



*EACH AND EVERY CHILD PREPARED
FOR A WORLD YET TO BE IMAGINED*

**Reynolds School District
Board of Education Working**

October 7, 2020

6:00 PM

Virtual Meeting

I. **6:00p - Call to Order and Land Acknowledgement**

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To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Call to Order and Land Use Acknowledgement

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

Date: October 7, 2020

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

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

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

Summary:

- a. Call to Order
- b. 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.

Meeting procedures will adhere to Board policy to the extent that is practical in this setting. All public comments will be submitted in written form. They will be given to Board members for review and will be posted online for public access.

A recording of this meeting will be made available to the public. We apologize for any unforeseeable difficulties and ask for your patience as we navigate these unprecedented conditions.

Land Acknowledgement

We will open tonight's meeting by acknowledging the traditional Indigenous inhabitants of this land. The purpose of these statements is to show respect for indigenous peoples and recognize

their enduring relationship to the land. Practicing acknowledgment can also raise awareness about histories that are often suppressed or forgotten.

Motion:

I move to approve the October 7, 2020 agenda as presented.

Land Use Acknowledgment & Guidelines



Approved and Apdopted on May 27, 2020

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

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

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

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

Land Use Acknowledgment

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

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

Reynolds School District 7

Academics

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

Demographics Strengths

The strength of our district is, in fact, our demographics. We have students and families from all over the world who attend our schools. Over 50% of our students speak at least one other language, many speak multiple languages. We are world class. Now we need to become high performing.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As a system, we have not identified or developed intentional supports for transgender, gender nonconforming, gender fluid, agender, something else, or unsure students. . **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 14% of our students stated their gender identity was other than female or male; that they were transgender, gender nonconforming, gender fluid, agender, something else, or unsure.

Problem Statement 2 (Prioritized): English Learners are under-performing at all grade levels and in all indicators. **Root Cause:** The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.

Problem Statement 3 (Prioritized): Many Reynolds students and families are food insecure. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 74% of respondents received free or reduced price meals. 16% of 8th graders and 22% of 11th graders reported "having less to eat than you felt you should because there wasn't enough money to buy food."

Student Learning

Student Learning Summary

The Reynolds School District is under-performing compared to state averages in the majority of State Report Card indicators. While the district made modest improvements in several indicators, the progress was not enough to bring our achievement into alignment with state averages.

Specifically, our 2018-2019 At-a-Glance Report Card indicates:

73% of our students regularly attend, compared with 83% of students in the state.

30% of our students in Grade 3 meet state grade level expectations in ELA, compared to 46% in the state.

20% of our students in Grade 8 meet state grade level expectations in math, compared to 39% in the state.

67% of our students in Grade 9 are on track to graduate, compared to 85% in the state.

68% of our 12th graders graduate on time (in 4 years) compared to 79% in the state.

Accountability Details:

Districts are held accountable in 12 areas:

All students, Economically Disadvantaged, English Learners, Students with Disabilities, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Underserved Race/Ethnicity, Asian, White, Multi-racial

In each of these areas, district results are reported at one of five levels where Level 5 is the highest level (best results) and level 1 is the lowest (poorest results).

Elementary ELA Achievement: No indicators of Academic Achievement in grades 3 - 5 rated above a level 2 (of 5 levels), with 3 of 12 indicators rated at the lowest level, Level 1. These three level 1 ratings were for students who were Economically Disadvantaged, Hispanic/Latino Students, and students from an Underserved Race/Ethnicity. In addition, English Learners, Students with Disabilities, Black/African American students, and Native Hawaiian/Pacific Islander students were rated at Level 1, but because they were not in the lowest 10% of schools in Oregon, the rating scale dictates they be given a Level 2 rating. With this in mind, in 7 of 12 accountability indicators, Reynolds School District is performing at Level 1 of 5 in elementary (K-5) academic achievement.

Elementary ELA Growth: In Elementary ELA growth, Reynolds is fairing better. With 10 of 11 indicators at level 3 or 4 (out of 5) for growth. One indicator however, Students with Disabilities, came in at Level 1, indicating little to no growth in ELA for those K-5 students.

Middle School ELA Achievement: Similar to Elementary ELA Achievement, Middle School ELA Achievement rated at level 2 in 11 of 12 indicators. Only Asian students' achievement rated higher, at Level 3. In addition, for 8 of 12 indicators, ELA Achievement actually rated at Level 1, but was bumped up to Level 2 because achievement in those categories was not in the lowest 10 percent in Oregon.

Middle School ELA Growth: Middle School ELA growth fared better, with 1 indicator, Asian students, at Level 5 growth. 8 of 12 indicators grew at Level 3 (of 5). Students with Disabilities, Black/African American, and Native Hawaiian/Pacific Islander students had only Level 2 growth.

High School ELA Achievement: Asian students performed at Level 4 for ELA growth in high school, with White and Multi-Racial students attaining Level 3 growth. All other rated groups of students performed at Level 2 growth, with English Learners and Students with Disabilities growing at only Level 1 levels, but rated at Level 2 because they were not in the bottom 10% in Oregon.

Mathematics Achievement:

Elementary Mathematics Achievement: Across all 12 indicators, Reynolds elementary students achieved at Level 2. In addition, in 7 indicators, students actually achieved at Level 1, with less than 21% of students in those categories meeting grade level. However, they were assigned Level 2 as they were not the lowest 10% in the state.

Elementary Mathematics Growth: In mathematics growth, Reynolds elementary students fared slightly better, with 10 of 12 student groups reaching Level 3 (average) growth. Students with disabilities, and black/African American students reached only Level 2 growth, however.

Middle School Mathematics Achievement: In grades 6-8, Reynolds students performed particularly poorly in mathematics. Of 12 student groups, 5 performed at Level 1, the lowest level, with three other groups performing at Level 1 but being assigned Level 2 since they were not in the bottom 10% of the state. No student group performed above a level 2. It is of note that even Asian students, who performed the highest in the district in ELA - at Level 3 achievement, and Level 5 growth - performed only at Level 2 in mathematics in middle school. It is also of note that all student groups except Asian have declined steadily, with African American/Black students experiencing the steepest decline from 12% percent of students meeting proficiency in the 2016 school year, to a low of 7% of students proficient last school year. 93% of our African American/Black middle school students, then, are not performing at grade level in math, 1% above the performance of students with disabilities.

Middle School Mathematics Growth: 8 of the 12 groups of middle school students performed at Level 3 (average) growth. One group, Asians, grew at Level 4 growth. Students with disabilities, Black/African American students, and Native Hawaiian/Pacific Islander students all performed at Level 2 growth. Level 3, and even 4, growth in mathematics will not be sufficient to advance the performance of our middle school students who are achieving at Levels 1 and 2 in mathematics.

High School (Grade 11) Mathematics Achievement: In high school, our students perform even more poorly than in middle school. In 7 of 12 categories, students performed at Level 1, which means they not only achieved at the bottom level, they were also in the bottom 10% in the state for achievement. English Learners also performed at Level 1, but were assigned Level 2 as they were not in the bottom 10% in Oregon. Asian, White, and Multi-Racial students performed slightly higher, at Level 2. It is of note that English Learners, Students with Disabilities, and Black/African American students performed so poorly that their scores were not reported. ODE does not report scores for groups that perform below 5% proficiency.

9th Grade On Track to Graduate: Of the 12 groups reported by ODE, 4 groups are at Level 1. All students, students with disabilities, Hispanic/Latino students, and Underserved Race/Ethnicity students are performing in the bottom 10% of the state. Additionally, Economically Disadvantaged, English Learners, and Native Hawaiian/Pacific Islander students are performing at Level 1, but are assigned Level 2 because they were not in the bottom 10% of the State. Only one group of students, Asian students, performed higher than Level 2. In fact, Asian students performed at the highest level of performance, Level 5, meaning 95% of Asian students are on track to graduate.

Four-Year Cohort Graduation Details: Of the 12 groups reported by ODE, 3 groups are graduating at the lowest levels in the state, Level 1: American Indian/Alaska Native students (30% grad rate spring of 2015), Black/African American students (55%), and Underserved Race/Ethnicity students (62%). Four other groups are graduating at Level 1, but are not in the bottom 10% of the State, so are reported as Level 2: Economically Disadvantaged students (60% grad rate spring of 2015), English Learners (48%), Hispanic/Latino students (66%), and Native Hawaiian/Pacific Islander students (31%). Asian students are graduating at 78%, which is a Level 3. Multi Racial students are performing the best, graduating at a rate of 87%, which is Level 4, outperforming the State average of 79%.

On Track to English Language Proficiency: Over the last three school years, the number of English Learners has declined in K-5, from 1891 students in 2016, to 1408 students in 2018. In grades 6-8 the number has declined, but only minimally, from 556 students in 2016 to 546 students in 2018. The number of English Learners has increased at the high school level, however, from 254 in 2016 to 388 in 2018. The students 'on track' to English Language Proficiency is inversely related to student grade level in Reynolds. In elementary, on-track rates have remained fairly flat. At 58% of EL students on track to English language proficiency in elementary, Reynolds is rated at Level 3, average. However, our rating drops to Level 2 in grades 6-8, with only 35% of our EL students on track to English language proficiency. We drop again at the high school level, with a rating of Level 1, the lowest 10% in the state, with only 25% of our EL students on track to English language proficiency.

Student Learning Strengths

Asian students in the Reynolds School District perform at levels near state average in all areas except middle and high school mathematics.

Multi-Racial students in the Reynolds School District are outperforming state averages for four-year graduation rates, at 86% in the spring of 2015 (4 year grad rates are lagging indicators as they indicate the results for an entire cohort of students.)

ELA achievement for elementary students has slowly increased since the 2016 school year. All 12 of the reported student groups have made progress. Of note is the fact that we adopted a district wide ELA curriculum, Benchmark Literacy, for elementary school. We believe that implementing a strong, district wide, curriculum is making a difference in student achievement.

Mathematics achievement for elementary students has also slowly improved for every student group except African American/Black students since the 2016 school year. Of note is the fact that we adopted a district wide elementary mathematics curriculum, Bridges. We believe that adoption and implementation of this curriculum is making a difference in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students do not feel connected to the adults in their schools. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other adult in my school that really cares about me.' It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.

Problem Statement 2 (Prioritized): Students do not feel connected to their education. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

Problem Statement 3 (Prioritized): Many Reynolds students report depressive symptoms. This, combined with alarming rates of suicide ideation and pervasive access to guns, is a significant area of needed support. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 36% of 8th graders and 37% of 11th graders reported that in the last 12 months, they felt so sad and hopeless "almost every day for two weeks or more in a row" that they stopped doing usual activities. In addition, 19% of 8th graders and 18% of 11th graders reported "seriously" considering suicide in the last 12 months. This combined with the fact that 31% of 8th graders, and 26% of 11th graders reported that they could obtain a loaded gun in less than 24 hours, is a striking state of affairs to which we must attend.

School Processes & Programs

School Processes & Programs Summary

In the area of Curriculum we have slowly started to adopt updated curriculum. Due to limited budget, staff, and availability of days for professional development, the process is not moving at the pace recommended by ODE. However, Reynolds School District has much to celebrate with the adoption of Benchmark Literacy, our new K-5 ELA curriculum, for K-2 in 2017, and for 3-5 in 2018. We are also excited about our new K-5 math curriculum, Bridges, adopted in 2016. Both are showing promise, with steady, albeit modest, increases in student achievement every year since adoption.

We have also adopted some science materials at the middle school level in 2017, and some high school science materials last school year. These adoptions are not complete, however, and no science adoptions have happened at the elementary level.

Finally, we did fully adopt K-12 health curriculum in the 2017 school year.

That being said, we are far behind the recommended curriculum adoption cycle recommended by ODE, and our curriculum in almost every other subject and grade level in ten or more years out of date. The rule of thumb for curriculum adoptions and the professional development that accompanies these adoptions is that about 3% of the district budget should be dedicated to the purchase of materials and contracted services for professional development, with district staff training costs and sub costs in addition to these hard costs.

In the area of Instruction, we lack a systematic philosophy, plan, and budget for professional development. This will be discussed as part of our strategic planning process. The 'department' of curriculum and instruction consists of one Coordinator, insufficient staff to support a district this size.

School Processes & Programs Strengths

Reynolds has started to take steps to re-boot our curriculum adoption cycle and the accompanying professional development. We need to increase our pace and the depth of our rigor, but we are now systematically working on updating the materials our teachers and students have, and the training our staff receives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In grades K-12, Reynolds students are chronically absent at the highest level in the state of Oregon. Only 68% of high schoolers, 74% of middle schoolers, and 77% of elementary schoolers are regular attenders. **Root Cause:** Our school system presents barriers to students and families.

Problem Statement 2 (Prioritized): The mental and physical health care needs of Reynolds students often go unmet. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 24% of 8th graders and 18% of 11th graders had a health care need that went unmet in the last year, and 23% of both 8th and 11th graders had emotional or mental health care needs that went unmet.

Problem Statement 3 (Prioritized): Students and families experience language barriers working within our school system. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.

Problem Statement 4 (Prioritized): Classroom student devices (iPads) aging and no longer operable for modern academic platforms. No replacement cycle or budget in place. **Root Cause:** Approximately 5 years ago, each classroom in grades K-5 received 15 iPads. At this time, there are approximately 3,500 iPads that have aged out of useful life and can no longer be updated to run the modern versions of many of our purchased applications. In order to replace these iPads, a significant expenditure (between \$1 million and \$1.5 million) would need to happen. While iPads may not be the long term decision for devices at the elementary level, a technology replacement cycle and budget must be established for all grade levels to ensure sustainable technology practices district wide.

Priority Problem Statements

Problem Statement 1: In grades K-12, Reynolds students are chronically absent at the highest level in the state of Oregon. Only 68% of high schoolers, 74% of middle schoolers, and 77% of elementary schoolers are regular attenders.

Root Cause 1: Our school system presents barriers to students and families.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The mental and physical health care needs of Reynolds students often go unmet.

Root Cause 2: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 24% of 8th graders and 18% of 11th graders had a health care need that went unmet in the last year, and 23% of both 8th and 11th graders had emotional or mental health care needs that went unmet.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students and families experience language barriers working within our school system.

Root Cause 3: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Classroom student devices (iPads) aging and no longer operable for modern academic platforms. No replacement cycle or budget in place.

Root Cause 4: Approximately 5 years ago, each classroom in grades K-5 received 15 iPads. At this time, there are approximately 3,500 iPads that have aged out of useful life and can no longer be updated to run the modern versions of many of our purchased applications. In order to replace these iPads, a significant expenditure (between \$1 million and \$1.5 million) would need to happen. While iPads may not be the long term decision for devices at the elementary level, a technology replacement cycle and budget must be established for all grade levels to ensure sustainable technology practices district wide.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff view student and staff instructional technology as outdated and unsupported. Comments were especially prevalent from staff in elementary and in Special Education, although similar comments came from all levels of the organization.

Root Cause 5: a technology replacement cycle and budget must be established for all grade levels to ensure sustainable technology practices district wide.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff feel they are provided inadequate professional development, especially in relationship to new curriculum.

Root Cause 6: Limited funding, staffing, and available days impact both quality and quantity of professional development. A robust professional development plan and budget is not yet established to support mathematics and literacy instruction K-12.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Many Reynolds students report depressive symptoms. This, combined with alarming rates of suicide ideation and pervasive access to guns, is a significant area of needed support.

Root Cause 7: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 36% of 8th graders and 37% of 11th graders reported that in the last 12 months, they felt so sad and hopeless "almost every day for two weeks or more in a row" that they stopped doing usual activities. In addition, 19% of 8th graders and 18% of 11th graders reported "seriously" considering suicide in the last 12 months. This combined with the fact that 31% of 8th graders, and 26% of 11th graders reported that they could obtain a loaded gun in less than 24 hours, is a striking state of affairs to which we must attend.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students do not feel connected to their education.

Root Cause 8: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students do not feel connected to the adults in their schools.

Root Cause 9: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other adult in my school that really cares about me.' It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Many Reynolds students and families are food insecure.

Root Cause 10: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 74% of respondents received free or reduced price meals. 16% of 8th graders and 22% of 11th graders reported "having less to eat than you felt you should because there wasn't enough money to buy food."

