Effective School Leadership, High Levels of Collaboration and Communication</p>	Formative			Summative
	Oct	Nov	Mar	June
	 0%	 35%	 75%	389
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** By June, 2022 the Student Information Management and Records Department will implement an Early Warning System (EWS) and analytics dashboard to improve data access for decision making.

**Performance Objective 1:** Identify appropriate software and secure a contract.

**Evaluation Data Sources:** Completed contract  
Board approval

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Work with contracting to finalize an executed contract that provides the appropriate software for the EWS and analytics dashboard.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve access to data for decision making</p> <p><b>Staff Responsible for Monitoring:</b> Teri Pitts</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				390

**Goal 2:** By June, 2022 the Student Information Management and Records Department will implement an Early Warning System (EWS) and analytics dashboard to improve data access for decision making.

**Performance Objective 2:** Develop a design and implementation plan.

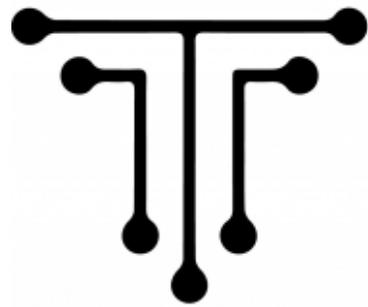
**Evaluation Data Sources:** Design and implementation plan document

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Implement a Cabinet level dashboard in Synergy for them to utilize and improve decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Cabinet leadership will have access to more data points for Divisions and Departments to problem solve effectively.</p> <p><b>Staff Responsible for Monitoring:</b> Teri Pitts</p> <p><b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				391

**Reynolds School District 7**

**Technology Services**

**2021-2022**



**TECHNOLOGY  
SERVICES**

392

# Goals

**Goal 1:** By December 2021, 95% of all students will have access to technology tools that works when needed to complete surveys and participate in online platforms.

**Performance Objective 1:** Increase the number of available technology tools used by students from 90% to 95%

**Evaluation Data Sources:** CEE surveys, district-wide surveys

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Technology Department staff will inquire with campus principals two weeks before a survey is issued to ensure students have working technology tools.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will have the ability to successfully complete the survey.</p> <p><b>Staff Responsible for Monitoring:</b> Joel Rendon</p> <p><b>Characteristics:</b> High Levels of Collaboration and Communication, Supportive Learning Environment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	 50%	 85%	 90%	393
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Improve communication channels with schools to maintain student technology operational</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	 25%	 30%	 60%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2:** By June of 2022, in collaboration with Academics, implement a new standard operating procedure for reviewing, approving, and deploying technology applications requested by teachers as part of their curriculum.

**Performance Objective 1:** Implement a new process for vetting and deploy applications teachers requests as part of their curriculum

**Evaluation Data Sources:** Currently, there is no process for vetting teacher requests for software use as part of the curriculum.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Technology Department will define an online process for teachers to easily request applications that can be deployed to students <b>Staff Responsible for Monitoring:</b> Joel Rendon	Formative			Summative
	Oct	Nov	Mar	June
	 15%	 20%	 40%	
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Create a list of district-approved technology used by Academics and Curriculum <b>Strategy's Expected Result/Impact:</b> Faster response to request for technology implementation.	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 10%	 55%	394
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Participate in the committee that approves technology requests by Academics and Curriculum.	Formative			Summative
	Oct	Nov	Mar	June
	 5%	 10%	 15%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** By December 2021, Technology Services will implement technology applications to facilitate student online wellness checks.

**Performance Objective 1:** Design the process in which school administrators request access to student online communications.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Produce a list of staff that monitors students using district approved communications tools	Formative			Summative
	Oct	Nov	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Increase access to staff for training on how to monitor student communications	Formative			Summative
	Oct	Nov	Mar	June
				395
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Reduce the time required by administrators to respond to student safety online needs.	Formative			Summative
	Oct	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** By June 2022, Technology Services will develop a standard operating procedure for on-boarding and off-boarding staff with District-owned technology devices.

**Performance Objective 1:** Create documentation for the on-boarding and off-boarding of staff technology

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Establish the process for staff to receive technology equipment	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Establish the process for staff to return technology equipment	Formative			Summative
	Oct	Nov	Mar	June
				396
Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Organize documentation related to how to access technology services available to staff.	Formative			Summative
	Oct	Nov	Mar	June
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

# Reynolds School District 7

## Transportation Services

2021-2022



397

# Goals

**Goal 1:** Provide equity training to all Transportation staff by June 30, 2022.

**Performance Objective 1:** Provide 4 equity training sessions to all Transportation Staff by June 30, 2022

**Evaluation Data Sources:** ZOOM Polls, Plus Delta's, Homework assignments and staff presentations

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Staff will be required to attend small group meetings. Participation will be required at all meetings. Staff will share new discoveries, experiences and opportunities for improvement department wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Small group discussion will encourage deeper conversations. Drivers will be assigned to the same groups in an effort to build relationships and encourage sharing and personal discoveries.</p> <p><b>Staff Responsible for Monitoring:</b> Transportation Leadership Team</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
	 25%	 25%	 65%	398
<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:** Develop standard operating procedures for student behavior management to ensure student safety and ensuring positive school climate on all elementary school bus routes.

**Performance Objective 1:** Develop a student management standard to be used on all elementary school routes. The standard will include practical responses to the issues we can anticipate, deescalation tools, regular coaching and documented time line of progressive interaction.

**Evaluation Data Sources:** Bus Conduct referral system

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Identify one elementary principal that will collaborate and assist with practical responses, Student Management Committee formed</p> <p><b>Strategy's Expected Result/Impact:</b> Effective responses to common behavior. Responses that assist in relationship building. Tools for being assertive but non-threatening while driving with back to students. Student Management Team conducts bi-monthly meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Transportation Coordinator, Transportation Supervisor and Training &amp; Safety Lead</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				399
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Feedback received from ZOOM Training sessions will be shared with Student Management Committee. The committee will build a model taken from driver and principal input.</p> <p><b>Strategy's Expected Result/Impact:</b> Training team to develop a checklist to attach to incident or conduct referral, emailed request for assistance or intervention that outlines all progressive support offered to student(s) and driver to date. Transportation Coordinator to identify a school and request to pilot by March 2022</p> <p><b>Staff Responsible for Monitoring:</b> Transportation Coordinator, Safety &amp; Training Lead, Student Management Committee</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy/Action 3 Details	Reviews			
<p><b>Strategy/Action 3:</b> Following successful pilot Transportation Coordinator will reach out to others to request implementation at their schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Program continues to evolve with the addition of at least one more school. Improvements are made as we prepare to offer to other schools by Fall 2022</p> <p><b>Staff Responsible for Monitoring:</b> Transportation Leadership, Safety &amp; Training Lead, Student Management Committee</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy/Action 4 Details	Reviews			
<p><b>Strategy/Action 4:</b> Training, Coaching and Mentoring is offered to drivers continually. Trainers continue to liaise between school sites and Transportation. Bus safety demonstrations at schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective communication, using similar words and phrases and shared goals for bus expectations will provide consistency to students. When expectations are clear, anxiety is reduced creating a safer ride for all. Students arrive at school ready to learn.</p> <p><b>Staff Responsible for Monitoring:</b> Transportation Leadership and Training staff with principal feedback</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				400
<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:** By March 2022, Transportation Services will deploy parent notification software which will increase communication with schools and parents and enhance student safety and security.

**Performance Objective 1:** Communicate the need for timely loading and unloading practices at each school

**Evaluation Data Sources:** On-Time Schedule reports provided by GPS System

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Transportation Leadership on site the first week(s) of school to assist in establishing good practices in the load zones.</p> <p><b>Strategy's Expected Result/Impact:</b> On-site, while in the load zone, Transportation staff will serve as a liaison between drivers, who must remain at the wheel and school staff. This opens up the line of communication and assists in building positive relationships between the two. Students see that transportation is connected to their school day and staff work as team on the bus as well. This could impact student management in a very positive way.</p> <p><b>Staff Responsible for Monitoring:</b> Safety &amp; Training Lead, Bus Drivers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
				401
Strategy/Action 2 Details	Reviews			
<p><b>Strategy/Action 2:</b> Safety &amp; Training Lead to create a schedule to ensure periodic visits to school sites.</p> <p><b>Strategy's Expected Result/Impact:</b> As Transportation staff continue to be a positive presence outside of the bus at school sites, relationships are strengthened. Issues and concerns may be addressed while on site.</p> <p><b>Staff Responsible for Monitoring:</b> Transportation Leadership</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** By March 2022, Transportation Services will deploy parent notification software which will increase communication with schools and parents and enhance student safety and security.

**Performance Objective 2:** Develop a standard response outline to assist dispatch and call takers in first person resolution.

**Evaluation Data Sources:** On-time schedule data, fewer documented level 1 supervisor involved resolutions

Strategy/Action 1 Details	Reviews			
<p><b>Strategy/Action 1:</b> Transportation Leadership will collaborate with Dispatch Team to identify the most common occurrences in which they feel a supervisor is needed for decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> A decision tree develops. A standard response go by is created to assist when under pressure. Staff is empowered to make decisions quickly and effectively. Communication improves. Response time is shortened when not awaiting supervisor approval. Service to parents, school staff, community and drivers improves. Students are impacted by the change with fewer occurrences of a late bus, less radio chatter while on board buses and delays in service</p> <p><b>Staff Responsible for Monitoring:</b> Transportation Leadership</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	Formative			Summative
	Oct	Nov	Mar	June
				402
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



*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: Updates to the RSSL Resiliency Framework**

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

Date: March 9, 2022

<b>Action</b>	<input type="checkbox"/>
<b>Report</b>	<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 Oregon Health Authority and the Oregon Department of Education released an update to the Ready Schools Safe Learners (RSSL) Resiliency Framework. Since the beginning of July, ODE has issued 9 versions of the Resiliency Framework, the guidance document for return to full, in-person learning for SY21-22. The March 11th update is the 9th version. School Districts, including Reynolds, have worked diligently to keep up with the changes in requirements and recommendations since the beginning of the school closures in March 2020 and in the current school year. The presentation will highlight the changes to the newest update. The District will follow the Resiliency Framework, including moving from statewide decision-making to county-level decision-making.

**Previous Board Action:**

The Board has been informed about all past RSSL guideline updates.

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable



# Resiliency Framework Updates

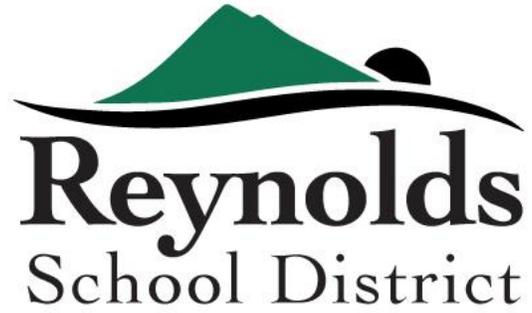
March 9, 2022

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



## 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.



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# Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year

Updated March 2, 2022

**Effective date:**

**March 11, 2022 at 11:59 pm**

**[View the Full Guidance HERE](#)**



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# Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year

407

Since the beginning of July, ODE has issued 9 versions of the Resiliency Framework, the guidance document for return to full, in-person learning for SY21-22. The March 11th update is the 9th version. School Districts, including Reynolds, have worked diligently to keep up with the changes in requirements and recommendations since the beginning of the school closures in March 2020 and in the current school year.



# Guidance Update Timeline

- **February 7:** We received new guidance that the mandatory mask mandate for indoor settings would be lifted on March 31, 2022.
- **February 24:** The guidance was changed to lift the mask mandate on March 19, 2022.
- **February 28:** New guidance came out, changing the mask mandate lift to March 11, 2022, stating that the lift included all public spaces and all K-12 schools statewide.
- **March 2:** ODE changed the RSSL Resiliency Framework to align with the CDC guidelines which indicated the lifting of the mask rule for K-12 schools and transition from statewide decision-making to county level decision-making. We also received a letter from Multnomah County stating that they will work with local school districts to implement the new changes.