Problem Statement 10 Areas: Demographics

Problem Statement 11: English Learners are under-performing at all grade levels and in all indicators.

Root Cause 11: The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.

Problem Statement 11 Areas: Demographics

Problem Statement 12: As a system, we have not identified or developed intentional supports for transgender, gender nonconforming, gender fluid, agender, something else, or unsure students. .

Root Cause 12: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 14% of our students stated their gender identity was other than female or male; that they were transgender, gender nonconforming, gender fluid, agender, something else, or unsure.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- School and District Report Cards (RC) and Assessment Group Reports (AGR)
- Comprehensive and Targeted Support Identification data (CSI and TSI)
- State Report Card Data
- Systems Performance Review & Improvement (SPR&I)
- Alternative Schools and Programs accountability data

Student Data: Assessments

- STAR Assessment Data (middle of year and end of year)
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations)
- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions
- English Language Proficiency Assessment (ELPA21) results
- Oregon Extended Assessments
- Oregon Kindergarten Assessment
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Grades that measure student performance based on learning standards

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results
- Other additional data

Goals





Revised/Approved: September 21, 2020

Goal 1: Student Achievement

Performance Objective 1: A needs assessment will be conducted to determine how to effectively deploy High School Success funds to grow Career Technical Education programming for secondary students. Results will be used to update Reynolds School District's High School Success Plan and accompanying budget.

Evaluation Data Sources: Employment data from State of Oregon Labor organizations for regional high wage and high demand job growth, student achievement data, Master Schedule data

Summative Evaluation: None

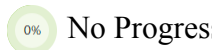

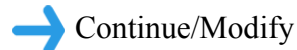

Strategy/Action 1: Conduct assessment, use assessment data to update ODE HSS plan.	
Strategy's Expected Result/Impact: Growth of CTE programming offered for 2021-2022 school year.	Formative
Staff Responsible for Monitoring: Chief Academic Officer and Secondary Principals.	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	May
Problem Statements: Student Learning 2	Summative
Funding Sources: High School Success funds Measure 98	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Learning	
Problem Statement 2: Students do not feel connected to their education. Root Cause: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.	

Goal 2: Student Achievement

Performance Objective 1: Existing Academic budget(s) will be re-purposed to support purchases of supplemental digital resources for reading and mathematics, videoconferencing, and a Learning Management System targeted at elementary aged students.

Evaluation Data Sources: Budget documents, digital resource platforms, user surveys.

Summative Evaluation: None





Strategy/Action 1: Budget monitoring and adjustment to support emerging Comprehensive Distance Learning needs.	
Strategy's Expected Result/Impact: Needed support will be provided to teachers, principals, students and families.	Formative
Staff Responsible for Monitoring: Chief Academic Officer	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication	May
Problem Statements: Demographics 2 Student Learning 2 Perceptions 1	Summative
Funding Sources: None	June
   	
Demographics	
Problem Statement 2: English Learners are under-performing at all grade levels and in all indicators. Root Cause: The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.	
Student Learning	
Problem Statement 2: Students do not feel connected to their education. Root Cause: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.	
Perceptions	
Problem Statement 1: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff view student and staff instructional technology as outdated and unsupported. Comments were especially prevalent from staff in elementary and in Special Education, although similar comments came from all levels of the organization. Root Cause: a technology replacement cycle and budget must be established for all grade levels to ensure sustainable technology practices district wide.	

Goal 3: Communication

Performance Objective 1: A Parent Handbook for Comprehensive Distance Learning will be compiled, and kept up to date, for the duration of Comprehensive Distance Learning.

Evaluation Data Sources: Completion (or not), survey of updated content, current content.

Summative Evaluation: None

Strategy/Action 1: Create content in collaboration with Student & Family Services. Collaborate with Communications Department to epublish.	
<p>Strategy's Expected Result/Impact: Effective communication with families regarding resources to support students during Comprehensive Distance Learning.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer and direct reports in collaboration with Communications Department.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: None</p>
	Formative
	Dec
	Mar
	May
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
School Processes & Programs	
<p>Problem Statement 3: Students and families experience language barriers working within our school system. Root Cause: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.</p>	

Campus Funding Summary

Measure 98					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	1	1	High School Success funds		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

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



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Reynolds School District is located in East Multnomah County and serves families living across five municipalities including Portland, Gresham, Fairview, Wood Village and Troutdale. Geographically, the district spans from NE 141st Avenue on the west to the Sandy River to the south and from the Columbia River on the north to SE Market Street and SE Stark Street to the south.

2010 census findings show that nearly 10,000 people of color, mostly African Americans, have been pushed out of Portland's city core by gentrification. Most have settled on the city's eastern edges. Overall, Oregon has seen significant gains in communities of color, particularly with 64 percent growth for Latinos and 40 percent for Asians.¹ This trend is reflected in the Reynolds School District 2019-20 demographics where our student enrollment of 10,753 students is 42% Hispanic/Latine, 31% White, 9% Black/African American, 7% Asian, 7% Multiracial, 3% Native Hawaiian/Pacific Islander and 1% American Indian/Alaska Native. A comparison of teaching staff demographics shows the following distribution by ethnicity and race as 4% Hispanic/Latine, 92% White, 1% Black/African American, 2% Asian, 1% Multiracial, 0% Native Hawaiian/Pacific Islander and <1% American Indian/Alaska Native.

Additional student demographic data identifies:

- 71 identified languages are spoken in the district
- 45% Ever English Learners
- 16% Students with Disabilities
- 17% Mobility rate
- 79% Free/Reduced Lunch
- 67% of students entering 9th grade were on track to graduate by attaining 6 or more credits out of 24 total credits required for graduation
- 68% of 2014-15 cohort students graduated in 2017-18, a 5% increase from the previous year

In 2018-19, the school district's staff FTE was reported at 39 administrators, 552 teachers, 115 educational assistants, 30 counselors, 5 licensed librarians and 9 psychologists. The percentage of licensed teachers with more than 3 years of experience is 88%.

Academically, student performance in English/Language Arts and Mathematics over five years continues to lag behind the state average.

Academic performance for students meeting or exceeding proficiency

English/Language Arts	2014-15	2015-16	2016-17	2017-18	2018-19	Mathematics	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary Gr. 3-5	32.3	31.3	28.3	31.0	30.8	Elementary Gr. 3-5	25.4	22.4	21.4	21.6	24.1
Middle Gr. 6-8	36.7	36.9	35.3	36.5	36.4	Middle Gr. 6-8	26.6	23.2	22.0	20.7	19.6

English/Language Arts	2014-15	2015-16	2016-17	2017-18	2018-19	Mathematics	2014-15	2015-16	2016-17	2017-18	2018-19
High Gr. 11	47.3	49.7	50.5	57.8	50.9	High Gr. 11	15.2	19.8	16.3	22.0	20.8

¹Retrieved on October 30, 2019: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

Demographics Strengths

The Reynolds School District is rated #4 out of 162 Most Diverse School Districts in Oregon and #373 of 11,838 Most Diverse School Districts in America.

¹ The factors considered in this rating include a Student Racial Diversity Index, Parent/Student Surveys on Culture & Diversity, Economically Disadvantaged Percentage, and Gender Diversity as reported by the US Department of Education. This richness in diversity and the district's mindfulness around recognizing and leveraging its diversity has led to forward-thinking actions around equity and increasing efforts towards addressing disproportionality in academics, attendance, discipline, and credit attainment.

The Reynolds Board of Directors established the Reynolds Equity Policy in 2014. The policy establishes the basis used for integrating an equity lens into district decision-making, budgeting, student discipline policies, prioritized proactive recruitment and hiring practice to diversify the workforce, and the dismantling of systemic barriers to student access and student success.²

¹Retrieved on October 30, 2019: <https://www.niche.com/k12/d/reynolds-school-district-or/rankings>

²Oregon District Continuous Improvement Plan Template submitted to Oregon Department of Education on November 14, 2018.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Reynolds School Board has identified equity and academic achievement as priority improvement areas. Data review and needs assessments reveal disproportionalities exist in academic achievement, academic growth, regular attendance, and exclusionary discipline.

Problem Statement 2: As a system, we have not identified or developed intentional supports for transgender, gender nonconforming, gender fluid, agender, something else, or unsure students. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 14% of our students stated their gender identity was other than female or male; that they were transgender, gender nonconforming, gender fluid, agender, something else, or unsure.

Problem Statement 3: English Learners are under-performing at all grade levels and in all indicators. **Root Cause:** The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.

Problem Statement 4: Many Reynolds students and families are food insecure. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 74% of respondents received free or reduced price meals. 16% of 8th graders and 22% of 11th graders reported "having less to eat than you felt you should because there wasn't enough money to buy food."

Priority Problem Statements

Problem Statement 1: Students do not feel connected to the adults in their schools.

Root Cause 1: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other adult in my school that really cares about me.' It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students do not feel connected to their education.

Root Cause 2: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students and families experience language barriers working within our school system.

Root Cause 3: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals

Accountability Data

- School and District Report Cards (RC) and Assessment Group Reports (AGR)
- Comprehensive and Targeted Support Identification data (CSI and TSI)

Student Data: Assessments

- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions
- English Language Proficiency Assessment (ELPA21) results
- Oregon Extended Assessments
- Oregon Kindergarten Assessment
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on learning standards

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Gifted and talented data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data

Goals

Revised/Approved: September 15, 2020

Goal 1: Student Achievement

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

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

Summative Evaluation: None

Strategy/Action 1: Reconcile district-wide ELA Student Performance validation for publication as a metric in state and federal report cards.	
Strategy's Expected Result/Impact: Increase in ELA academic achievement	Formative
Staff Responsible for Monitoring: Assessment Department	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	May
Problem Statements: Student Learning 1, 2 School Processes & Programs 3	Summative
Funding Sources: None	June

Strategy/Action 2: Monitor STAR Assessment testing to ensure timely administration with fidelity by all schools.

<p>Strategy's Expected Result/Impact: Increase in ELA academic achievement</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Assessment Department</p>	<p>Dec</p>
<p>Title I Components (ORIS Domains): None</p>	<p>Mar</p>
<p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>May</p>
<p>Problem Statements: Student Learning 1, 2 School Processes & Programs 3</p>	<p>Summative</p>
<p>Funding Sources: None</p>	<p>June</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Learning

Problem Statement 1: Students do not feel connected to the adults in their schools. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other adult in my school that really cares about me.' It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.

Problem Statement 2: Students do not feel connected to their education. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

School Processes & Programs

Problem Statement 3: Students and families experience language barriers working within our school system. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.

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

Evaluation Data Sources: Renaissance STAR Mathematics
OSAS Mathematics

Summative Evaluation: None

Strategy/Action 1: Reconcile district-wide Mathematics Student Performance validation for publication as a metric in state and federal report cards.	
Strategy's Expected Result/Impact: Increase in Math academic achievement	Formative
Staff Responsible for Monitoring: Assessment Department	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	May
Problem Statements: Student Learning 1, 2 School Processes & Programs 3	Summative
Funding Sources: None	June
Strategy/Action 2: Monitor STAR Assessment testing to ensure timely administration with fidelity by all schools	
Strategy's Expected Result/Impact: Increase in Math academic achievement	Formative
Staff Responsible for Monitoring: Assessment Department	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	May
Problem Statements: Student Learning 1, 2 School Processes & Programs 3	Summative
Funding Sources: None	June



No Progress



Accomplished



Continue/Modify



Discontinue

Student Learning

Problem Statement 1: Students do not feel connected to the adults in their schools. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other adult in my school that really cares about me.' It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.

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



School Processes & Programs

Problem Statement 3: Students and families experience language barriers working within our school system. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.

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

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

Summative Evaluation: None

Strategy/Action 1: Reconcile district-wide 9th Grade On Track validation for publication as a metric in state and federal report cards.	
Strategy's Expected Result/Impact: Increase in 9th grade credit attainment	Formative
Staff Responsible for Monitoring: Assessment Department	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	May
Problem Statements: Student Learning 1, 2 School Processes & Programs 3	Summative
Funding Sources: None	June
Strategy/Action 2: Provide first semester 9th grade credit attainment reports to RHS and RLA	
Strategy's Expected Result/Impact: Increase in 9th grade credit attainment	Formative
Staff Responsible for Monitoring: Assessment Department	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	May
Problem Statements: Student Learning 1, 2 School Processes & Programs 3	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Learning	
Problem Statement 1: Students do not feel connected to the adults in their schools. Root Cause: The Oregon Healthy Teens survey conducted in the spring of 2019,	

administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other adult in my school that really cares about me.' It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.

Problem Statement 2: Students do not feel connected to their education. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

School Processes & Programs

Problem Statement 3: Students and families experience language barriers working within our school system. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.

Goal 2: Safety

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

Evaluation Data Sources: Electronic and paper files of evidence.

Summative Evaluation: None

Strategy/Action 1: Ensure that all School Test Coordinators (STC) and Test Administrators (TA) are appropriately trained regarding test administration and security policies and procedures and manage Assurance of Test Security forms for all district personnel. Manage all aspects of testing and training in conjunction with Title III Directors (ELPA), Itinerant Teachers for students with visual impairments (Braille), and Special Education Directors (Extended)

<p>Strategy's Expected Result/Impact: Valid and reliable data for all metrics reported in the district's state and federal report cards.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Assessment Department District Test Coordinator</p>	<p>Dec</p>
<p>Title I Components (ORIS Domains): None</p>	<p>Mar</p>
<p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>May</p>
<p>Problem Statements: Student Learning 1, 2 School Processes & Programs 3</p>	<p>Summative</p>
<p>Funding Sources: None</p>	<p>June</p>

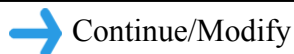
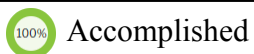
Strategy/Action 2: Conduct investigation of all potential test irregularities or improprieties. Report all potential test improprieties to ODE.

Ensure district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv.

Strategy's Expected Result/Impact: Valid and reliable data for all metrics reported in the district's state and federal report cards.	Formative
Staff Responsible for Monitoring: Assessment Department District Test Coordinator	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	Summative
Funding Sources: None	June

Strategy/Action 3: Ensure that the district has formal procedures for handling crisis alerts, including relevant staff, communication protocols, and time lines.

Strategy's Expected Result/Impact: Valid and reliable data for all metrics reported in the district's state and federal report cards.	Formative
Staff Responsible for Monitoring: Assessment Department District Test Coordinator	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	Summative
Funding Sources: None	June



Student Learning

Problem Statement 1: Students do not feel connected to the adults in their schools. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019,

administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other adult in my school that really cares about me.' It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.

Problem Statement 2: Students do not feel connected to their education. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

School Processes & Programs

Problem Statement 3: Students and families experience language barriers working within our school system. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.

Goal 3: Equity

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

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

Evaluation Data Sources: OSAS Third Grade ELA performance data

Graduation and Completer data

Ninth Grade On-Track credit attainment data

Regular Attenders data

STAR Reading Performance data

Summative Evaluation: None

Strategy/Action 1: Reconcile and validate district-wide ELA Student Performance for comparison to SIA LG growth target metrics. Submit, reconcile, and validate Cohort Graduation and Completer data for comparison to SIA LG growth target metrics. Submit, reconcile, and validate Ninth Grade On-Track data for comparison to SIA LG growth target metrics.

Strategy's Expected Result/Impact: Achieve or exceed Reach Target growth percentages annually for Underserved Race/Ethnicity focus student group.

Staff Responsible for Monitoring: Assessment Department

Title I Components (ORIS Domains): None

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

Problem Statements:

Student Learning 1, 2
School Processes & Programs 3

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Student Learning

Problem Statement 1: Students do not feel connected to the adults in their schools. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other

adult in my school that really cares about me." It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.

Problem Statement 2: Students do not feel connected to their education. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.





School Processes & Programs

Problem Statement 3: Students and families experience language barriers working within our school system. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.