408

# Monitoring Local Data

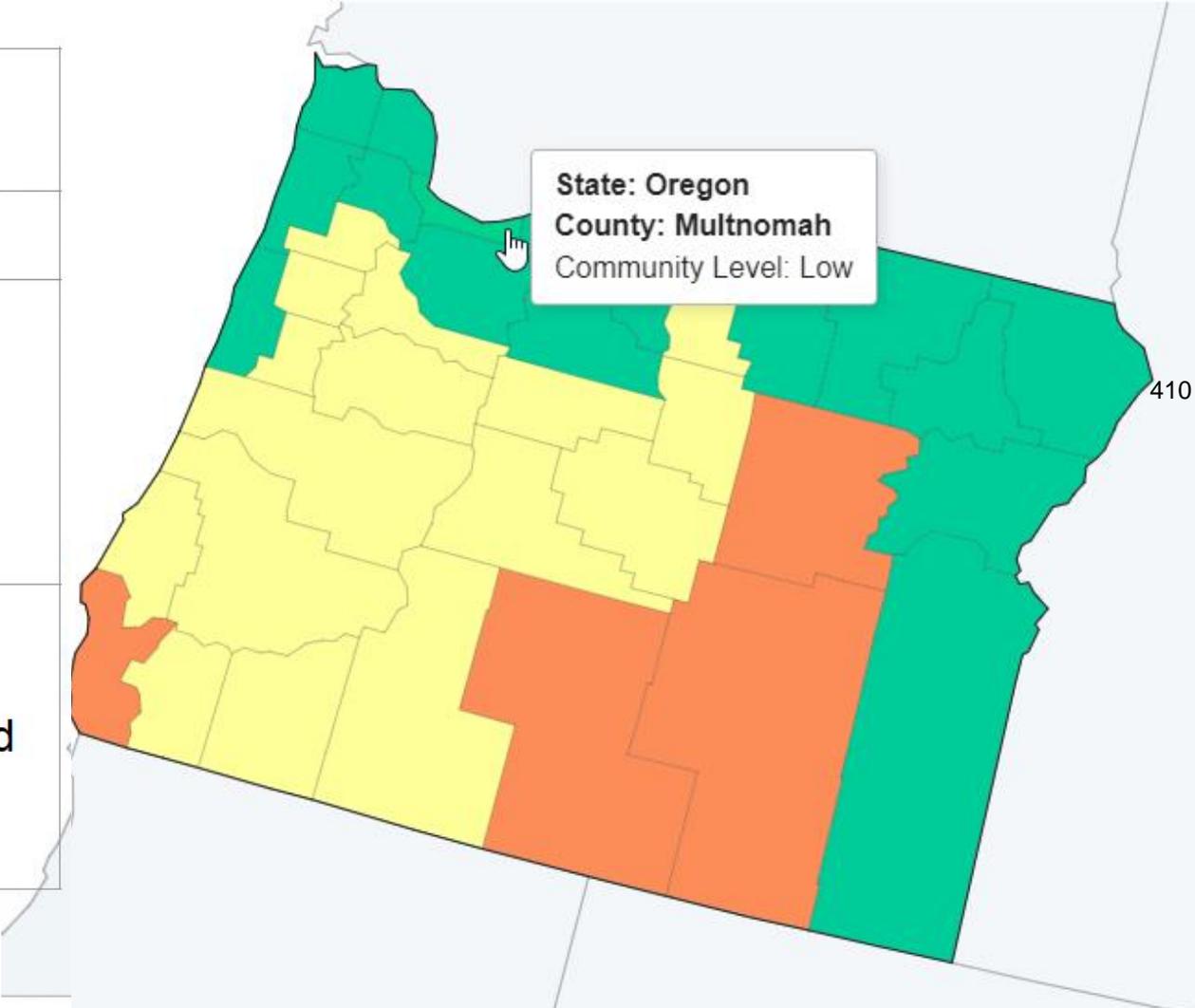
*It's important to remember that our communities will be living with the virus for the indefinite future.*

- On February 25, 2022, the Centers for Disease Control and Prevention (CDC) released COVID-19 **Community Levels**—a measure of the impact of COVID-19 on counties. These data are updated weekly and recommendations for individual prevention behaviors (e.g., masking) and community prevention strategies (e.g., vaccine distribution and testing access) are presented for low, medium and high COVID-19 community levels. Of note, **CDC now recommends universal masking in K-12 during high community levels. At all levels, individuals may also choose to mask based on their individual risk assessment** (e.g., increased risk for severe disease or family or community members at increased risk for severe disease).
- Primary Factors Include:
  - Level of community transmission of COVID-19.
  - COVID-19 vaccination coverage in the community and among students, teachers, and staff
  - **Availability** of COVID-19 **diagnostic** and screening testing programs for students, teachers, and staff.
  - COVID-19 outbreaks or increasing trends in the school or surrounding community.
  - Ages, sociodemographics, and developmental status of children served by K–12 schools and the associated cognitive, social and behavioral factors that may affect risk of transmission and the feasibility of different prevention strategies.
  - Students and staff who warrant extra precautions due to being at increased risk of severe COVID-19 illness.

409

# CDC COVID-19 Community Levels

Community Level	Mask Recommendation
Low	No recommendation
Medium	If you are immunocompromised or high risk for severe disease, talk to your healthcare provider about whether you need to wear a mask
High	Wear a well-fitting mask indoors in public, regardless of vaccination status (including in K-12 schools and other indoor community settings)



Oregon Department of Education

# Face Coverings (Equity)

- Effective February 25, 2022, CDC does not require wearing masks on buses or vans operated by public or private school systems, including early care and education/childcare programs. The requirement to mask on K-12 transport in Oregon will end when Oregon's indoor masking mandate is lifted at 11:59 pm on March 11, 2022. School systems at their discretion may choose to require that people wear masks on buses or vans as part of their local decisions on the use of face coverings in school settings.,
- For Head Start and Pre-K: On February 28, 2022, Office of Head Start announced that it will not evaluate compliance with the mask requirement in its program monitoring. This pause on monitoring for compliance with the mask requirement will apply to all programs. Before resuming monitoring for compliance with the mask requirement, OHS will provide the grant recipient community with at least two weeks' notice prior to implementing any changes.

411

# Communicable Disease Management in School Settings

- School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to **certain communicable diseases.** (OAR 333-019-0010). Reynolds School District has a district-wide communicable disease plan in place.

## Prioritize Student and Staff Health and Well-Being

412

- Take steps to ensure the school environment is safe and welcoming to every student and staff member and honors their individual decisions around COVID–19 safety, including the use of masks.

# Face Coverings

- On February 28, 2022, OHA announced that it would lift the statewide indoor face covering rule (OAR 333-019-1025) as well as the statewide K12 indoor face covering rule (333-019-1015) on March 11, 2022 at 11:59 PM. **This means that beginning March 12, the decision to require universal masking in school settings will rest with local decision makers in school districts, charter schools, private schools, and local public health authorities.**
- The Center for Disease Control and Prevention (CDC), OHA and ODE continue to strongly advise<sup>413</sup> the universal use of face coverings in schools in order to reduce the spread of COVID-19 and minimize the lost time learning in school due to illness when county COVID-19 Community Levels are high. **At all levels, individuals may choose to mask based on their individual risk assessment** (e.g., increased risk for severe disease or family or community members at increased risk for severe disease). ***Masking should be normalized and welcomed within the school community.***

# Face Coverings cont

- Students are required to attend school, which is a congregate setting where COVID-19 can spread easily if precautions are not taken, **in particular when community transmission is high. Vaccination and the use of face coverings are the most effective tools for COVID-19 prevention.** ODE, OHA, the CDC and the American Academy of Pediatrics (AAP) all agree that full-time, in-person learning is best for our children. The CDC guidance on Types of Masks and Respirators has additional details about face coverings that protect against transmission of COVID-19. ODE and OHA have updated this Face Covering Effectiveness document and FAQ. 414

# Physical Distancing

**The following are recommendations only, not requirements.**

- Support physical distancing in all daily activities and instruction, **striving for** at least **3 feet** between students to the extent possible.
- When it is not possible to maintain a physical distance, it is especially important to layer multiple other prevention strategies.
- Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage physical distance.
- Minimize time standing in lines and take steps to ensure that distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.

415

# Cohorting

The following are recommendations only, not requirements.

- In a K-12 school setting, any person who has been in close contact with a person who has COVID-19 should watch closely for COVID-19 symptoms.
- Where physical distancing is not possible and to minimize the burden of contact tracing, schools should develop stable mealtime cohorts – classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

416

# OHA Sponsored COVID-19 Testing in Schools

- OHA and ODE strongly advise that all K-12 schools implement COVID-19 testing.
- Schools enrolled in OHA's Diagnostic Testing Program can implement the new test to stay enhanced exposure testing protocol. OHA recommends that schools consider enhanced exposure testing for students or staff at increased risk of severe COVID-19, and at the direction of their LPHA, such as during an outbreak response.
- Screening Testing for Unvaccinated K-12 Teachers/Staff: Screening testing is for individuals without symptoms of COVID-19 or exposure to COVID-19. Because COVID-19 vaccines are very effective in reducing the risk of infection, the CDC recommends screening only in unvaccinated individuals. Staff need to sign up or opt-in to this weekly screening program
- Screening Testing for Unvaccinated Students: Screening testing is for individuals without symptoms of COVID-19 or exposure to COVID-19. Both schools and families need to sign up or opt-in for this weekly screening testing program performed in collaboration with a regional laboratory partner.
- Prior to Spring Break, OHA in collaboration with ODE will send iHealth antigen self-tests to all Title I schools in Oregon to be sent home with students. These tests represent one strategy to increase access to testing resources in our school communities. Student & Family Services will be distributing these self-tests to all Title I schools to be sent home with students.

417

# Quarantine and Contact Tracing

- On February 28, 2022, the CDC updated their **guidance** regarding case investigation and contact tracing. Universal case investigation and contact tracing are no longer recommended outside of high-risk settings.

**Effective March 12, 2022, Oregon will pause contact tracing and quarantine for the general population, including K-12 settings.**

- The decision to pause contact tracing and quarantine is based in science and acknowledges that these practices now have very limited if any impact on the transmission of COVID-19 in our communities. SARS-CoV-2, the virus that causes COVID-19, has evolved to become one of the most transmissible viruses known. By the time an exposure is identified and contact tracing is performed, transmission has already occurred.

418

# Quarantine and Contact Tracing, cont

- Following the Omicron surge, and for the first time during the COVID-19 pandemic, Oregon will have very high levels of vaccine- and infection-induced immunity. The duration of this immunity is unknown, but is believed to provide protection from reinfection for at least 90 days.
- In lieu of contact tracing, schools are strongly encouraged to provide cohort notifications when exposures occur. These notifications allow individuals and families to take additional precautions according to their individual needs.
- Because quarantine is no longer required in K-12 settings, regardless of vaccination status, test to stay will shift from a form of modified quarantine to enhanced exposure testing. Students and staff may continue to attend school regardless of their participation in enhanced exposure testing. Testing all exposed individuals in a population with high levels of immunity is neither feasible nor likely to benefit health and safety. Schools may offer enhanced exposure testing to individuals at increased risk of severe illness, e.g., cohorts which include medically fragile individuals.

419

# Quarantine and Contact Tracing

OHA and ODE *strongly advise* that isolation protocols include the following:

- Individuals who had COVID-19 and had symptoms, should isolate for at least 5 days.
  - To calculate the 5-day isolation period, day 0 is the first day of symptoms or a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result.
  - Isolation may end after 5 full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.
  - Individuals should wear a well-fitting mask around others at home and in public for 5 additional days (day 6 through day 10) after the end of the 5-day isolation period.

420

# Primary and Non-primary Symptoms of COVID-19

- People with COVID-19 can have a wide range of symptoms, ranging from mild symptoms to severe illness. Symptoms may appear 2–14 days after exposure to the virus.
- The “primary” COVID-19 symptoms require exclusion from school.
- The “non-primary” COVID-19 symptoms can be seen with many other illnesses, in addition to COVID-19. The non-primary symptoms do not always require exclusion.
- When feasible, ill students and staff with any primary COVID-19 symptoms should be encouraged to seek viral testing. If a student has non-primary symptoms that persist for more than one day, the parent should consider evaluation by the child’s healthcare provider who can determine if viral testing is advised. If a staff member has non- primary symptoms that persist for more than one day, the staff member should consider evaluation by their healthcare provider who can determine if viral testing is advised.

421

# Primary and Non-primary Symptoms of COVID-19, cont

## Primary COVID-19 Symptoms:

- Cough
- Temperature of 100.4 or higher
- Chills
- Shortness of Breath
- Difficulty Breathing
- New Loss of Taste or Smell

## Non-Primary COVID-19 Symptoms:

- Fatigue
- Muscle or Body Aches
- Headache
- Sore Throat
- Nasal Congestion or Runny Nose
- Nausea or Vomiting
- Diarrhea

422

March 2, 2022



## **Statement on the Lifting of the Statewide Indoor Mask Mandate on March 11, 2022**

On Feb. 28, the Oregon Health Authority announced a change in the timeline for lifting the statewide indoor mask mandate, from March 19 to 11:59 p.m. on March 11.