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

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

Summative Evaluation: None

Strategy/Action 1: Spot check ADM collection submissions. Cross-reference to Synergy report U-CTA-2057: Student Attendance Rates by Month.		
<p>Strategy's Expected Result/Impact: Achieve or exceed Reach Target growth percentages annually for Underserved Race/Ethnicity focus student group for Regular Attender metric.</p> <p>Staff Responsible for Monitoring: Assessment Department Information Technology Data Analyst/ADM primary submitter Director of Student/Family Services or designee</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p>	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p>	
	<p>Problem Statements: Student Learning 1, 2 School Processes & Programs 3</p>	<p>Summative</p>
	<p>Funding Sources: None</p>	<p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		
Student Learning		
<p>Problem Statement 1: Students do not feel connected to the adults in their schools. Root Cause: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other adult in my school that really cares about me.' It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.</p>		
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Campus Funding Summary

Reynolds School District 7

Curriculum

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

Demographics Strengths

The strength of our district is, in fact, our demographics. We have students and families from all over the world who attend our schools. Over 50% of our students speak at least one other language, many speak multiple languages. We are world class. Now we need to become high performing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As a system, we have not identified or developed intentional supports for transgender, gender nonconforming, gender fluid, agender, something else, or unsure students. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 14% of our students stated their gender identity was other than female or male; that they were transgender, gender nonconforming, gender fluid, agender, something else, or unsure.

Problem Statement 2 (Prioritized): English Learners are under-performing at all grade levels and in all indicators. **Root Cause:** The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.

Problem Statement 3: Many Reynolds students and families are food insecure. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 74% of respondents received free or reduced price meals. 16% of 8th graders and 22% of 11th graders reported "having less to eat than you felt you should because there wasn't enough money to buy food."

Student Learning

Student Learning Summary

The Reynolds School District is under-performing compared to state averages in the majority of State Report Card indicators. While the district made modest improvements in several indicators, the progress was not enough to bring our achievement into alignment with state averages.

Specifically, our 2018-2019 At-a-Glance Report Card indicates:

73% of our students regularly attend, compared with 83% of students in the state.

30% of our students in Grade 3 meet state grade level expectations in ELA, compared to 46% in the state.

20% of our students in Grade 8 meet state grade level expectations in math, compared to 39% in the state.

67% of our students in Grade 9 are on track to graduate, compared to 85% in the state.

68% of our 12th graders graduate on time (in 4 years) compared to 79% in the state.

Accountability Details:

Districts are held accountable in 12 areas:

All students, Economically Disadvantaged, English Learners, Students with Disabilities, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Underserved Race/Ethnicity, Asian, White, Multi-racial

In each of these areas, district results are reported at one of five levels where Level 5 is the highest level (best results) and level 1 is the lowest (poorest results).

Elementary ELA Achievement: No indicators of Academic Achievement in grades 3 - 5 rated above a level 2 (of 5 levels), with 3 of 12 indicators rated at the lowest level, Level 1. These three level 1 ratings were for students who were Economically Disadvantaged, Hispanic/Latino Students, and students from an Underserved Race/Ethnicity. In addition, English Learners, Students with Disabilities, Black/African American students, and Native Hawaiian/Pacific Islander students were rated at Level 1, but because they were not in the lowest 10% of schools in Oregon, the rating scale dictates they be given a Level 2 rating. With this in mind, in 7 of 12 accountability indicators, Reynolds School District is performing at Level 1 of 5 in elementary (K-5) academic achievement.

Elementary ELA Growth: In Elementary ELA growth, Reynolds is fairing better. With 10 of 11 indicators at level 3 or 4 (out of 5) for growth. One indicator however, Students with Disabilities, came in at Level 1, indicating little to no growth in ELA for those K-5 students.

Middle School ELA Achievement: Similar to Elementary ELA Achievement, Middle School ELA Achievement rated at level 2 in 11 of 12 indicators. Only Asian students' achievement rated higher, at Level 3. In addition, for 8 of 12 indicators, ELA Achievement actually rated at Level 1, but was bumped up to Level 2 because achievement in those categories was not in the lowest 10 percent in Oregon.

Middle School ELA Growth: Middle School ELA growth fared better, with 1 indicator, Asian students, at Level 5 growth. 8 of 12 indicators grew at Level 3 (of 5). Students with Disabilities, Black/African American, and Native Hawaiian/Pacific Islander students had only Level 2 growth.

High School ELA Achievement: Asian students performed at Level 4 for ELA growth in high school, with White and Multi-Racial students attaining Level 3 growth. All other rated groups of students performed at Level 2 growth, with English Learners and Students with Disabilities growing at only Level 1 levels, but rated at Level 2 because they were not in the bottom 10% in Oregon.

Mathematics Achievement:

Elementary Mathematics Achievement: Across all 12 indicators, Reynolds elementary students achieved at Level 2. In addition, in 7 indicators, students actually achieved at Level 1, with less than 21% of students in those categories meeting grade level. However, they were assigned Level 2 as they were not the lowest 10% in the state.

Elementary Mathematics Growth: In mathematics growth, Reynolds elementary students fared slightly better, with 10 of 12 student groups reaching Level 3 (average) growth. Students with disabilities, and black/African American students reached only Level 2 growth, however.

Middle School Mathematics Achievement: In grades 6-8, Reynolds students performed particularly poorly in mathematics. Of 12 student groups, 5 performed at Level 1, the lowest level, with three other groups performing at Level 1 but being assigned Level 2 since they were not in the bottom 10% of the state. No student group performed above a level 2. It is of note that even Asian students, who performed the highest in the district in ELA - at Level 3 achievement, and Level 5 growth - performed only at Level 2 in mathematics in middle school. It is also of note that all student groups except Asian have declined steadily, with African American/Black students experiencing the steepest decline from 12% percent of students meeting proficiency in the 2016 school year, to a low of 7% of students proficient last school year. 93% of our African American/Black middle school students, then, are not performing at grade level in math, 1% above the performance of students with disabilities.

Middle School Mathematics Growth: 8 of the 12 groups of middle school students performed at Level 3 (average) growth. One group, Asians, grew at Level 4 growth. Students with disabilities, Black/African American students, and Native Hawaiian/Pacific Islander students all performed at Level 2 growth. Level 3, and even 4, growth in mathematics will not be sufficient to advance the performance of our middle school students who are achieving at Levels 1 and 2 in mathematics.

High School (Grade 11) Mathematics Achievement: In high school, our students perform even more poorly than in middle school. In 7 of 12 categories, students performed at Level 1, which means they not only achieved at the bottom level, they were also in the bottom 10% in the state for achievement. English Learners also performed at Level 1, but were assigned Level 2 as they were not in the bottom 10% in Oregon. Asian, White, and Multi-Racial students performed slightly higher, at Level 2. It is of note that English Learners, Students with Disabilities, and Black/African American students performed so poorly that their scores were not reported. ODE does not report scores for groups that perform below 5% proficiency.

9th Grade On Track to Graduate: Of the 12 groups reported by ODE, 4 groups are at Level 1. All students, students with disabilities, Hispanic/Latino students, and Underserved Race/Ethnicity students are performing in the bottom 10% of the state. Additionally, Economically Disadvantaged, English Learners, and Native Hawaiian/Pacific Islander students are performing at Level 1, but are assigned Level 2 because they were not in the bottom 10% of the State. Only one group of students, Asian students, performed higher than Level 2. In fact, Asian students performed at the highest level of performance, Level 5, meaning 95% of Asian students are on track to graduate.

Four-Year Cohort Graduation Details: Of the 12 groups reported by ODE, 3 groups are graduating at the lowest levels in the state, Level 1: American Indian/Alaska Native students (30% grad rate spring of 2015), Black/African American students (55%), and Underserved Race/Ethnicity students (62%). Four other groups are graduating at Level 1, but are not in the bottom 10% of the State, so are reported as Level 2: Economically Disadvantaged students (60% grad rate spring of 2015), English Learners (48%), Hispanic/Latino students (66%), and Native Hawaiian/Pacific Islander students (31%). Asian students are graduating at 78%, which is a Level 3. Multi Racial students are performing the best, graduating at a rate of 87%, which is Level 4, outperforming the State average of 79%.

On Track to English Language Proficiency: Over the last three school years, the number of English Learners has declined in K-5, from 1891 students in 2016, to 1408 students in 2018. In grades 6-8 the number has declined, but only minimally, from 556 students in 2016 to 546 students in 2018. The number of English Learners has increased at the high school level, however, from 254 in 2016 to 388 in 2018. The students 'on track' to English Language Proficiency is inversely related to student grade level in Reynolds. In elementary, on-track rates have remained fairly flat. At 58% of EL students on track to English language proficiency in elementary, Reynolds is rated at Level 3, average. However, our rating drops to Level 2 in grades 6-8, with only 35% of our EL students on track to English language proficiency. We drop again at the high school level, with a rating of Level 1, the lowest 10% in the state, with only 25% of our EL students on track to English language proficiency.

Student Learning Strengths

Asian students in the Reynolds School District perform at levels near state average in all areas except middle and high school mathematics.

Multi-Racial students in the Reynolds School District are outperforming state averages for four-year graduation rates, at 86% in the spring of 2015 (4 year grad rates are lagging indicators as they indicate the results for an entire cohort of students.)

ELA achievement for elementary students has slowly increased since the 2016 school year. All 12 of the reported student groups have made progress. Of note is the fact that we adopted a district wide ELA curriculum, Benchmark Literacy, for elementary school. We believe that implementing a strong, district wide, curriculum is making a difference in student achievement.

Mathematics achievement for elementary students has also slowly improved for every student group except African American/Black students since the 2016 school year. Of note is the fact that we adopted a district wide elementary mathematics curriculum, Bridges. We believe that adoption and implementation of this curriculum is making a difference in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students do not feel connected to the adults in their schools. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that only 66% of Reynolds students in those grades said it was 'very' or 'pretty much' true that 'there is at least one teacher or other adult in my school that really cares about me.' It is significant and informative to our absenteeism data that over a third of these students did not feel an adult in their school cared.

Problem Statement 2 (Prioritized): Students do not feel connected to their education. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

Problem Statement 3: Many Reynolds students report depressive symptoms. This, combined with alarming rates of suicide ideation and pervasive access to guns, is a significant area of needed support. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 36% of 8th graders and 37% of 11th graders reported that in the last 12 months, they felt so sad and hopeless "almost every day for two weeks or more in a row" that they stopped doing usual activities. In addition, 19% of 8th graders and 18% of 11th graders reported "seriously" considering suicide in the last 12 months. This combined with the fact that 31% of 8th graders, and 26% of 11th graders reported that they could obtain a loaded gun in less than 24 hours, is a striking state of affairs to which we must attend.

School Processes & Programs

School Processes & Programs Summary

In the area of Curriculum we have slowly started to adopt updated curriculum. Due to limited budget, staff, and availability of days for professional development, the process is not moving at the pace recommended by ODE. However, Reynolds School District has much to celebrate with the adoption of Benchmark Literacy, our new K-5 ELA curriculum, for K-2 in 2017, and for 3-5 in 2018. We are also excited about our new K-5 math curriculum, Bridges, adopted in 2016. Both are showing promise, with steady, albeit modest, increases in student achievement every year since adoption.

We have also adopted some science materials at the middle school level in 2017, and some high school science materials last school year. These adoptions are not complete, however, and no science adoptions have happened at the elementary level.

Finally, we did fully adopt K-12 health curriculum in the 2017 school year.

That being said, we are far behind the recommended curriculum adoption cycle recommended by ODE, and our curriculum in almost every other subject and grade level in ten or more years out of date. The rule of thumb for curriculum adoptions and the professional development that accompanies these adoptions is that about 3% of the district budget should be dedicated to the purchase of materials and contracted services for professional development, with district staff training costs and sub costs in addition to these hard costs.

In the area of Instruction, we lack a systematic philosophy, plan, and budget for professional development. This will be discussed as part of our strategic planning process. The 'department' of curriculum and instruction consists of one Coordinator, insufficient staff to support a district this size.

School Processes & Programs Strengths

Reynolds has started to take steps to re-boot our curriculum adoption cycle and the accompanying professional development. We need to increase our pace and the depth of our rigor, but we are now systematically working on updating the materials our teachers and students have, and the training our staff receives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In grades K-12, Reynolds students are chronically absent at the highest level in the state of Oregon. Only 68% of high schoolers, 74% of middle schoolers, and 77% of elementary schoolers are regular attenders. **Root Cause:** Our school system presents barriers to students and families.

Problem Statement 2: The mental and physical health care needs of Reynolds students often go unmet. **Root Cause:** The Oregon Healthy Teens survey

conducted in the spring of 2019, administered to 8th and 11th graders, reported that 24% of 8th graders and 18% of 11th graders had a health care need that went unmet in the last year, and 23% of both 8th and 11th graders had emotional or mental health care needs that went unmet.

Problem Statement 3: Students and families experience language barriers working within our school system. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 48% of 8th graders, and 41% of 11th graders primarily speak a language other than English at home. This compares to statewide averages of 17%.

Problem Statement 4: Classroom student devices (iPads) aging and no longer operable for modern academic platforms. No replacement cycle or budget in place. **Root Cause:** Approximately 5 years ago, each classroom in grades K-5 received 15 iPads. At this time, there are approximately 3,500 iPads that have aged out of useful life and can no longer be updated to run the modern versions of many of our purchased applications. In order to replace these iPads, a significant expenditure (between \$1 million and \$1.5 million) would need to happen. While iPads may not be the long term decision for devices at the elementary level, a technology replacement cycle and budget must be established for all grade levels to ensure sustainable technology practices district wide.

Priority Problem Statements

Problem Statement 1: English Learners are under-performing at all grade levels and in all indicators.

Root Cause 1: The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students do not feel connected to their education.

Root Cause 2: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff feel they are provided inadequate professional development, especially in relationship to new curriculum.

Root Cause 3: Limited funding, staffing, and available days impact both quality and quantity of professional development. A robust professional development plan and budget is not yet established to support mathematics and literacy instruction K-12.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- School and District Report Cards (RC) and Assessment Group Reports (AGR)
- Domain 1 - Student Achievement
- Comprehensive and Targeted Support Identification data (CSI and TSI)
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Alternative Schools and Programs accountability data
- Effective Schools Framework data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAR Assessment Data (middle of year and end of year)
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations)
- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions
- English Language Proficiency Assessment (ELPA21) results
- Oregon Extended Assessments
- Oregon Kindergarten Assessment
- Postsecondary Education and Training (Oregon 40-40-20)
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate's degree, graduating with completed IEP and workforce readiness
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Observation Survey results
- Grades that measure student performance based on learning standards
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Male / Female performance and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- At-Risk population, including performance, discipline, attendance, and mobility
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data
- Dual-credit and/or college prep course completion data
- Education Plan and Profile for secondary students
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data
- Education Plan and Profile for secondary students

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Equity Data
- Highly qualified staff data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher and administrator evaluation and support systems
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





Goals

Goal 1: Student Achievement

Performance Objective 1: All students will engage in grade level ELA and Math standards instruction, with multiple opportunities to show proficiency in those standards.

Evaluation Data Sources: CFA data team meetings within PLCs October/December 2020, February/April 2021.
Updated pacing guides and Framework, with teacher input, October/December 2020, February/April 2021.





Summative Evaluation: None

Strategy/Action 1: Facilitate staff committee to create ELA/Math Instructional Framework, pacing guide, CFAs.	
Strategy's Expected Result/Impact: Prioritized standards for aligned instruction, formative data to inform instruction.	Formative
Staff Responsible for Monitoring: Debbie Nicolai, Curriculum TOSAs.	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	May
Problem Statements: Perceptions 2	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
Perceptions	
Problem Statement 2: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff feel they are provided inadequate professional development, especially in relationship to new curriculum. Root Cause: Limited funding, staffing, and available days impact both quality and quantity of professional development. A robust professional development plan and budget is not yet established to support mathematics and literacy instruction K-12.	

Performance Objective 2: Support Excellent First Time Instruction with core curriculum materials and professional development to enhance inclusive practices.

Evaluation Data Sources: Analyze core curriculum materials usage at least quarterly (November 2020, February/May 2021). Analyze SOS ticketing system data at least quarterly (November 2020, February/May 2021). Collect feedback within every professional development opportunity, and analyze data at least quarterly (November 2020, February/May 2021).