The State of Oregon based its decision on the dramatic drop in hospitalizations and case counts statewide, the ongoing effectiveness of vaccines, and the recently updated metrics that the Centers for Disease Control and Prevention tracks for risk evaluation announced on Feb. 25. Masks will continue to be required by the State in certain settings, such as healthcare facilities and some congregate settings like correctional and detention facilities.

423

Like the rest of the state, Multnomah County has seen a dramatic drop in hospitalizations and case rates since the January surge that resulted from the Omicron variant. The rates of vaccinations and boosters in Multnomah County are high, and we continue our efforts to ensure equitable access to the vaccine. In addition, the sheer number of individuals who were infected with the Omicron variant is widely believed to provide a level of community protection against COVID-19 for at least the next three months.

Based on this picture — and with no new variant on the horizon — Multnomah County will not be implementing a local mask mandate at this time.

As part of the recent updates to their guidance, the CDC created a new [COVID-19 Community Levels](#) tool to help communities and individuals determine which mitigation strategies are best suited to their situation based on local data. The tool places communities into three levels — low, medium and high — based on three key weekly indicators: the proportion of available hospital beds being used by people with COVID-19, the number of new COVID-19-related hospital admissions and the number of new COVID-19 cases. Currently, Multnomah County is classified as having a “medium COVID-19 community level.” Only CDC’s “high” risk level includes a recommendation for universal indoor masking.

In addition, informed by local and State COVID-19 numbers and disease severity, and the CDC’s shift in the COVID-19 response framework, the State has updated the Ready Schools,

Safe Learners guidance. These changes include:

- Transition from statewide decision-making to county-level decision-making.
- Continued school exclusion of anyone who is sick or has tested positive for COVID-19 in the prior 5 days.
- Pausing general contact tracing and quarantine in school settings, consistent with the contact tracing pause in the general community several weeks ago. Contact tracing and quarantine are widely understood to be ineffective at slowing the spread of a virus that moves as quickly as the Omicron variant.

- Ending the “test-to-stay” option in order to devote testing resources to:
  - Enhanced school-based testing of individuals with symptoms
  - Enhanced screening testing for unvaccinated staff and students
- Ongoing support for continued use of masks among anyone who needs or wants to do so.

Multnomah County Public Health will continue to work closely with local schools and school districts as they implement these changes. This work is being informed by a strong foundation of communicable disease control plans that have been in place for years before the pandemic.

We know that changes in the response to COVID-19 may cause anxiety and fear given the last two years of a global pandemic. But Multnomah County is confident that the time is right to begin easing COVID-19 precautions. We also recognize that highly vulnerable members of our community remain at greater risk, including those who are unvaccinated, have serious underlying health conditions like immunocompromise, or are over the age of 65. We continue to encourage everyone to stay up-to-date on all COVID-19 vaccines and fully support those individuals who need or want to continue masking in indoor public spaces.



Deborah Kafoury  
Multnomah County Chair



Jessica Guernsey, MPH  
Public Health Division Director



# Questions



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

To: Board of Directors  
From: Dr. Sara Hahn-Huston Executive Director of Schools  
Prepared by: Laura Steenson, Reynolds High School Director of Theatre Arts  
**Subject: Oregon State Thespian Festival**  
Policy: [Field Trips and Special Events – IICA](#)  
Date: March 9, 2022

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

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**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 RHS Theatre department would like to attend the State Thespian Festival in Salem, Oregon March 31-April 2, 2022

**Previous Board Action:**

The Board has approved attendance since 2013 (excluding 2021, when the festival was virtual due to COVID).

**Background:**

Each year high school theatre departments from around the state get together to learn from theatre professionals and see each other perform. This is a three day event held in Salem, Oregon.

**Financial Implications:**

Cost to attend is approximately \$200 per student, which includes travel to and from the festival, hotel room for 2 nights, and the cost of the conference itself. Students are responsible for paying their own way; however several fundraising opportunities are available and in the past several students have fundraised the entire cost of attendance.

Additionally, there is a scholarship fund available. All students who apply for financial assistance will receive it.

**Alternatives:**

This is the only State Festival offered.

**Staff Recommendation:**

Laura Steenson, Theatre Director, and RHS administration recommend that students be allowed to attend this Festival.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approves the request for RHS theatre students to travel to the State Thespian Festival.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Reynolds School District  
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: Reynolds High School Theatre School: Reynolds HS

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: March 1, 2022 Date(s) of Activity: March 31-April 2

If sufficient space is not available on this form, supporting data should be attached.

1. Purpose of the trip. (Complete related section on the next page.)  
Attend the Oregon State Thespian Festival
2. List staff member(s) responsible for students. List all other supervisors on trip.  
Laura Steenson, Valerie Tewksbury
3. School equipment to be used:  
School bus (transportation)
4. Lodging:  
Howard Johnson, Salem, OR
5. Will Student Travel Insurance be obtained?  Yes  No
6. Estimated number of students: 20 Number of supervisors: 2
7. Parent permission slip on file:  Yes  No
8. Person or persons initiating request: Laura Steenson Date: March 1, 2022
9. Principal approval: [Signature] Date: 3/1/22

Decision: Preliminary approval to continue with planning  Yes  No

If denied, reason \_\_\_\_\_

District Activities Coordinator Date

Final Approval  Yes  No

\_\_\_\_\_  
District Activities Coordinator

\_\_\_\_\_  
Date

**Reynolds School District**  
**PURPOSE OF TRIP**

1. List itinerary.  
March 31 - Attend beginning of conference. April 1&2 - Attend seminars and workshops, attend performance in evening. Depart Salem April 2. NOTE: We still do not have the schedule for the event, so times are unknown.
2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?  
Students will have an opportunity to learn from Theatre Professionals, supplementing the work they've done in class.
3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?  
The opportunity to work with industry professionals gives students a chance for growth in many areas.
4. What effect does the trip have on other classes or programs?  
Students will miss 1-2 days of school, depending on the start time of the conference on Thursday, March 31.
5. Estimated cost of trip \$200. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)  
Students are responsible for their own funds, all students have access to scholarships through RHS Theatre and Oregon Thespians and will receive funds requested.
6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers (see Policy EEAE).  
March 31 - bus to transport to Salem, PM transport from conference to hotel  
April 1 - AM bus transport from hotel to conference, PM from conference to hotel  
April 2 - AM bus transport from hotel to conference, PM from conference to RHS
7. Describe supervision plans to ensure maximum safety for students.  
Students are supervised by directors from all schools in attendance during the event. Security on the hotel floors is provided at night.