Summative Evaluation: None





Strategy/Action 1: Provide high quality professional development for the use of all district supported core and supplemental instructional materials.	
<p>Strategy's Expected Result/Impact: Increased teacher efficacy in the use of materials during content standards instruction. Increase student achievement outcomes from high quality teaching.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	<p>Problem Statements: Demographics 2 Perceptions 2</p> <p>Funding Sources: None</p>
	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p> <p>Summative</p> <p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	
Demographics	
<p>Problem Statement 2: English Learners are under-performing at all grade levels and in all indicators. Root Cause: The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.</p>	
Perceptions	
<p>Problem Statement 2: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff feel they are provided inadequate professional development, especially in relationship to new curriculum. Root Cause: Limited funding, staffing, and available days impact both quality and quantity of professional development. A robust professional development plan and budget is not yet established to support mathematics and literacy instruction K-12.</p>	

Goal 2: Communication

Performance Objective 1: Utilize new and existing communication pathways to inform school and district personnel of advances in curriculum standards, instructional materials, and ODE guidance.

Evaluation Data Sources: Documented curriculum department work with committee charters, reports, and guidance documents at least quarterly (November 2020, February/May 2021).

Summative Evaluation: None





Strategy/Action 1: Create artifacts that explain who, what, where, when, why and how for all curriculum department work.		
Strategy's Expected Result/Impact: Clear expectations of department guidance with adequate training for implementation.		Formative
Staff Responsible for Monitoring: Debbie Nicolai, Curriculum TOSAs		Dec
Title I Components (ORIS Domains): None	Problem Statements:	Mar
Characteristics: Effective School Leadership, Focused Professional Development	Perceptions 2	May
	Funding Sources:	Summative
	None	June
 No Progress  Accomplished  Continue/Modify  Discontinue		
Perceptions		
Problem Statement 2: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff feel they are provided inadequate professional development, especially in relationship to new curriculum. Root Cause: Limited funding, staffing, and available days impact both quality and quantity of professional development. A robust professional development plan and budget is not yet established to support mathematics and literacy instruction K-12.		

Goal 3: Equity





Performance Objective 1: Identify and implement Culturally Relevant Text in all core ELA instructional programs, K-12.

Evaluation Data Sources: CRT committee feedback analysis at least quarterly (November 2020, February/May 2021). CRT text in place, within core ELA instruction, by may, 2021.

Summative Evaluation: None

Strategy/Action 1: Facilitate committee to identify CRT and support the implementation of CRT within core ELA instruction.	
<p>Strategy's Expected Result/Impact: Students "see" themselves in core instructional materials. Student diversity is affirmed. Teachers utilize engaging text to support student academic growth.</p> <p>Staff Responsible for Monitoring: Debbie Nicolai, Curriculum TOSAs</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Problem Statements: Student Learning 2</p> <p>Funding Sources: None</p>
	Formative
	Dec
	Mar
	May
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Learning	
<p>Problem Statement 2: Students do not feel connected to their education. Root Cause: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.</p>	

Performance Objective 2: Elevate AVID in all secondary schools to a program of rigor and fidelity.

Strategy/Action 1: Hire and collaborate with an AVID TOSA to provide support to all AVID sites.	
<p>Strategy's Expected Result/Impact: Immediacy in the response to schools' needs within their AVID programming. A concerted effort to ensure the AVID indicators are implemented with fidelity. Access to training for staff and tutors to ensure high quality instruction and support for students.</p> <p>Staff Responsible for Monitoring: Debbie Nicolai</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development</p>	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p>
	Problem Statements:
	Funding Sources:
	Summative
<p>Demographics 2</p> <p>None</p>	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	
Demographics	
<p>Problem Statement 2: English Learners are under-performing at all grade levels and in all indicators. Root Cause: The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.</p>	

Campus Funding Summary

Reynolds School District 7
Instructional Technology
Improvement Plan
2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

Demographics Strengths

The strength of our district is, in fact, our demographics. We have students and families from all over the world who attend our schools. Over 50% of our students speak at least one other language, many speak multiple languages. We are world class. Now we need to become high performing.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English Learners are under-performing at all grade levels and in all indicators. **Root Cause:** The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.

Problem Statement 2: Many Reynolds students and families are food insecure. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 74% of respondents received free or reduced price meals. 16% of 8th graders and 22% of 11th graders reported "having less to eat than you felt you should because there wasn't enough money to buy food." Edit Associated Areas

Problem Statement 3: As a system, we have not identified or developed intentional supports for transgender, gender nonconforming, gender fluid, agender, something else, or unsure students. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 14% of our students stated their gender identity was other than female or male; that they were transgender, gender nonconforming, gender fluid, agender, something else, or unsure.

Priority Problem Statements

Problem Statement 1: English Learners are under-performing at all grade levels and in all indicators.

Root Cause 1: The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Classroom student devices (iPads) aging and no longer operable for modern academic platforms. No replacement cycle or budget in place.

Root Cause 2: Approximately 5 years ago, each classroom in grades K-5 received 15 iPads. At this time, there are approximately 3,500 iPads that have aged out of useful life and can no longer be updated to run the modern versions of many of our purchased applications. In order to replace these iPads, a significant expenditure (between \$1 million and \$1.5 million) would need to happen. While iPads may not be the long term decision for devices at the elementary level, a technology replacement cycle and budget must be established for all grade levels to ensure sustainable technology practices district wide.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff view student and staff instructional technology as outdated and unsupported. Comments were especially prevalent from staff in elementary and in Special Education, although similar comments came from all levels of the organization.

Root Cause 3: A technology replacement cycle and budget must be established for all grade levels to ensure sustainable technology practices district wide.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff feel they are provided inadequate professional development, especially in relationship to new curriculum.

Root Cause 4: Limited funding, staffing, and available days impact both quality and quantity of professional development. A robust professional development plan and budget is not yet established to support mathematics and literacy instruction K-12.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students do not feel connected to their education.

Root Cause 5: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- School and District Report Cards (RC) and Assessment Group Reports (AGR)
- Comprehensive and Targeted Support Identification data (CSI and TSI)
- State Report Card Data
- Systems Performance Review & Improvement (SPR&I)
- Alternative Schools and Programs accountability data

Student Data: Assessments

- STAR Assessment Data (middle of year and end of year)
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations)
- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions
- English Language Proficiency Assessment (ELPA21) results
- Oregon Extended Assessments
- Oregon Kindergarten Assessment
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Grades that measure student performance based on learning standards

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results
- Other additional data

Goals

Goal 1: Student Achievement

Performance Objective 1: Provide students and staff access to content and services in a reliable and timely way.

Evaluation Data Sources: Improved student outcomes as measured by local and state wide assesments.

Summative Evaluation: None

Strategy/Action 1: Provide professional development to staff to leverage technology in order to support best practices in instruction.

Strategy's Expected Result/Impact: Improved student outcomes.

Staff Responsible for Monitoring: Chris Greenhalgh

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development

Problem Statements:

Student Learning 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Student Learning





Problem Statement 1: Students do not feel connected to their education. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 40% of 8th graders skipped at least one school day in the past year, compared to 22% in the state. 10% of 8th graders reported skipping 16 or more days, compared to 2% in the state. Among 11th graders 53% reported skipping at least one day in the past year, compared to 38% statewide, and 14% reported skipping 16 or more days, compared to 6% statewide.

Goal 2: Equity

Performance Objective 1: Provide equitable access to devices, applications and the internet for all students.

Evaluation Data Sources: Data collection regarding students with a device and access to reliable internet.

Summative Evaluation: None





Strategy/Action 1: Provide an RSD device to all K-12 students.	
Strategy's Expected Result/Impact: Student access to learning.	Formative
Staff Responsible for Monitoring: Chris Greenhalgh	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	May
Problem Statements: Perceptions 1	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
Perceptions	
<p>Problem Statement 1: According to the Center for Educational Effectiveness March 2019 Staff Customer Service survey, staff view student and staff instructional technology as outdated and unsupported. Comments were especially prevalent from staff in elementary and in Special Education, although similar comments came from all levels of the organization. Root Cause: A technology replacement cycle and budget must be established for all grade levels to ensure sustainable technology practices district wide.</p>	

Goal 3: Safety

Performance Objective 1: Implement a technology environment that is well-managed, secure, reliable, and sustainable.

Evaluation Data Sources: Digital citizenship lessons for all grade levels loaded into Schoology for staff to access.

Summative Evaluation: None

Strategy/Action 1: Provide staff digital citizenship lessons that can be taught to students in all grade levels.	
Strategy's Expected Result/Impact: Digital citizenship lessons for all grade levels loaded into Schoology for staff to access.	Formative
Staff Responsible for Monitoring: Chris Greenhalgh	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Campus Funding Summary

Reynolds School District 7
Communications Department
Improvement Plan
2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

-
1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
 2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
 3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

Demographics Strengths

The strength of our demographics lie in the cultural diversity. The culture our students bring to the District from over 120 different birth countries builds opportunities for the delivery of world-class customer service and cultural awareness for other students, our staff, and partner organizations.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Employee Data

- Staff surveys and/or other feedback
- Equity Data
- Campus department and/or faculty meeting discussions and data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Study of best practices





Goals

Goal 1: Communication & Equity

Performance Objective 1: During the 2020-21 academic year, Communications will finalize completion and launch of new websites for District, all school sites, and staff intranet.

Evaluation Data Sources: Launch of all websites.





Summative Evaluation: None

Strategy/Action 1: Redesign website(s) with a streamlined user experience between all schools and district.	
Strategy's Expected Result/Impact: Increased engagement with students, families, and staff as indicated with Google Analytics.	Formative
Staff Responsible for Monitoring: Stephanie Field Beth Fridh	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: None	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: During the 2020-21 academic year, Communications will reduce response time to department inquiries.

Evaluation Data Sources: Positive CEE survey results as compared to previous year.





Summative Evaluation: None

Strategy/Action 1: Launch online Communications Project Request form to set deliverables expectations and process flow.	
Strategy's Expected Result/Impact: Increase satisfactory responses to Responsiveness in CEE departmental customer service survey over previous year.	Formative
Staff Responsible for Monitoring: Stephanie Field Beth Fridh	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: None	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: During the 2020-21 academic year, Communications will increase community engagement by issuing a minimum of 10 press releases published using established media relations contacts/channels.

Evaluation Data Sources: FlashAlert report.





Summative Evaluation: None

Strategy/Action 1: Hire Assistant Director of Public Relations & Partnerships		
Strategy's Expected Result/Impact: Increase capacity to create and distribute press releases.		Formative
Staff Responsible for Monitoring: Stephanie Field		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Develop, distribute, and follow-up with 10 or more timed positive press releases.		
Strategy's Expected Result/Impact: Gain positive press exposure.		Formative
Staff Responsible for Monitoring: Assistant Director of Public Relations & Partnerships (TBD) Stephanie Field		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: During the 2020-21 academic year, Communications will develop, produce, and communicate 1-5 minute monthly video to provide students, families, and staff relevant and engaging content.

Evaluation Data Sources: Report on video engagement.





Summative Evaluation: None

Strategy/Action 1: Develop, produce, and communicate monthly 1-5 minute videos beginning in September 2020 with Superintendent of Schools.	
Strategy's Expected Result/Impact: Increased engagement.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Joanna Williams Stephanie Field	
Title I Components (ORIS Domains): None	
Characteristics: None	
Problem Statements: None Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: During the 2020-21 academic year, Communications will create and/or become administrators on all school-based social media accounts using Facebook and Twitter and will develop engagement strategies and best practice training for handoff to school-based staff.

Evaluation Data Sources: Site development and engagement reports.

Summative Evaluation: None





Strategy/Action 1: Create and/or become administrators for school-based Facebook and Twitter accounts.		
Strategy's Expected Result/Impact: Create strategic engagement opportunities.		Formative
Staff Responsible for Monitoring: Stephanie Field Beth Fridh		Dec
Title I Components (ORIS Domains): None		Mar
Problem Statements: None		May
Characteristics: None		Summative
Funding Sources: None		June
Strategy/Action 2: Develop site-based strategies and best practices guidebook.		
Strategy's Expected Result/Impact: Training of site staff for handoff.		Formative
Staff Responsible for Monitoring: Beth Fridh		Dec
Title I Components (ORIS Domains): None		Mar
Problem Statements: None		May
Characteristics: None		Summative
Funding Sources: None		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Student Achievement & Equity

Performance Objective 1: During the 2020-21 academic year, Communications will meet with Partner Organizations to develop relationships based on District goals for student achievement by facilitating one or more formal meetings to collaborate and align services, set metrics, and determine expectations for future processes.

Evaluation Data Sources: Meeting minutes.
Application processes.
Partner year-end reports.

Summative Evaluation: None





Strategy/Action 1: Schedule initial meeting		
Strategy's Expected Result/Impact: Facilitation of collaborative conversations around partner services		Formative
Staff Responsible for Monitoring: Stephanie Field Assistant Director of Public Relations & Partnerships		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Safety

Performance Objective 1: During the 2020-21 academic year, Communication will analyze and build equitable solutions for communications in events of crisis, emergency, and inclement weather.

Evaluation Data Sources: Assessment and summative report.

Summative Evaluation: None

Strategy/Action 1: Analyze current communications with equity oversight to determine plan of action for increased and more efficient reach with sensitive communications.		
Strategy's Expected Result/Impact: Students, families, and staff feeling greater sense of security during difficult situations and developing trust in communications.		Formative Dec Mar May
Staff Responsible for Monitoring: Stephanie Field		
Title I Components (ORIS Domains): None	Problem Statements: None	
Characteristics: None	Funding Sources: None	
		Summative June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Campus Funding Summary

Reynolds School District 7
Elementary & Secondary Schools
Improvement Plan
2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds school district grounds itself in the strength of its diversity. Of our 10,800 students, more than half identify as a race or ethnicity other than White. Our schools are filled with the chatter of more than 60 languages. This provides our community with the opportunity to grow our linguistic brains which increases our capacity to learn. While the racial and ethnic make up of our 1,200 staff do not yet match the racial and ethnic make up of our student population, our staff prides itself on being lifelong learners in order to serve our students at the highest levels. Students and families in Reynolds belong to 11 elementary schools, 3 middle schools 2 high schools and 4 charter schools. We are proud of the options that we are able to provide our communities and strive to expand our options to ensure the inclusion of families for all backgrounds and walks of life.

Demographics Strengths

The strength of our district is, in fact, our demographics. We have students and families from all over the world who attend our schools. Over 50% of our students speak at least one other language, many speak multiple languages. We are world class.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As a system, we have not identified or developed intentional supports for transgender, gender nonconforming, gender fluid, agender, something else, or unsure students. **Root Cause:** The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 14% of our students stated their gender identity was other than female or male; that they were transgender, gender nonconforming, gender fluid, agender, something else, or unsure.

Problem Statement 2: English Learners are under-performing at all grade levels and in all indicators. **Root Cause:** The number of English Learners is decreasing at the elementary level, from 1891 students in 2016-2017 to 1408 in 2018-2019, staying relatively flat at the middle level, from 556 in 2016-2017 to 546 in 2018-2019, and increasing at the high school level, from 254 in 2016-2017 to 388 in 2018-2019. At the secondary level, our EL

instruction is performed largely in pull out, separated classes and settings. EL students are not experiencing enough core curriculum accompanied by rich academic discourse.

Student Learning

Student Learning Summary

The Reynolds School District is underperforming compared to state averages in the majority of State Report Card indicators. While the district made modest improvements in several indicators, the progress was not enough to bring our achievement into alignment with state averages.

Specifically, our 2018-2019 At-a-Glance Report Card indicates:

73% of our students regularly attend, compared with 83% of students in the state.

30% of our students in Grade 3 meet state grade level expectations in ELA, compared to 46% in the state.

20% of our students in Grade 8 meet state grade level expectations in math, compared to 39% in the state.

67% of our students in Grade 9 are on track to graduate, compared to 85% in the state.

68% of our 12th graders graduate on time (in 4 years) compared to 79% in the state.

Accountability Details:

Districts are held accountable in 12 areas:

All students, Economically Disadvantaged, English Learners, Students with Disabilities, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Underserved Race/Ethnicity, Asian, White, Multi-racial

In each of these areas, district results are reported at one of five levels where Level 5 is the highest level (best results) and level 1 is the lowest (poorest results).