**Reynolds School District**  
**STUDENT CONTRACT: FIELD TRIPS AND AWAY-FROM-SCHOOL ACTIVITIES**

To: Student and Parent(s)

The Reynolds School District is proud of its students and is confident that in most circumstances student conduct on field trips and away-from-school activities will be reasonable and prudent. However, in the event that a student chooses not to abide by the rules established by the adult(s) in charge, he/she should be aware of the consequences. The student should fill in the information requested below and sign the contract. If the student is under 18 years of age, his/her parent should also sign.

Student Name: \_\_\_\_\_

School: Reynolds High School

Description of field trip/activity: Oregon State Thespian Festival

Location/Destination: Salem, OR

Date(s) of field trip/activity: March 31-April 2, 2022

Name(s) of person in charge of field trip/activity: Laura Steenson

I understand that the above named trip is an official school activity and that all rules and regulations applying in the Reynolds School District are in effect. Among these rules are the following:

1. All directions and guidelines established by the adult(s) in charge will be followed;
2. There will be no use of alcoholic beverages or other drugs at any time;
3. There will be no smoking while on the bus or van;
4. All established time schedules will be followed;
5. Reasonable and proper behavior will be maintained at all times during the trip.

I recognize that in the case of serious violation of the rules, that my parent(s) will be called collect and that I will be sent at home at their expense.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

(Complete student health history on next page.)

**Reynolds School District**  
**HEALTH HISTORY FOR SCHOOL FIELD TRIPS**

Student Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Work Telephone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Work Telephone: \_\_\_\_\_

Person to be called in case of emergency if parent/guardian cannot be reached:

Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Telephone: \_\_\_\_\_

Medical Contact Information:

Physician: \_\_\_\_\_

Telephone: \_\_\_\_\_

Please list any allergies (bee sting, medications, etc.) or illness that the school should be aware of:

Medications student is currently taking:

Any special information/instructions concerning medication:

I hereby give my permission for non-prescription medication (for example, aspirin) to be given to my child if deemed advisable by designated school personnel. In case of surgical emergency, I hereby give permission to the physician selected by the school director, or in his/her absence, his/her designee, to hospitalize, secure treatment for and to order injections, anesthesia or surgery for my child as named above.

Any directions to the contrary should be specified on the reverse side of this form and signed.

Activity:

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

To: Board of Directors

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

Prepared by: Tore James, RHS Black Student Union Advisor

**Subject: Florida A&M University Spring Open House in Tallahassee, FL**

Policy: [Field Trips and Special Events – IICA](#)

Date: March 9, 2022

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

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**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.

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**Summary:**

Reynolds High School’s Black Student Union is proposing a 3 day field trip to Florida A&M University, 1601 S. Martin Luther King Jr Blvd, Tallahassee, FL 32307. While there, we will experience the university’s spring open house for prospective students. Tore James, RHS Black Student Union Advisor, 1 junior, and 1 senior will explore the campus with the opportunity to discover new academic opportunities and campus activities. This opportunity will offer students a unique campus experience at a Historically Black University.

**Previous Board Action:**

Not Applicable

**Background:**

The purpose of this field trip is to give opportunity to Black students with post-secondary plans regardless of financial ability.

**Financial Implications:**

Estimated cost of trip \$5000. This trip is funded through the SUN and Black Student Union account. No monies, outside of those provided for within that budget, will be used.

Item	Amount	TOTAL
Flight	3 tickets @ \$1138.00	\$3414
Food	3 Days, 3 People @ \$180.00	\$540.00
Lodging	2 nights @ \$398.25	\$796.50
Transportation	1 vehicle	\$234.51
Fuel	3 days	\$60.00

**Alternatives:**

Not Applicable

**Staff Recommendation:**

The field trip has been approved by the RHS Administrative Team.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approves the request for students from the Black Student Union to travel to Florida A&M University Spring Open House.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

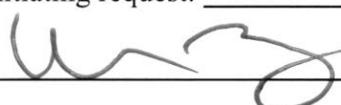
Reynolds School District  
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: Black Student Union School: Reynolds High

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: 2/18/2022 Date(s) of Activity: 3/25/22 - 3/27/22

If sufficient space is not available on this form, supporting data should be attached.

1. Purpose of the trip. (Complete related section on the next page.)  
Historically Black University exposure at a spring open house.
2. List staff member(s) responsible for students. List all other supervisors on trip. +  
Tore James
3. School equipment to be used:  
None
4. Lodging:  
Double Tree Hotel 101 South Adams Street Tallahassee, Florida 32301-7774 USA
5. Will Student Travel Insurance be obtained?  Yes  No
6. Estimated number of students: 2 Number of supervisors: 1
7. Parent permission slip on file:  Yes  No
8. Person or persons initiating request: Tore James Date: 2/18
9. Principal approval:  Date: 3/1/22

Decision: Preliminary approval to continue with planning  Yes  No

If denied, reason \_\_\_\_\_

District Activities Coordinator Date

Final Approval  Yes  No

\_\_\_\_\_  
District Activities Coordinator Date

**Reynolds School District**  
**PURPOSE OF TRIP**

1. List itinerary.  
Please see attached itinerary.
  
2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?  
Exposure to campus life, programs, and academic choices.
  
3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?  
Prospective students will be able to experience campus before making final decision to attend.
  
4. What effect does the trip have on other classes or programs?  
None, trip is during spring break.
  
5. Estimated cost of trip \$6000. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)  
SUN/PNI
  
6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers (see Policy EEAE).  
Plane/Car  
Driver: Tore James
  
7. Describe supervision plans to ensure maximum safety for students.  
Students will room next door to staff member. Staff member will shadow students as they explore the open house. Staff will eat with students.

Florida A&M University Field Trip 3/25/22 – 3/27/22

Itinerary

**Friday 3/25**

Depart from PDX

Arrive at TLH

Car pickup

Hotel arrival

Eat

**Saturday 3/26**

Breakfast

FAMU Open House

Lunch

Tallahassee Art District Exploration

Dinner

**Sunday 3/27**

Breakfast

Depart from TLH

Arrive at PDX

To: Board of Directors

From: Dr. Angela Freeman, Assistant Superintendent of Human Capital Management

Prepared by: Sarah Winters, Administrative Analyst, HCM

**Subject: Memorandum of Understanding with OSEA**

Policy: [Board Powers and Duties – BBA](#)

Date: March 9, 2022

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

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**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.