Elementary ELA Achievement: No indicators of Academic Achievement in grades 3 - 5 rated above a level 2 (of 5 levels), with 3 of 12 indicators rated at the lowest level, Level 1. These three level 1 ratings were for students who were Economically Disadvantaged, Hispanic/Latino Students, and students from an Underserved Race/Ethnicity. In addition, English Learners, Students with Disabilities, Black/African American students, and Native Hawaiian/Pacific Islander students were rated at Level 1, but because they were not in the lowest 10% of schools in Oregon, the rating scale dictates they be given a Level 2 rating. With this in mind, in 7 of 12 accountability indicators, Reynolds School District is performing at Level 1 of 5 in elementary (K-5) academic achievement.

Elementary ELA Growth: In Elementary ELA growth, Reynolds is fairing better. With 10 of 11 indicators at level 3 or 4 (out of 5) for growth. One indicator however, Students with Disabilities, came in at Level 1, indicating little to no growth in ELA for those K-5 students.

Middle School ELA Achievement: Similar to Elementary ELA Achievement, Middle School ELA Achievement rated at level 2 in 11 of 12 indicators. Only Asian students' achievement rated higher, at Level 3. In addition, for 8 of 12 indicators, ELA Achievement actually rated at Level 1, but was bumped up to Level 2 because achievement in those categories was not in the lowest 10 percent in Oregon.

Middle School ELA Growth: Middle School ELA growth fared better, with 1 indicator, Asian students, at Level 5 growth. 8 of 12 indicators grew at Level 3 (of 5). Students with Disabilities, Black/African American, and Native Hawaiian/Pacific Islander students had only Level 2 growth.

High School ELA Achievement: Asian students performed at Level 4 for ELA growth in high school, with White and Multi-Racial students attaining Level 3 growth. All other rated groups of students performed at Level 2 growth, with English Learners and Students with Disabilities growing at only Level 1 levels, but rated at Level 2 because they were not in the bottom 10% in Oregon.

Mathematics Achievement:

Elementary Mathematics Achievement: Across all 12 indicators, Reynolds elementary students achieved at Level 2. In addition, in 7 indicators, students actually achieved at Level 1, with less than 21% of students in those categories meeting grade level. However, they were assigned Level 2 as they were not the lowest 10% in the state.

Elementary Mathematics Growth: In mathematics growth, Reynolds elementary students fared slightly better, with 10 of 12 student groups reaching Level 3 (average) growth. Students with disabilities, and black/African American students reached only Level 2 growth, however.

Middle School Mathematics Achievement: In grades 6-8, Reynolds students performed particularly poorly in mathematics. Of 12 student groups, 5 performed at Level 1, the lowest level, with three other groups performing at Level 1 but being assigned Level 2 since they were not in the bottom 10% of the state. No student group performed above a level 2. It is of note that even Asian students, who performed the highest in the district in ELA - at Level 3 achievement, and Level 5 growth - performed only at Level 2 in mathematics in middle school. It is also of note that all student groups except Asian have declined steadily, with African American/Black students experiencing the steepest decline from 12% percent of students meeting proficiency in the 2016 school year, to a low of 7% of students proficient last school year. 93% of our African American/Black middle school students, then, are not performing at grade level in math, 1% above the performance of students with disabilities.

Middle School Mathematics Growth: 8 of the 12 groups of middle school students performed at Level 3 (average) growth. One group, Asians, grew at Level 4 growth. Students with disabilities, Black/African American students, and Native Hawaiian/Pacific Islander students all performed at Level 2 growth. Level 3, and even 4, growth in mathematics will not be sufficient to advance the performance of our middle school students who are achieving at Levels 1 and 2 in mathematics.

High School (Grade 11) Mathematics Achievement: In high school, our students perform even more poorly than in middle school. In 7 of 12 categories, students performed at Level 1, which means they not only achieved at the bottom level, they were also in the bottom 10% in the state for achievement. English Learners also performed at Level 1, but were assigned Level 2 as they were not in the bottom 10% in Oregon. Asian, White, and Multi-Racial students performed slightly higher, at Level 2. It is of note that English Learners, Students with Disabilities, and Black/African American students performed so poorly that their scores were not reported. ODE does not report scores for groups that perform below 5% proficiency.

9th Grade On Track to Graduate: Of the 12 groups reported by ODE, 4 groups are at Level 1. All students, students with disabilities, Hispanic/Latino students, and Underserved Race/Ethnicity students are performing in the bottom 10% of the state. Additionally, Economically Disadvantaged, English Learners, and Native Hawaiian/Pacific Islander students are performing at Level 1, but are assigned Level 2 because they were not in the bottom 10% of the State. Only one group of students, Asian students, performed higher than Level 2. In fact, Asian students performed at the highest level of performance, Level 5, meaning 95% of Asian students are on track to graduate.

Four-Year Cohort Graduation Details: Of the 12 groups reported by ODE, 3 groups are graduating at the lowest levels in the state, Level 1: American Indian/Alaska Native students (30% grad rate spring of 2015), Black/African American students (55%), and Underserved Race/Ethnicity students (62%). Four other groups are graduating at Level 1, but are not in the bottom 10% of the State, so are reported as Level 2: Economically Disadvantaged students (60% grad rate spring of 2015), English Learners (48%), Hispanic/Latino students (66%), and Native Hawaiian/Pacific Islander students (31%). Asian students are graduating at 78%, which is a Level 3. Multi Racial students are performing the best, graduating at a rate of 87%, which is Level 4, outperforming the State average of 79%.

On Track to English Language Proficiency: Over the last three school years, the number of English Learners has declined in K-5, from 1891 students in 2016, to 1408 students in 2018. In grades 6-8 the number has declined, but only minimally, from 556 students in 2016 to 546 students in 2018. The number of English Learners has increased at the high school level, however, from 254 in 2016 to 388 in 2018. The students 'on track' to English Language Proficiency is inversely related to student grade level in Reynolds. In elementary, on-track rates have remained fairly flat. At 58% of EL students on track to English language proficiency in elementary, Reynolds is rated at Level 3, average. However, our rating drops to Level 2 in grades 6-8, with only 35% of our EL students on track to English language proficiency. We drop again at the high school level, with a rating of Level 1, the lowest 10% in the state, with only 25% of our EL students on track to English language proficiency.

Student Learning Strengths

Asian students in the Reynolds School District perform at levels near state average in all areas except middle and high school mathematics.

Muti-Racial students in the Reynolds School District are outperforming state averages for four-year graduation rates, at 86% in the spring of 2015 (4 year grad rates are lagging indicators as they indicate the results for an entire cohort of students.)

ELA achievement for elementary students has slowly increased since the 2016 school year. All 12 of the reported student groups have made progress. Of note is the fact that we adopted a district wide ELA curriculum, Benchmark Literacy, for elementary school. We believe that implementing a strong, district wide, curriculum is making a difference in student achievement.

Mathematics achievement for elementary students has also slowly improved for every student group except African American/Black students since the 2016 school year. Of note is the fact that we adopted a district wide elementary mathematics curriculum, Bridges. We believe that adoption and implementation of this curriculum is making a difference in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reynolds students are achieving at rates significantly lower than the state average in Reading and Mathematics. **Root Cause:** Increase the capacity in building leaders to observe, assess and evaluate instruction in order to provide relevant support for classroom teachers.

Priority Problem Statements

Problem Statement 1: Reynolds students are achieving at rates significantly lower than the state average in Reading and Mathematics.

Root Cause 1: Increase the capacity in building leaders to observe, assess and evaluate instruction in order to provide relevant support for classroom teachers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: As a system, we have not identified or developed intentional supports for transgender, gender nonconforming, gender fluid, agender, something else, or unsure students.

Root Cause 2: The Oregon Healthy Teens survey conducted in the spring of 2019, administered to 8th and 11th graders, reported that 14% of our students stated their gender identity was other than female or male; that they were transgender, gender nonconforming, gender fluid, agender, something else, or unsure.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- School and District Report Cards (RC) and Assessment Group Reports (AGR)
- State Report Card Data
- Alternative Schools and Programs accountability data

Student Data: Assessments

- STAR Assessment Data (middle of year and end of year)
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations)
- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions
- English Language Proficiency Assessment (ELPA21) results
- Oregon Kindergarten Assessment
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- Teacher and administrator evaluation and support systems
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Study of best practices

Goals





Goal 1: Student Achievement

Performance Objective 1: Building principals will increase capacity to recognize and inform best practices within each classroom to strengthen first time instruction. Principals will identify evidence of strong evidence of high leverage teaching strategies during 100% of learning walks.

Evaluation Data Sources: Executive director of schools will conduct learning walks in each building, with the purpose of intentional observations using a site-specific walk through observation tool.

The Teacher Evaluation Rubric (TEVAL) will be used to ensure alignment with feedback.

Summative Evaluation: None

Strategy/Action 1: Learning Walks	
<p>Strategy's Expected Result/Impact: Increase capacity in building principals to provide salient feedback to strengthen first time instruction.</p> <hr/> <p>Staff Responsible for Monitoring: Monthly</p> <hr/> <p>Title I Components (ORIS Domains): None</p> <hr/> <p>Characteristics: Effective School Leadership, Frequent Monitoring of Learning and Teaching</p>	<p>Problem Statements: Student Learning 1</p> <hr/> <p>Funding Sources: None</p>
	Formative
	Dec
	Mar
	May
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Learning	
<p>Problem Statement 1: Reynolds students are achieving at rates significantly lower than the state average in Reading and Mathematics. Root Cause: Increase the capacity in building leaders to observe, assess and evaluate instruction in order to provide relevant support for classroom teachers.</p>	

Performance Objective 2: Building principals will increase capacity to lead and develop professional learning to support students with intensive needs (emotionally, academically, linguistically and behaviorally). Principals will deliver feedback aligned to best practices 100% of the time.

Evaluation Data Sources: Walk through tools.
Post observation conferences with teachers.

Summative Evaluation: None

Strategy/Action 1: Virtual Learning Walks happen monthly between January and May.

Principals will receive professional development from the Center for Education Leadership to align feedback and support strategies for practitioners.

Strategy's Expected Result/Impact: Teachers will be better supported to know how to improve their practice.

Impact: increased student engagement.

Build a safe and supportive community that is inclusive of all students.

Staff Responsible for Monitoring: Executive Director of Schools

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, Effective School Leadership, Focused Professional Development

Problem Statements:

Student Learning 1

Funding Sources:

None

Formative

Dec


Mar


May

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Learning

Problem Statement 1: Reynolds students are achieving at rates significantly lower than the state average in Reading and Mathematics. **Root Cause:** Increase the capacity in building leaders to observe, assess and evaluate instruction in order to provide relevant support for classroom teachers.

Performance Objective 3: Chronic Absenteeism: Each school will develop and monitor a plan to increase student attendance.

Evaluation Data Sources: Plans will be reviewed by Executive Director of Schools.

Professional Development and support will be provided to schools to implement.

Summative Evaluation: None

Strategy/Action 1: During Beginning and Mid year check-ins with principals, principals will provide an update on their Chronic absenteeism plans.

Strategy's Expected Result/Impact: Increase in student attendance.

Staff Responsible for Monitoring: Executive Director of Schools and Assistant Superintendent of SFS and OPS

Title I Components (ORIS Domains): None

Problem Statements: None

Characteristics: High Levels of Family and Community Involvement

Funding Sources: None

Formative

Dec


Mar


May

Summative

June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Equity

Performance Objective 1: Principals will become fluent in culturally responsive teaching practices in order to develop professional learning opportunities for their staffs around equity, inclusion and diversity.

Evaluation Data Sources: Staff Professional Development meetings
Book Studies on Equity, and Racial competence

Summative Evaluation: None

Strategy/Action 1: Book Study: Culturally Responsive Teaching and the Brain, by Zaretta Hammond	
Strategy's Expected Result/Impact: Principals will develop a common language around culturally responsive teaching.	Formative
Staff Responsible for Monitoring: Executive Director of Schools and Building Administrators	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	May
Problem Statements: Student Learning 1	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Learning	
Problem Statement 1: Reynolds students are achieving at rates significantly lower than the state average in Reading and Mathematics. Root Cause: Increase the capacity in building leaders to observe, assess and evaluate instruction in order to provide relevant support for classroom teachers.	

Campus Funding Summary

Reynolds School District 7

Finance Department

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

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- 1,200+ Staff
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- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

Priority Problem Statements

Problem Statement 1: Finance is slow getting things out

Root Cause 1: Current process require multiple signatures or steps that can slow things down

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Reports are hard to read, making it unclear what is available to spend.

Root Cause 2: The financial system does not create user friendly reports and there has not been enough professional development for staff.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Organizational structure data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Student Achievement and Fiscal Responsibility

Performance Objective 1: During the 2020-21 school year finance department will staff will create and improve guidelines and processes for payroll, travel and contracts.

Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency.

Evaluation Data Sources: Updated Finance guidelines that include payroll, travel, and contracts.

Summative Evaluation: None

Strategy/Action 1: Update Finance department guidelines and train Finance staff.		
Strategy's Expected Result/Impact: Department written guidelines are communicated and understood by all staff.		Formative
Staff Responsible for Monitoring: Director of Financial Services		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June

Strategy/Action 2: Growing the payroll duties from Human Capital


Strategy's Expected Result/Impact: The full-cycle payroll process will be handled by Financial Services	Formative
Staff Responsible for Monitoring: Director of Financial Services	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	Dec
	Mar
	May
	Summative
	June

Strategy/Action 3: Transition contracts from Operations and review and update processes

Strategy's Expected Result/Impact: All of contracts will be handled by Finance.	Formative
Staff Responsible for Monitoring: Director of Financial Services	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	Dec
	Mar
	May
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Student Achievement and Fiscal Responsibility

Performance Objective 1: For the 2020-21 academic year ensure that stakeholders have a clear understanding of district resources and how it is being used towards reaching district goals.

Evaluation Data Sources: Anecdotal feedback from directors and principals including Spring 2020 CEE survey reports.

Summative Evaluation: None

Strategy/Action 1: Review and update working budget to actuals. Have a monthly monitoring within department.		
Strategy's Expected Result/Impact: Budget stays within appropriation. Report users have the most accurate budget available to them.		Formative
Staff Responsible for Monitoring: Director of Financial Services and finance department		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Finance will meet with administrators to make sure there is a clear understanding of their available budgets.		
Strategy's Expected Result/Impact: The people responsible will have the knowledge they need to make the best decisions towards reaching district goals.		Formative
Staff Responsible for Monitoring: Director of Financial Services and finance department		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June

Strategy/Action 3: Review current reports available for stakeholders and work on ways to improve

Strategy's Expected Result/Impact: Reports will be easy to access and understand.	Formative
Staff Responsible for Monitoring: Director of Financial Services and Finance department	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	Dec
	Mar
	May
	Summative
	June

Strategy/Action 4: District will continue to submit and receive the Meritorious Budget Award through ASBO with our budget document.

Strategy's Expected Result/Impact: Award from ASBO	Formative
Staff Responsible for Monitoring: Director of Financial Services	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	Dec
	Mar
	May
	Summative
	June

Strategy/Action 5: District will submit and receive the Comprehensive Annual Financial Report (CAFR) Award from ASBO and GFOA.

Strategy's Expected Result/Impact: Award from ASBO and GFOA	Formative
Staff Responsible for Monitoring: Director of Financial Services	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	Dec
	Mar
	May
	Summative
	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Equity

Performance Objective 1: During the 2020-21 academic year, we will increase the number of participants in our stakeholder engagement budget input process compared to last year.

Evaluation Data Sources: Feedback, sign-in sheets, school participation, and online survey results.

Summative Evaluation: None

Strategy/Action 1: Scheduled staff and community input sessions, coordinated with principals staff input sessions, and worked with communications for an online survey.	
Strategy's Expected Result/Impact: October and November Input Sessions documentation. Strategic planning focus group session	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Director of Financial Services	
Title I Components (ORIS Domains): None	
Characteristics: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Campus Funding Summary

Reynolds School District 7
Human Capital Management
Improvement Plan
2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Goals

Goal 1: Safety Pillar - Employee Relations

Performance Objective 1: Human Capital Management will redesign the process for employee relations. The Assistant Superintendent of Human Capital Management will provide District administration with investigations training to minimize litigious action. This will include a standard, researched-based, clearly articulated, and progressive discipline model. HCM will develop a database of disciplinary actions to ensure consistency throughout the organization.

Evaluation Data Sources: By June 30, 2021, administrative staff will be trained in investigations and applicable progressive discipline.

Summative Evaluation: None

Strategy/Action 1: By November 30, 2020, HCM will convene a committee comprised of bargaining unit leadership from all groups to review, revise, and standardize progressive discipline.	
Strategy's Expected Result/Impact: By June 30, 2021, administrative staff will be trained in investigations and applicable discipline.	Formative
Staff Responsible for Monitoring: Rob Neu	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: None	May
Problem Statements: None	Summative
Funding Sources: None	June
	

Goal 2: Equity Pillar - Hiring Practices

Performance Objective 1: Human Capital Management will implement best practices designed to increase the pool and hiring of candidates of color by five (5) percent by June 30, 2021.

Evaluation Data Sources: By June 30, 2021, 20% of RSD new hires will be people of color (current RSD staff is 15% people of color).

Administration 19%

Classified 22%

Licensed Staff 8%

Summative Evaluation: None

Strategy/Action 1: HCM will create a "Grow Your Own" recruitment and retention program designed to increase the number of staff of color. Human Capital Management will develop a cohesive and comprehensive plan to grow RSD's own talent utilizing tuition support, paid internships, and release time to increase the number of staff of color and language diversity and retain them.

Strategy's Expected Result/Impact: By March 31, 2021, HCM will present the "RSD Grow Your Own" plan to the Board.

Staff Responsible for Monitoring: Jill Hunter/Rob Neu

Title I Components (ORIS Domains): None

Problem Statements: None

Characteristics: None

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 2: HCM will work with RHS to develop a cadet teacher program designed to train students for a career in education.

Strategy's Expected Result/Impact: By April 30, 2021, HCM and RHS will design a cadet teacher program.

Staff Responsible for Monitoring: Rob Neu/Wade Bakley

Title I Components (ORIS Domains): None

Problem Statements: None

Characteristics: None

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 3: HCM will expand it's network of job search recruitment sites designed attract candidates of color to apply for jobs in RSD.

<p>Strategy's Expected Result/Impact: By October 31, 2020, HCM will expand it's network of diversified job search services by 5 services.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Best Instruction/Organizational Culture Pillars - Employee Evaluations

Performance Objective 1: Human Capital Management will review and revise the employee evaluation system.

Evaluation Data Sources: By June 2021, revisions to the employee evaluation system will be complete.

Summative Evaluation: None

Strategy/Action 1: Human Capital Management will develop an evaluation committee in cooperation with REA, OSEA, and RAA to accomplish this task as it will fold into this year's negotiations.	
Strategy's Expected Result/Impact: The District-wide Evaluation Committee will review and align all evaluation instruments to the fullest extent possible to ensure consistency and coherence in the District Evaluation System., by June 30, 2021.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Rob Neu/Wade Bakley	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	
Strategy/Action 2: The Classified Evaluation Committee will reconvene and complete an updated Classified Employee Program instrument and process.	
Strategy's Expected Result/Impact: The Classified Evaluation Committee will complete the redesign of the Classified Employee Evaluation Program by June 2021.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Katrina Buttolph	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	

Strategy/Action 3: HCM will convene a REA Article 5 Evaluation committee to address CDL/Hybrid/In-person updates to current and future changes and challenges to the licensed teacher evaluation program.

<p>Strategy's Expected Result/Impact: The Article 5 Evaluation Committee will collaborate with the REA Contract Maintenance Committee and Cabinet on a hybrid/in-person evaluation MOU by November 30, 2020.</p> <p>Staff Responsible for Monitoring: Rob Neu</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June

Strategy/Action 4: Strategy 4: HCM will coordinate training for all District administration in the use of Employee Evaluation (formerly called My Learning Plan) through Frontline Education.

<p>Strategy's Expected Result/Impact: Improved evaluation performance and tracking by District administration. The training will be held for 75 people by November 30, 2020.</p> <p>Staff Responsible for Monitoring: Rob Neu</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Organizational Culture Pillar - Customer Service

Performance Objective 1: HCM will implement strategies that will improve HCM's level of customer service contributing to positive organizational culture.

Evaluation Data Sources: Five (5) percent increases on all indicators in the Center for Educational Effectiveness (CEE) Survey results

Summative Evaluation: None


Strategy/Action 1: Human Capital Management will collaborate with District and Bargaining Unit leadership to redesign and clarify the onboarding and offboarding processes for staff.	
Strategy's Expected Result/Impact: By October 2020, the draft redesigned processes will be shared for review and revision. By January 2021, the Board will receive an update on a redesigned set of processes.	Formative
Staff Responsible for Monitoring: Katrina Buttolph	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: None	May
Problem Statements: None	Summative
Funding Sources: None	June
Strategy/Action 2: HCM will distribute a customized survey all staff to determine specific areas of improvement, strength, and staff needs, that will inform the department to determine future growth goals and ensure continuous improvement.	
Strategy's Expected Result/Impact: Completion in April, 2021	Formative
Staff Responsible for Monitoring: None	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: None	May
Problem Statements: None	Summative
Funding Sources: None	June


Strategy/Action 3: RSD Staff Handbook will be completed by November 30, 2020.		
Strategy's Expected Result/Impact: Completion, approval, and distribution in November 30, 2020		Formative
Staff Responsible for Monitoring: Rob Neu		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 4: HCM will implement a monthly Staff Wellness newsletter that will inform employees of the many health and wellness opportunities through the Employee Assistance Program.		
Strategy's Expected Result/Impact: Providing staff with continuous updates to health and wellness opportunities and overall improved staff health.		Formative
Staff Responsible for Monitoring: Jennifer Phy		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 5: Ritz Carlton customer service training for 12-month Classified staff October 9, 2020. HCM will explore options for a continuous cycle of customer service training.		
Strategy's Expected Result/Impact: Improved customer service as measured by staff and stakeholders on the CEE survey results.		Formative
Staff Responsible for Monitoring: Katrina Buttolph		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June

Strategy/Action 6: Employee Benefits Equity Committee will complete its work on an implementation plan in preparation for collective bargaining with all employee groups in 2020-2021 to move toward a district-wide comprehensive, equitable employee benefits programs for all work groups in 2021-2022.

<p>Strategy's Expected Result/Impact: Employee Benefits Equity Committee meeting minutes and report to School Board regarding viability and possible implementation plan of districtwide comprehensive, equitable employee benefits programs for all work groups by January, 2021.</p> <p>Staff Responsible for Monitoring: Jennifer Phy</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Reynolds School District 7

Operations Department

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

School Processes & Programs

School Processes & Programs Summary

The operations services division includes the oversight of the service delivery departments of Facilities, Nutrition, Risk Management, Transportation and Technology. Services are provided for nearly 2,000 staff members and over 10,000 students when including nutrition services provided to the Charter schools in the District.

In addition to overseeing the noted departments, this division is responsible for long range facility planning and enrollment projections, facility related grants, safety committee, capital construction planning and oversight for 27 sites in the cities of Portland, Gresham, Fairview and Troutdale. Operations also handles district vendor contract management.

Perceptions

Perceptions Summary

Opportunities to enhance services were identified through the 2018 CEE staff perception survey. While Nutrition, Transportation and Technology had positive customer service responses, the Facilities department, which included a combination of maintenance, grounds and custodial services all in one department, had the most opportunity to improve. Ongoing efforts as evidenced in individual department goals and action plans are underway to improve outcomes to customers and will be measured with follow up and more in depth surveys each year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Improve internal communications **Root Cause:** Lack shared language and agreements on communications expectations.

Problem Statement 2 (Prioritized): Improve internal relationships **Root Cause:** Lack of staff cohesiveness at line staff level

Priority Problem Statements

Problem Statement 1: Improve internal communications

Root Cause 1: Lack shared language and agreements on communications expectations.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Improve internal relationships

Root Cause 2: Lack of staff cohesiveness at line staff level

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Equity

Performance Objective 1: Complete 2020 Facility Assessment and Master Plan

Evaluation Data Sources: Completed Master Plan


Summative Evaluation: None


Strategy/Action 1: Complete Facility Assessments	
Strategy's Expected Result/Impact: Facility Assessments including playgrounds and play fields	Formative
Staff Responsible for Monitoring: Procurement Process for Architect	Dec
Assessment Reports	Mar
Meeting Minutes	May
Title I Components (ORIS Domains): None	Summative
Problem Statements: None	June
Characteristics: None	
Funding Sources: General	

Strategy/Action 2: Commence Facility Master Plan Committee Work

<p>Strategy's Expected Result/Impact: Master Plan Committee will have toured every district school older than 2018</p> <p>Facility Assessment Data Shared with the Committee</p> <p>Committee will inform on District Standards & Assumptions for the Plan</p> <p>Staff Responsible for Monitoring: Master Plan Committee Member Roster</p> <p>Meeting Calendar with Topics and Sites for Tours Identified</p> <p>Work Toward Plan Completion for Spring 2021</p> <p>Meeting Agendas & Minutes</p> <hr/> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Fiscal Responsibility





Performance Objective 1: Develop Surplus Property Program

Evaluation Data Sources: Up to date Property, Furnishing & Equipment Inventory





Summative Evaluation: None

Strategy/Action 1: Establish effective surplus property process - removal and acquisition	
Strategy's Expected Result/Impact: Clear timeline and plan for removal of usable and no longer needed items from schools	Formative Dec Mar May Summative June
Clear process for acquiring additional furniture for sites when needed	
Complete Inventory with Images & Counts	
Staff Responsible for Monitoring: Images & Counts of Existing Inventory	
SmartSheet form and data finalized for use by sites to 'order' needed furniture	
Assessment of current storage space & measure capacity	
Title I Components (ORIS Domains): None	
Characteristics: None	Problem Statements: None Funding Sources: None

Strategy/Action 2: Updated Policy and AR as needed and Communicate, Train and Implement

Strategy's Expected Result/Impact: Board Policy & AR align with new practices		Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Committee review of existing Policy & AR & compare to draft process		
Establish implementation plan for roll out upon approval		
Recommend changes to policy and AR to Cabinet		
Present recommendations to the Board for consideration		
Title I Components (ORIS Domains): None	Problem Statements: None	
Characteristics: None	Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Develop a plan for future bonds





Strategy/Action 1: Coordinate with Financial Services using data provided from Facilities Assessment and Steering Committee	
<p>Strategy's Expected Result/Impact: Identify outstanding opportunities for Facilities to increase support of student success</p> <p>Staff Responsible for Monitoring: Facilities assessments of Safety, Security, and Playgrounds</p> <p>Create a timeline</p> <p>Develop a plan to the Board by May 2021</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	<p>Formative</p> <p>Dec</p> <p>0%</p> <p>Mar</p> <p>0%</p> <p>May</p> <p>0%</p> <p>Summative</p> <p>June</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Student Achievement

Performance Objective 1: Complete Technology Services & Instructional Technology Audit

Evaluation Data Sources: Audit Report & Recommendations

Summative Evaluation: None





Strategy/Action 1: Incorporate technology assessment and future instructional technology need data into Facility Master Plan	
Strategy's Expected Result/Impact: Instructional Technology Need Assessment Section in Facility Master Plan	Formative
Staff Responsible for Monitoring: Coordinate work between committees and consultants	Dec
Provide technology assessment data for electrical engineering team to address future need in master plan, including anticipated impact on cost	Mar
	May
Title I Components (ORIS Domains): None	Summative
Problem Statements: None	June
Characteristics: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: Communication

Performance Objective 1: Professional Development for Operations Team

Evaluation Data Sources: Training Documentation

Summative Evaluation: None





Strategy/Action 1: Participate in RTT Equity, Diversity, and Inclusion Training	
Strategy's Expected Result/Impact: Ensure that Operations Leadership will view all matters with an equity lens and be actively anti-racist.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: None	
Title I Components (ORIS Domains): None Characteristics: None	
Problem Statements: None Funding Sources: General	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 5: Safety

Performance Objective 1: Establish Recommended Best Practice for Facility Use & Access

Evaluation Data Sources: Revised Board Policy and AR

Summative Evaluation: None

Strategy/Action 1: Assess existing facility use program and resources & draft recommended changes	
<p>Strategy's Expected Result/Impact: Recommendation for changes to Policy and AR and internal practice</p> <p>Improved care and monitoring of district assets</p> <hr/> <p>Staff Responsible for Monitoring: Assessment / Findings from existing facility use program & resources</p> <p>Committee agendas and minutes</p> <hr/> <p>Draft recommended changes to Policy, AR and internal practice to Cabinet > RTT > Board</p> <hr/> <p>Title I Components (ORIS Domains): None Problem Statements: None</p> <hr/> <p>Characteristics: None Funding Sources: None</p>	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p> <hr/> <p>Summative</p> <p>June</p>
Strategy/Action 2: Review current software in use for facility use for effectiveness and customer service	
<p>Strategy's Expected Result/Impact: Improved use of existing software or recommended change to new software for 2021/22</p> <p>Staff Responsible for Monitoring: Review current use of facility use software</p> <p>Receiving training on current system to determine whether staff is maximizing use</p> <hr/> <p>Draft recommendation for changes or improvements</p> <hr/> <p>Title I Components (ORIS Domains): None Problem Statements: None</p> <hr/> <p>Characteristics: None Funding Sources: None</p>	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p> <hr/> <p>Summative</p> <p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Campus Funding Summary

General					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	1	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Reynolds School District 7

Custodial Services

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

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2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Striving to educate staff in equity

Building demographic diversity to reflect our student population

Demographics Strengths

Building demographic diversity to reflect our student population

School Processes & Programs

School Processes & Programs Summary

- 1.3 million total cleanable square feet
- 18 school sites
- 50 full-time custodians / 8 part-time custodians
- Average length of service: 10 years

School Processes & Programs Strengths

- low staff turnover
- highly experienced staff
- high level of independence, autonomy at each school site

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Custodial assignments, responsibilities clearly defined **Root Cause:** Past staffing of supervisory personnel

Problem Statement 2 (Prioritized): CEE survey indicated we need to improve communication between Administrators - Supervisor - Custodians **Root Cause:** Not enough department meetings, in-person visits, e-mailed communication, phone communication

Perceptions

Perceptions Summary

Custodial level of service is inconsistent .

Perceptions Strengths

Custodial Department has a great depth of experience.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Custodians are considered the "jack-of-all-trades" **Root Cause:** Custodians are the on-site reps for Operations Dept.

Problem Statement 2 (Prioritized): CEE survey indicated we need to improve communication between Administrators - Supervisor - Custodians **Root Cause:** Not enough department meetings, in-person visits, e-mailed communication, phone communication

Priority Problem Statements

Problem Statement 1: Lack of cleanliness

Root Cause 1: Training - Supervision - Accountability

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Custodial assignments, responsibilities clearly defined

Root Cause 2: Past staffing of supervisory personnel

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: CEE survey indicated we need to improve communication between Administrators - Supervisor - Custodians

Root Cause 3: Not enough department meetings, in-person visits, e-mailed communication, phone communication

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Equity

Performance Objective 1: Achieving Our Potential: Provide training and support to custodial staff in the areas of equity, promoting strong staff to student connections by June 30, 2020. In-person Equity training will be a part of each month's department meeting. In addition, Equity training items will be e-mailed to all staff on a weekly basis.

Evaluation Data Sources: Was the meeting held? Was the equity training topic presented?

Summative Evaluation: None

Strategy/Action 1: Operations Leadership will meet to define training topics and general process for unified training.	
Strategy's Expected Result/Impact: Topics and format defined for 19/20 SY training to create training with a unified message for all operational employees.	Formative
Staff Responsible for Monitoring: Agendas	
Meeting Minutes	Dec
Operations Leadership Team Plan	Mar
Title I Components (ORIS Domains): None	May
Characteristics: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy/Action 2: Operations Equity Committee will develop topic materials for each equity training based on the established needs of Operations leadership. The committee will have one representative for each department to communicate information and feedback to Operations Administrators.