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**Summary:**

Reynolds School District (RSD) and Oregon School Employees Association (OSEA) Reynolds Chapter #37 have reached an agreement on a Memorandum of Understanding (MOU) for the purpose of outlining working conditions in accordance with the guidelines set forth by the Governor, local health authorities, and Oregon Department of Education's (ODE) Ready Schools, Safe Learners Resiliency Framework for the 2021-2022 School Year (ODE/OHA Guidance). The notable change between this MOU and the last one is that masking will be optional instead of required for classified employees.

**Previous Board Action:**

Previous MOUs regarding COVID-19 have been approved by the Board over the last two years.

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the MOU between OSEA and Reynolds School District, which will serve the protocol for classified staff to work onsite for the duration of the agreement.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**MEMORANDUM OF UNDERSTANDING REGARDING  
2021-2022 RETURNING FOR IN-PERSON INSTRUCTION and  
MANDATORY COVID-19 VACCINATION POLICY**

The Reynolds School District #7 (District) and the Oregon School Employees Association, Reynolds Chapter 37, (Union) agree that the following terms and conditions will apply to the District’s policies and procedures regarding the return to in-person instruction and the mandatory vaccine mandate.

1. The District and Union agree that:
  - a. Students benefit from in-person learning.
  - b. Staff and students safely returning to in-person instruction in the fall 2021 is a priority.
  - c. Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic.
2. Therefore, to protect students, staff, and other members of their households, the District will implement Governor Brown’s vaccine mandate, and prevention strategies recommended by the Oregon Health Authority (OHA), the Center for Disease Control (CDC), and the mandates in the ODE *Resiliency Framework*.

These prevention strategies will include the following:

- a. The District will provide appropriate “workplace provisions” of PPE as established by OSHA, OHA and ODE, which will include all the **optional PPE as requested by** staff who work directly with students or the public, i.e., handwashing stations, hand sanitizer, and other cleaning materials as applicable.
  - b. The District will provide sufficient face coverings for staff and students **who request them** .
  - c. Healthcare room monitors will not be assigned to work a split shift.
  - d. The District will provide the **optional PPE**, including gloves, gowns, head coverings, and face shields for staff **who request them**.
3. The District will provide opportunities for staff to be COVID tested in accordance with “COVID-19 Testing in Oregon K-12 Schools.”
  4. Consistent with the ODHS/OHA Guide, employees performing job duties related to COVID-19 testing shall not be permitted to collect the specimen to be tested. The individual shall not be tested on-site and must receive a test from a healthcare provider.

## **VACCINE MANDATE**

The parties acknowledge that the Oregon Governor has issued a mandate requiring "all teachers, educators, support staff, and volunteers in K-12 schools" to be "fully vaccinated by October 18th or six weeks after full FDA approval, whichever is later," for COVID-19. The District will follow the OHA mandate for determining full vaccination status and exclusions to the vaccine and OAR 333-019-1030.

1. Classified employees will be required to submit either of the following to the District on or before October 18, 2021: (a) proof of vaccination or (b) documentation establishing a medical or religious exception from vaccination.
2. "Proof of Vaccination" will include any of the following documentation that establishes that the employee has received both doses of a two-dose COVID-19 vaccine or one dose of a single-dose COVID-19 vaccine: documentation provided by a tribal, federal, State, or local government, or a health care provider, that includes an individual's name, date of birth, type of COVID-19 vaccination given, date or dates given, depending on whether it is a one-dose or two-dose vaccine, and the name/location of the health care provider or site where the vaccine was administered; documentation may include but is not limited to a COVID-19 vaccination record card or a copy or digital picture of the vaccination record card; or a print-out from the Oregon Health Authority's immunization registry. Documentation may be verified. Submitting a falsified vaccination record will be cause for termination.
3. Based upon District's requirement that all school employees be vaccinated by October 18, 2021, the parties agree to the following:
  - a. Employees will be responsible for making arrangements to get the COVID-19 vaccine through a health care provider of their choice.
  - b. The District shall provide employees with up to two (2) hours of paid leave during their normal workday to receive each dose of the COVID-19 vaccine, including the Booster dose.
  - c. Employees shall provide the District with proof of vaccination as required by OHA.
  - d. Employees who choose to get vaccinated during their regularly scheduled workday must obtain the approval of their immediate supervisor. The employee shall receive two (2) hours time paid per diem for each dose of the vaccination that is received on the employee's personnel time. Payment for this time is conditioned up on the employee providing proof of vaccination, such as a doctor's note or vaccination card.
  - e. The proof of vaccination provided by an employee pursuant to this MOU and OHA rules will be treated as a confidential medical record. Certain individuals who have received the COVID-19 vaccine have experienced mild to moderate side effects. In the event that an employee experiences side effects due to vaccination such employee cannot report to work, the employee will be granted one (1) day of paid sick leave for up to 48 hours after the first, second or booster

dose of the vaccine. This vaccine-related sick leave will not be charged to any accrued paid leave balances the employee may have.

- f. In order for the member to access this one (1) day sick leave grant, the member will be required to enter this day under the leave plan 'COVID Vaccine OSEA 1-day sick leave grant '. This leave plan will be added to the members' leave plan on an as needed basis. This one (1) day sick leave grant must be used in a full day increment. It is the responsibility of the supervisor to track their staff members 48-hour period of the first, second or booster dose of vaccine. This will be retroactive to accommodate members who have already been vaccinated.
- g. Otherwise, all other policies and procedures regarding the use of sick leave shall apply.

### **COVID SICK LEAVE BANK**

#### **1. The District, in partnership with the OSEA, will allow the use of COVID leave sick bank for the duration of the 2021-22 contract year.**

- a) The District will comply with all applicable federal and State mandates for paid leave that do not deduct from accrued leaves. If no federal- or State-mandated paid leave is available, the District and the Union agree to the following:
  - 1. Current members of the Sick Leave Bank able to document that they have been fully vaccinated for COVID-19 or that they are medically unable to be vaccinated will be eligible for up to ten (10) days from the Sick Leave Bank if:
    - a. Eligible employee is sent home and is awaiting results of a COVID-19 test
    - b. Eligible employee has contacted COVID-19 that can be traced to an outbreak or positive case at work.
  - 2. Current members of the Sick Leave Bank do not need to exhaust their accrued leave to qualify for the Sick Leave Bank.
- b) Current members of the Sick Leave Bank may access one (1) day from the Sick Leave Bank without exhausting their accrued leave if they experience an adverse reaction to the COVID-19 vaccine.
- c) An employee who believes they have contracted or were exposed to COVID-19 on the job and who has sought treatment or medical advice for an exposure or a condition the employee believes resulted from exposure shall submit a completed 801 form to the District's Workers' Compensation Carrier, SAIF. A copy of the form can be obtained from the lead secretary in each building office or from the HCM Department.