<p>Strategy's Expected Result/Impact: Define 2 to 4 training topics, discuss training opportunities and align with a one-page handout for Operations leadership to train their department staff. A timeline of training expectations will be created by the committee with deadline dates for each training to be completed.</p> <hr/> <p>Staff Responsible for Monitoring: Agendas</p> <p>Meeting Minutes</p> <p>Operations Leadership Team Plan</p> <hr/> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Custodial Standards of Service





Performance Objective 1: Standardize service across custodial department

Evaluation Data Sources: Hillyard CCAP Custodial Management Software

Custodial Handbook

Monthly Training

Summative Evaluation: None

Strategy/Action 1: Utilize our vendor's New Custodial Management Program - Hillyard CCAP	
<p>Strategy's Expected Result/Impact: Highlight areas requiring additional labor / show areas where additional duties can be assigned</p> <p>Adjust budget request to meet the needs of the department to delivery the service expected</p> <p>Staff Responsible for Monitoring: Site assessment to document size, type and number of cleaning surfaces and fixtures</p> <p>Establish through interviews the average use of hours per task type for day versus night custodial team members</p> <p>Upload data into program to assess results & plan for training, communication and budgetary impacts</p> <p>Custodial Supervisor</p>	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p> <hr/> <p>Summative</p> <p>June</p>
<p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Custodial Communication Plan

Performance Objective 1: Create and execute a department Communications Plan to address the issues expressed by staff in the CEE survey

Evaluation Data Sources: 1.) Was the Plan created?
2.) Was the Plan implemented?

Summative Evaluation: None

Strategy/Action 1: Plan and conduct monthly team meetings with full team or smaller groups to improve communication of need, expectation and train	
Strategy's Expected Result/Impact: Increased staff understanding of expectations, opportunities for training, improve efficiency, effectiveness and subsequent feedback survey results	Formative
Staff Responsible for Monitoring: Department or Smaller Group Meeting Agendas & Minutes (50 direct reports)	
Training Topic Calendar	Dec
Updated communication / standard for levels of clean & follow up inspection forms	Mar
Custodial Supervisor	May
Title I Components (ORIS Domains): None	Summative
Characteristics: None	June
Problem Statements: None	
Funding Sources: None	


Strategy/Action 2: Plan and commence a Monthly Department written Newsletter


<p>Strategy's Expected Result/Impact: Produced Monthly Newsletter, Increased communication, employee morale, and efficiency</p> <p>Improved survey results on customer service and interactions with department staff</p> <p>Staff Responsible for Monitoring: Assessment of Software Programs Available for Newsletters</p> <p>Calendar of important communication timelines</p> <p>Completed Newsletters</p> <p>Custodial Supervisor</p> <hr/> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy/Action 3: Establish Plan and Topic Calendar for Weekly Training Emails to refresh staff knowledge of 'how to' processes and steps to prevent unanticipated work demands in the future.

<p>Strategy's Expected Result/Impact: Improvement and more frequent communication to staff</p> <p>Provide refresher training and reminders for preventative maintenance or preparation work</p> <p>Improve preventative maintenance workflow, reduce emergency issues that could have been prevented, and as a result improve results on customer service for the team</p> <p>Staff Responsible for Monitoring: Weekly topic and plan for communications</p> <p>Weekly email archive and 'how to' go by's for future use</p> <p>Custodial Supervisor</p> <hr/> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Reynolds School District 7
Facilities Maintenance Services
Improvement Plan
2020-2021



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Comprehensive Needs Assessment

Demographics

Demographics Summary

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- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

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- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Families and community members are unable to understand rules regarding site usage or directional messages due to all signage that is only in English. **Root Cause:** District sites lack signage to communicate in multiple languages.

Problem Statement 2 (Prioritized): Staff in the Operation Departments lack training regarding cultural diversity and equity. **Root Cause:** Limited training is provided to supervisors, especially in training staff.

School Processes & Programs

School Processes & Programs Summary

The facilities maintenance department is responsible for the maintenance and grounds of 27 facility sites in the cities of Portland, Gresham, Fairview and Troutdale. Staff are assigned work through work orders that are generated at the building sites and monitored for completion. Department leadership changed in early 2019 and a review of current systems generated changes in department processes in order to address poor customer feedback and needs and issues facing District facilities.

Assessment and restructuring continue for 2019/20 without additional budgetary resources in an effort to improve efficiency and effectiveness and thereby improve work and learning environments for staff and students.

In order to accomplish department goals to improve facility conditions and response time, additional resources and support will be required for robust preventative maintenance programs as well as on-call support through the work order system.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Communication to building sites regarding delays to repairs due to building occupancy or funding. Need to add additional communication processes between facilities and site staff. **Root Cause:** Only the work order originator receives communication from School Dude.

Problem Statement 2 (Prioritized): Work orders are generated by various individuals who may not have an understanding of the needed repair, and cannot communicate to facilities clearly. This creates time delays in repairs. **Root Cause:** School custodians are the first responders for building repairs. They should create work orders for sites with detailed descriptions of the problem and what steps they may have taken to try to make repairs..

Problem Statement 3 (Prioritized): There is not a clear process or oversight of the work order flow, including when repairs or projects must be delayed. **Root Cause:** Designated staff has not been established in the facilities department that has time and commitment to oversight.

Problem Statement 4 (Prioritized): Preventative maintenance plans and schedules have not been developed or followed to reduce the number of work orders. **Root Cause:** Staff and time has not been delegated to accomplish preventative maintenance plans.

Problem Statement 5 (Prioritized): School grounds are not currently maintained to established standards. **Root Cause:** Prior shortage of staff has allowed grounds to reach a state that will take extra effort to bring up to standards.

Problem Statement 6 (Prioritized): Ground staff is not working as efficiently as needed to maintain grounds set standards. **Root Cause:** A plan to best utilize staff time and identifying equipment needs has not been established.

Perceptions

Perceptions Summary

Work continues to resolve issues identified through leadership change and perceptual data from a CEE survey of staff. Survey results from 2018 indicate the greatest opportunity for improvement lies with accessibility to services and reliability of the work completed.

Improvements in customer feedback have been evident over the last 6 months of 2018/19 and the action plan and ongoing work in 2019/20 will support that continued improvement. Additional resources will be required, however, to improve facility conditions.

Priority Problem Statements

Problem Statement 2: Communication to building sites regarding delays to repairs due to building occupancy or funding. Need to add additional communication processes between facilities and site staff.

Root Cause 2: Only the work order originator receives communication from School Dude.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Work orders are generated by various individuals who may not have an understanding of the needed repair, and cannot communicate to facilities clearly. This creates time delays in repairs.

Root Cause 3: School custodians are the first responders for building repairs. They should create work orders for sites with detailed descriptions of the problem and what steps they may have taken to try to make repairs..

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is not a clear process or oversight of the work order flow, including when repairs or projects must be delayed.

Root Cause 4: Designated staff has not been established in the facilities department that has time and commitment to oversight.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Preventative maintenance plans and schedules have not been developed or followed to reduce the number of work orders.

Root Cause 5: Staff and time has not been delegated to accomplish preventative maintenance plans.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Families and community members are unable to understand rules regarding site usage or directional messages due to all signage that is only in English.

Root Cause 6: District sites lack signage to communicate in multiple languages.

Problem Statement 6 Areas: Demographics

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Problem Statement 7: Staff in the Operation Departments lack training regarding cultural diversity and equity.

Root Cause 7: Limited training is provided to supervisors, especially in training staff.

Problem Statement 7 Areas: Demographics

Problem Statement 8: School grounds are not currently maintained to established standards.

Root Cause 8: Prior shortage of staff has allowed grounds to reach a state that will take extra effort to bring up to standards.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Ground staff is not working as efficiently as needed to maintain grounds set standards.

Root Cause 9: A plan to best utilize staff time and identifying equipment needs has not been established.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher and administrator evaluation and support systems

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: Equity

Performance Objective 1: Create District wide signage understandable in multiple languages

Evaluation Data Sources: Current signage assessment

Summative Evaluation: None

Strategy/Action 1: Staff identify district wide signage, with district administrative input on development of universal language signs or communications.		
Strategy's Expected Result/Impact: Welcoming environment for all students, staff and community members.	Formative Dec Mar May Summative June	
Staff Responsible for Monitoring: Facilities and Administrative Staff		
Title I Components (ORIS Domains): None Characteristics: None		Problem Statements: None Funding Sources: General
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: All operation staff will collaborate and participate in a uniformed training regarding cultural diversity and equity.

Strategy/Action 1: Operations Leadership will meet to define training topics and general process for aligned training.		
Strategy's Expected Result/Impact: Topics and format defined for 10/20 SY training to create training with a unified message for all operational employees.		Formative
Staff Responsible for Monitoring: Operations Leadership		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Operations Equity Committee will develop topic materials for each equity training based on the established needs of Operations leadership. The committee will have one representative for each department to communicate information and feedback to Operations Administrators.		
Strategy's Expected Result/Impact: Define 2 to 4 topics, discuss training opportunities and align with a one-page handout for Operations leadership to train their department staff. A timeline of training expectations will be created by the committee with deadline dates for each training to be completed.		Formative
Staff Responsible for Monitoring: Operations Equity Committee		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June

Strategy/Action 3: Develop a training library for collaborated and new hire training. Library will include a table of contents for training by topic, including length of time training will take to complete.

<p>Strategy's Expected Result/Impact: New staff will have the opportunity to review previous training's to be able to have the same knowledge as all operations staff when entering the next topic of training. Additionally, we will have a way to train staff who missed the assigned training time.</p> <p>Staff Responsible for Monitoring: Operations Equity Committee</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June

Strategy/Action 4: Each department will schedule each training during each quarter based on departmental scheduling. Materials and topic will be sent out by the Operations Equity committee, with expectation of completion. Departments can elaborate on the topic, but will need to cover all information on handout provided.

<p>Strategy's Expected Result/Impact: A consistent message is being delivered at each training throughout all Operational departments to create a more welcoming environment for students and families.</p> <p>Staff Responsible for Monitoring: Operations Leadership</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Student Achievement

Performance Objective 1: Create positive learning environments through timely response to work order repairs.

Evaluation Data Sources: School Dude Work Order data reports

Summative Evaluation: None

Strategy/Action 1: Train custodians to enter work orders on School Dude, including detailed information, so repairs can be made in a timely and efficient manner.	
Strategy's Expected Result/Impact: Needed building repairs will be reported early with enough detail for facilities staff to make repairs quickly and efficiently.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: School Dude work order system	
Title I Components (ORIS Domains): None	
Characteristics: None	
Problem Statements: None	
Funding Sources: None	
Strategy/Action 2: Specialist hired to review work orders and assign to appropriate area in facilities. Will monitor flow of work and determine if maintenance staff should complete, contractor assigned, or work delayed due to budget constraints or project required timelines. Communicate with stakeholder any reasons for delay.	
Strategy's Expected Result/Impact: Work orders will be completed timely, or reasons for delay will be communicated with stakeholders for better accountability.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: School Dude Work Order reports. Feedback surveys.	
Title I Components (ORIS Domains): None	
Characteristics: None	
Problem Statements: None	
Funding Sources: None	

Strategy/Action 3: Assess work strategies to maintain school grounds so they are welcoming and safe for students, staff and the public. Determine how to best utilize staff time and equipment to meet identified standards for district sites. Identify any additional staff, equipment or contractor time needed to bring sites to a manageable condition to maintain.

Strategy's Expected Result/Impact: All sites will have a welcoming front and play areas. Play areas will be pleasing and safe for students.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Visual assessments of sites. School Dude work orders.	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	

Strategy/Action 4: Review all open work orders to determine a priority list and timeline to complete repairs. Establish what may need to be deferred due to repairs needed during non-student days and budget constraints. Communicate timelines and delays to site administrators.

Strategy's Expected Result/Impact: Site repairs will be completed on priority basis and any delays will be communicated to site staff.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: School Dude Work Order System	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

General					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	1	1			\$0.00
				Sub-Total	\$0.00
				Grand Total	\$0.00

Reynolds School District 7

Nutrition Services

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

We are regulated by the USDA and following programming regulations for all the programs available. In Reynolds, we participate in National School Breakfast and Lunch (NSLP & SBP), Fresh Fruit and Vegetable Program (FFVP), Supper meal programs and daycare programs (CACFP), summer meal programs (SFSP) and the Farm to School grant. We are also participating in the DoD commodity produce program which allows us to use our commodity dollars on fresh fruits and vegetables.

Reynolds nutrition takes opportunity to participate in all programs we can qualify for. Our kitchen team members take pride in their work and it shows in the presentation of the products they produce each day.

Recruitment: We hire compassionate staff who appreciate serving students and the adults in our buildings, including parents. We call each applicant interviewed, personally, to inform them of the results of the interview. If they are not the person being recommended, we talk to them about other opportunities that they could apply for to reach their goals. For instance, we encourage them to apply for the substitute positions, if they lack qualifications for the job they are seeking. We explain how this position could be the stepping stone they are looking for to achieve getting the position that is more suitable for their needs.

Support: We listen to team members goals and we encourage them to move out of their comfort zone when an opportunities arises for them to acquire additional qualification that will help them achieve thier personal goals. We are actively looking for ways to recognize our team members for all the great work they do daily.

School Processes & Programs Strengths

Program Meal Participation:

Year	Breakfast Meals	Lunch Meals
19-20	512,759	878,093 *participation dropped due to COVID-19; not bad considering
18-19	586,548	1,079,960
17-18	589,717	998,277

**data includes charter school participation

Program strengths:

Our District transitioned from managed by a food industry contract company to self operating on July 1, 2017. This has allowed us to buy higher quality produces. Write recipes that work better for our community and to provide flexibility with purchases with many vendors that we would not have been able to purchase from prior.

Many of our staff are ServeSafe certified with is a higher level of food handling certification. This is currently voluntary.

Our staff are compassionate and caring. Our staff take pride in what they do.

We seek feedback from students, parents and buildings and we are striving to make changes within the department using the feedback received. We have made many improvements in the CEE survey as we worked through those areas of growth last year.

We apply for and receive many grants to help move forward the work we are doing. We applied for many during the COVID-19 closure.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Training opportunities are limited. **Root Cause:** Training opportunities are limited two 2 all staff meetings annually. Kitchen Managers have training 1x a month. This has caused for missed opportunity for training.

Priority Problem Statements

Problem Statement 1: No/Low variety of cultural specific food available on the menu.

Root Cause 1: Procurement methods and food cost thresholds create challenges in creating menu variety in this area. We are looking for creative methods to solve this challenge.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The menu consists of too many processed foods

Root Cause 2: Procurement process and budget constraints limit options on what can be purchased. Food cost limits or excludes many food options. Scratch cooking is an ongoing goal and requires additional labor hours/cost.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Department management is too rigid and will not provide service building staff would like to see. Department shouldn't make decisions based on money. They should make decisions based on student need.

Root Cause 3: Budget is important. We are not funded by the general fund and we are funded by the reimbursements from our programs. We do manage our budget and need to make sure we cover labor, food cost and other daily operation charges to operate.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Over production causing waste.

Root Cause 4: Additional training needed for staff to better understand how use production planners should guide forecasting.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Training opportunities are limited.

Root Cause 5: Training opportunities are limited two 2 all staff meetings annually. Kitchen Managers have training 1x a month. This has caused for missed opportunity for training.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Team morale is very low.

Root Cause 6: Due to many reasons team morale is concerning. We need recognition planning to help change this.

Problem Statement 6 Areas: Perceptions

Goals

Goal 1: Communication and Collaboration to Improve Program Services

Performance Objective 1: Improve program services by improving communications with our team members and stakeholders.

Evaluation Data Sources: Improvement with attendance, employee satisfaction improvement, meal participation increases and the ability for families to find information on our website.