## **EXCEPTIONS**

1. Documentation establishing a bona fide religious exception” will require document, on a form prescribed by the Oregon Health Authority, signed by the individual stating that the individual is requesting an exception from the COVID-19 vaccination requirement on the basis of a sincerely held religious belief and including a statement describing the way in which the vaccination requirement conflicts with the religious observance, practice, or belief of the individual.
2. “Documentation establishing medical exception” will require documentation from a medical care provider on a form prescribed by the Oregon Health Authority, certifying that the individual has a physical or mental impairment that limits the individual’s ability to receive a COVID-19 vaccination based on a specified medical diagnosis, and that specifies whether the impairment is temporary in nature or permanent.
3. The District will take reasonable steps to ensure that all school staff are protected from contracting and spreading COVID-19.
4. Employees who provide the District with documentation establishing a medical or bona fide religious exception may be required to:
  - a. Have a weekly COVID-19 test, consistent with CDC and ODE guidelines
  - b. To wear a N95 mask or additional PPE
  - c. To work in isolation or relocate to a different worksite
  - d. Change shifts
  - e. Any other measure deemed necessary to protect all employees and students from contracting COVID-19
5. <https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>

## **ADMINISTRATIVE LEAVE**

1. Employees who do not qualify for an approved OHA exception and refuse to obtain fully vaccinated status by October 18, 2021, will be placed on unpaid administrative leave, effective October 19, 2021. They will be allowed to remain on such leave until June 30th, 2022. Employees on such leave may return to their positions upon becoming fully vaccinated (with notice given to the District within three days of their first dose of the vaccine) if there is a vacant position. Employees must notify the District of their intent to either vacate their position or return to their position fully vaccinated for the 2022-23 school year by March 15th, 2022. Employees who do not notify the District of their intent will be determined to have resigned their position for the 2022-23 school year.
2. By October 4, 2021, members who choose not to get vaccinated and who do not have an approved medical or religious exception from vaccination will notify the District of their election to either be on an unpaid leave of absence or resign, effective October 18, 2021. During the unpaid leave of absence, the District will make no contributions towards the member’s medical, dental, vision, or any other fringe benefits. Members who elect to be on an unpaid leave of absence and later become fully vaccinated or submit a medical or religious exception are eligible to resume work as soon as the District has a position open for which they are qualified. Members who do not elect to be vaccinated or

do not submit a medical or religious exception will be placed on an unpaid leave of absence and will only be able to resume work when the vaccine mandate is lifted and when the District has an open position for which they are qualified. Unpaid leaves of absence will extend through the end of the school year if needed. Employees who are still on an unpaid leave absence as of June 30, 2022 will be required to reapply for open positions for the 2022-2023 school year. The parties recognize that an employee may not return to work if the state mandatory vaccination policy is still in effect and the employee is unable to establish proof of vaccination or a medical/religious exception from vaccination.

### **MEDICAL RECORDS/CONFIDENTIALITY**

1. The District will treat any documentation that is received from employees to establish proof of vaccination or medical/religious exception as confidential medical information. The District will implement processes that ensure the confidentiality of such documentation, including but not limited to: the safe and confidential storage of such documentation; training staff who receive the documentation on confidentiality; limiting access to such documentation; and preventing the dissemination of such documents.
2. If an employee reports a positive COVID-19 test result to the District, the District will treat the information as confidential medical information. The District will follow any guidance provided by the CDC and state/local public health authorities for notifying employees who may have been exposed to COVID-19. The District will notify the Union President of sites with positive COVID-19 cases reported. The notice is to include: the site of exposure; number of staff members exposed; number of staff to be quarantined.
3. The parties agree that this memorandum of understanding applies solely to the ongoing COVID-19 pandemic and vaccines related to COVID-19. This MOU is not intended to modify or amend the parties' collective bargaining agreement or waive the parties contractual or legal rights except as expressly identified herein. This MOU may be modified only by mutual agreement, reduced to writing and signed by a representative of each party.
4. Any dispute over the interpretation or application of this MOU will be subject to the grievance and arbitration provision of the parties' agreement.

**This agreement will become effective on March 12, 2022 and expire on June 17,** however, the parties understand that the Governor may order additional Executive Orders and agencies may issue emergency rules that impact this MOU. The parties agree that, if Executive Orders or emergency rules are issued that conflict with or modify the terms of this MOU, the District will not be acting in violation of this MOU by complying with such Executive Orders or emergency rules.

This MOU has been reached based upon the Executive Orders and conditions that exist as of the date of execution by the parties below. The parties acknowledge that the conditions and requirements are changing rapidly. Therefore, either party may reopen this agreement for renegotiation upon any of the following:

- (1) Executive Orders or rules are issued that conflict with or modify the terms of this MOU.
- (2) The federal or State government grants protective or economic measures that are more beneficial than the terms of this MOU or that modify the terms of this MOU.

FOR THE CHAPTER:

DocuSigned by:  
*Susan Mutschler*  
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3/7/2022  
\_\_\_\_\_  
Susan Mutschler Date  
President

DocuSigned by:  
*Teri Staudinger*  
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3/4/2022  
\_\_\_\_\_  
Teri Staudinger Date  
Field Representative

DocuSigned by:  
*Cindy Dominiak*  
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3/4/2022  
\_\_\_\_\_  
Cindy Dominiak Date  
OSEA

FOR THE DISTRICT:

DocuSigned by:  
*Angela Freeman*  
459F8C8CFB91405...  
3/7/2022  
\_\_\_\_\_  
Dr. Angela Freeman Date  
Assistant Superintendent of HCM

DocuSigned by:  
*Shaunice Silas*  
3115836C099A4B9...  
3/4/2022  
\_\_\_\_\_  
Shaunice Silas Date  
Director of Employee and Labor Relations

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: March 9, 2022

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

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**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.

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**Adjournment**