Summative Evaluation: None

Strategy/Action 1: Site Supervisors will be working with Kitchen Mangers and staff to work through conflicts using restorative practices techniques to work through issues as they arise.	
Strategy's Expected Result/Impact: If their is a cohesive working team we would expect attendance to be better and we will have less need for substitute hours.	Formative
Staff Responsible for Monitoring: Emily Southworth-Gissel is in charge of monitoring absenteeism.	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	May
Problem Statements: School Processes & Programs 1 Perceptions 4	Summative
Funding Sources: None	June

Strategy/Action 2: Continue updating our recognition programs to keep them relevant and fresh.	
Strategy's Expected Result/Impact: We believe we will have less absenteeism and higher employee morale when our team members feel appreciated. We believe that we will have more opportunity for promotion when team morale is higher.	Formative Dec
Staff Responsible for Monitoring: Emily Southworth-Gissel is responsible for monitoring employee absenteeism. All management in charge of team morale.	
Title I Components (ORIS Domains): None	Problem Statements: Perceptions 4
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	
	Funding Sources: None
	Summative
	June

Strategy/Action 3: Update our website to include important information for program services and explanations of each program we participate.	
Strategy's Expected Result/Impact: Less family confusion and helpful resource center. Monitor how many times someone visits our pages and what pages are more popular.	Formative Dec
Staff Responsible for Monitoring: Office support team members and Coordinator	
Title I Components (ORIS Domains): None	Problem Statements: School Processes & Programs 1
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	
	Funding Sources: None
	Summative
	June

Strategy/Action 4: Develop committee to help solve challenges during closure and for first year of re-opening schools.

Strategy's Expected Result/Impact: To help solve department challenges during this time of rapid change.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator	
Title I Components (ORIS Domains): None Problem Statements: None	
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Processes & Programs

Problem Statement 1: Training opportunities are limited. **Root Cause:** Training opportunities are limited two 2 all staff meetings annually. Kitchen Managers have training 1x a month. This has caused for missed opportunity for training.

Perceptions

Problem Statement 1: Team morale is very low. **Root Cause:** Due to may reasons team morale is concerning. We need recognition planning to help change this.

Goal 2: Maintaining Fiscal Responsibility

Performance Objective 1: Menu variety and monitoring

Evaluation Data Sources: Higher meal participation

Summative Evaluation: None

Strategy/Action 1: Monitor menu for most popular items during first quarter of the 20/21 SY.	
Strategy's Expected Result/Impact: Study meal participation for drops and trends.	Formative
Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	May
Problem Statements: Demographics 2, 3, 4	Summative
Funding Sources: None	June
Strategy/Action 2: Create new recipes to utilize our commodity program products and reduce the amount of non-commodity purchases. Rotate items in menu and monitor for popularity	
Strategy's Expected Result/Impact: increase of meal participation	Formative
Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	May
Problem Statements: Demographics 1, 2, 3, 4	Summative
Funding Sources: None	June

Strategy/Action 3: Participate in National School Lunch Week in October of 2020.


Strategy's Expected Result/Impact: Increase of meal participation and awareness we are serving meals during the school closures.	Formative
Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator	
Title I Components (ORIS Domains): None	
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	
Problem Statements: Demographics 2, 4	
Funding Sources: None	Dec
	Mar
	May
	Summative
	June

Strategy/Action 4: Create cultural specific menu items that meet program requirements and represent the community in which we serve. Create one or two menus items to try each quarter. First quarter will be research and recipe creation. Menu items on menu starting quarter 2.

Strategy's Expected Result/Impact: increase in community satisfaction of representing the community we serve.	Formative
Staff Responsible for Monitoring: Site Supervisors, Dietitian and Coordinator	
Title I Components (ORIS Domains): None	
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	
Problem Statements: Demographics 1, 2, 3, 4	
Funding Sources: None	Dec
	Mar
	May
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics

Problem Statement 1: No/Low variety of cultural specific food available on the menu. **Root Cause:** Procurement methods and food cost thresholds create challenges in creating menu variety in this area. We are looking for creative methods to solve this challenge.

Problem Statement 2: The menu consists of too many processed foods **Root Cause:** Procurement process and budget constraints limit options on what can be purchased. Food cost limits or excludes many food options. Scratch cooking is an ongoing goal and requires additional labor hours/cost.

Problem Statement 3: Department management is too rigid and will not provide service building staff would like to see. Department shouldn't make decisions based on money. They should make decisions based on student need. **Root Cause:** Budget is important. We are not funded by the general fund and we are funded by the reimbursements from our programs. We do manage our budget and need to make sure we cover labor, food cost and other daily operation charges to operate.

Problem Statement 4: Over production causing waste. **Root Cause:** Additional training needed for staff to better understand how use production planners should guide forecasting.

Goal 3: Equity

Performance Objective 1: To increase our awareness and processes of providing information and tools to staff, student and families in a way that is useful for each individual.

Evaluation Data Sources: Improved recruitment processes. Successful team members. Happier customers.

Summative Evaluation: None

Strategy/Action 1: Create assessment test for interviews in Spanish and Russian (to start).	
Strategy's Expected Result/Impact: We believe this will allow us to have better interview processes.	Formative
Staff Responsible for Monitoring: Secretary	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Funding Sources: None
	Summative
	June
Strategy/Action 2: Create application questions in Spanish and Russian (to start) to allow candidate the option of reading the interview questions in their native language.	
Strategy's Expected Result/Impact: We believe this will allow us to have a better interview process.	Formative
Staff Responsible for Monitoring: Secretary	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	Funding Sources: None
	Summative
	June

Strategy/Action 3: Provide access to meals to families by reviewing schools not on an application to see if they meet the Community Eligibility Provisions status requirements. review eligibility, create recommendation and apply for any school that meet group requirements.

<p>Strategy's Expected Result/Impact: This will help families by eliminating the need to pay for breakfast and lunch meals. Will provide free meals to all enrolled students within the eligible school. This will also, reduce the HB3454 impact on families and the District.</p> <p>Staff Responsible for Monitoring: Coordinator</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement</p>	Problem Statements: None		Formative	
	Funding Sources: None			Dec
				Mar
			May	
			Summative	
		June		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

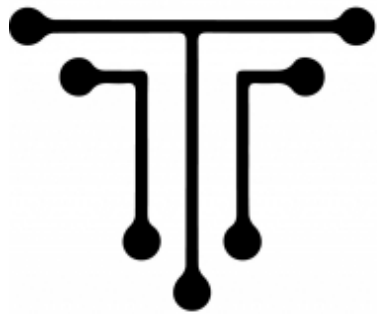
Campus Funding Summary

Reynolds School District 7

Technology Services

Improvement Plan

2020-2021



TECHNOLOGY SERVICES

Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Technology Services Mission Statement:

Use resources efficiently to enable world class instruction and prepare students for a world yet to be imagined.

- Provide excellent customer service and training
- Drive district adoption and use of appropriate technology
- Constantly be improving processes and technology
- Increase staff retention and development

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff haven't been trained on how to use the online registration module or assist parents using it. **Root Cause:** This is a new module for everyone.

Problem Statement 2 (Prioritized): Parent guides, online registration module, and other resources need to be translated into multiple languages. **Root Cause:** The parents and families who will use the online registration module don't all read/speak English.

Problem Statement 3 (Prioritized): Equity training needs to be relevant to our district, our students, and our staff. **Root Cause:** Any training that isn't relevant will not be effective.

Student Learning

Student Learning Summary

Students are challenged by Comprehensive Distance Learning (CDL). To meet their needs Technology Services has worked closely with schools to ensure each student has a device. We've made over 500 hotspots available for students who need access. We have deployed platforms such as Schoology, Seesaw, and Nearpod for asynchronous learning and Zoom, Teams, and Big Blue Button for live instruction. We deployed Clever as a single sign-on solution to improve usability for students.

Challenges for students include the variety of devices used in the district: iPads, Chromebooks, and Window. The plethora of choices of platforms for learning on these devices makes it hard to train students and teachers as well as making support and troubleshooting difficult. Inconsistent login practices adds to the challenges.

Student Learning Strengths

Students have, overall, adapted to CDL

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students and teachers lack training and support in a timely manner. **Root Cause:** Too many hardware and software platforms and a lack of project and change management.

Problem Statement 2 (Prioritized): Projects do not meet timelines and users do not adopt platforms **Root Cause:** Departments adopt platforms and initiate projects without project plans and change management

Problem Statement 3 (Prioritized): Student and Parents don't know how to get help with their devices. **Root Cause:** Moving from an all central support system to school based triage systems has taken too long.

School Processes & Programs

School Processes & Programs Summary

The Technology Services department is responsible to ensure technology is available and reliable for our roughly 2,000 staff and 10,000 students. In order to do that we provide various services to staff and students, including internet connectivity, wired and wireless networking, email, file storage, printing, VPN, hardware support for multiple platforms, software support, VOIP phones, hosting for various software systems, end user training, and technology purchasing.

Our district has over 8,000 iPads, over 6,600 Windows computers, over 3,300 Chromebooks, hundreds of Mac computers, hundreds of projectors, hundreds of document cameras, over 200 iPad apps, and over 100 different software applications. Over the last 12 months Technology Services has configured and deployed the following new devices (not including replacement of aging technology): 5,000 iPads, 230 Windows computers, 30 Mac computers, and over 5000 Chromebooks. That is a 100% growth in the amount of technology that we support in a single year without additional staff (2 new staff will be added for 20-21).

We measure our success using a number of different data sources. When users have an issue, they create a "ticket" in our system which alerts us to their need. We can use information gathered by the ticketing system to track how many tickets have been entered over time, how long it takes us to resolve issues, and what issues are the most common. When we resolve issues and close tickets, the person who created the ticket receives a link to a customer satisfaction survey. We use that survey to get feedback on the customer's satisfaction with our ability to resolve their issue, our speed, and our overall customer service. Another data source we use is the CEE survey. With that data we can break down the feedback on key areas by building to see what areas and what sites need improvement.

In order to accomplish our goals and support the rapidly growing amount of technology in our district, we need to: continue to automate systems, continue to cross train our staff on the new platforms and software that we support, continue to improve our internal processes for resolving issues, work on ways to eliminate the most common problems before they happen, and increase our support of software. This will require growing the Technology Services department size to fill the gaps and to develop our internal processes to become more efficient. The department has many generalist positions, however our needs moving forward will require more specialization due to the growing amount of different technology equipment and software that the team supports.

School Processes & Programs Strengths

RSD made a big commitment in 2019-2020 launching 1-1 programs from 6-12. This bold move is very ambitious by any standards. All middle school students now have iPads and all high school students have Chromebooks. For 2010-2021 we added 1-1 iPads in K-2 and 1-1 Chromebooks in 3-5. Staff members 9-12 have new Windows Dell computers.

RSD has standardized on the instructional technology frameworks: [SAMR](#) and at the 6th - 12th grades the [Doceo Center H.A.C.K model](#). This is an excellent approach to have pedagogy lead the use of technology.

Great job putting PD in place for the 1-1 programs. Excellent use of SafeSchools for consistent training across staff.

Lots of good use of software in the district. For example, there is use of Schoology, Seesaw and Nearpod. There is good use of a plethora of digital materials and tools available via Single Sign-on with rostering via Clever.

Finance/HR uses Tyler Technology Infinite Visions (iVisions). HR is implementing the onboarding module. TimeClock Plus is integrated. Current project running to move to a common ASB platform.

Edupoint Synergy is the Student Information System and Alexandria (library) which is moving to [Follet Destiny](#) all provide additional capabilities.

Transportation is utilizing Tyler Technologies Versatrans with IT hosting and other systems in an effective manner to manage a large fleet of buses. Custodial recently rolled out [MSDSonline](#) to simplify compliance and safety. Security has teamed with IT to roll out Sonitrol for video surveillance. Nutrition Services recently deployed [PrimeroEdge](#) software for Point of Sale (PoS), menu planning, ordering, and handling payments from parents. [Docuware](#) has been launched for document management with Special Education moving to it first.

Excellent use of an open source phone system to save money and provide good features. Group communications moved from School Messenger to Remind. Smart adoption of [Peachjar](#) to automate and simplify flyer distribution.

The RSD IT has exemplary standards published in January 2016 as the TELECOMMUNICATIONS INFRASTRUCTURE STANDARDS.

RSD has invested in Ruckus wireless infrastructure and has used E-rate to bring all schools up to standard of 802.11ac wave 2 models by 2021 using e-rate funds. Access appears to be adequate and IT addresses reported dead spots.

The server infrastructure is modern and well maintained and redundant using the ESD to host the primary infrastructure. Cloud is being used for Office 365, utility and education services.

Reynold's IT department should be commended for their use of outstanding programs to aid their team in providing the best service. Software tools like SCCM, MDT, JAMF, and Intune are just a few of the tools the department uses that are considered some of the best available.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student and Parents don't know how to get help with their devices. **Root Cause:** Moving from an all central support system to school based triage systems has taken too long.

Problem Statement 2 (Prioritized): We need a more efficient way to get signed forms from parents. **Root Cause:** Collecting paper forms from parents is tedious and time consuming.

Problem Statement 3 (Prioritized): Online registration module in Synergy is not configured to collect the information we want to collect. **Root Cause:** Module comes unconfigured and requires being setup by district.

Problem Statement 4 (Prioritized): Need to lower the barrier for parents to register their students, and not require them to have a computer or figure it out on their own. **Root Cause:** Requiring them to have their own computer or figure it out on their own is NOT good customer service.

Problem Statement 5 (Prioritized): Trainings need to be well planned out. **Root Cause:** Training that is given without planning will not be effective.

Problem Statement 6 (Prioritized): Staff haven't received a sufficient level of equity training. **Root Cause:** No focused effort on giving staff coordinated and consistent training has been undertaken.

Problem Statement 7 (Prioritized): All staff must attend the trainings. **Root Cause:** If some staff don't participate, they will not be informed or knowledgeable about the topic.

Problem Statement 8 (Prioritized): Projects do not meet timelines and users do not adopt platforms **Root Cause:** Departments adopt platforms and initiate projects without project plans and change management

Problem Statement 9 (Prioritized): Students and teachers lack training and support in a timely manner. **Root Cause:** Too many hardware and software platforms and a lack of project and change management.

Perceptions

Perceptions Summary

Mission: Use resources efficiently to enable world class instruction and prepare students for a world yet to be imagined.

- Provide excellent customer service and training
- Drive district adoption and use of appropriate technology
- Constantly be improving processes and technology
- Increase staff retention and development

We work towards providing excellent custom service by participating in on-going customer service and maintaining customer service expectations. We stay up to date on new technology in effort to make sure our district is using the most appropriate technology. We are always working to improve processes. We work to develop staff to be effective in resolving issues, assisting their peers, and providing excellent customer service.

CEE survey data identified levels of satisfactory service with opportunities for improvement in responsiveness and quality of service as the largest group of somewhat satisfied responses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Projects do not meet timelines and users do not adopt platforms **Root Cause:** Departments adopt platforms and initiate projects without project plans and change management

Problem Statement 2 (Prioritized): Students and teachers lack training and support in a timely manner. **Root Cause:** Too many hardware and software platforms and a lack of project and change management.

Priority Problem Statements

Problem Statement 1: Students and teachers lack training and support in a timely manner.

Root Cause 1: Too many hardware and software platforms and a lack of project and change management.

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Student and Parents don't know how to get help with their devices.

Root Cause 2: Moving from an all central support system to school based triage systems has taken too long.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Projects do not meet timelines and users do not adopt platforms

Root Cause 3: Departments adopt platforms and initiate projects without project plans and change management

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: We need a more efficient way to get signed forms from parents.

Root Cause 4: Collecting paper forms from parents is tedious and time consuming.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Staff haven't been trained on how to use the online registration module or assist parents using it.

Root Cause 5: This is a new module for everyone.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Parent guides, online registration module, and other resources need to be translated into multiple languages.

Root Cause 6: The parents and families who will use the online registration module don't all read/speak English.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Online registration module in Synergy is not configured to collect the information we want to collect.

Root Cause 7: Module comes unconfigured and requires being setup by district.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: Need to lower the barrier for parents to register their students, and not require them to have a computer or figure it out on their own.

Root Cause 9: Requiring them to have their own computer or figure it out on their own is NOT good customer service.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Equity training needs to be relevant to our district, our students, and our staff.

Root Cause 10: Any training that isn't relevant will not be effective.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Trainings need to be well planned out.

Root Cause 11: Training that is given without planning will not be effective.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Staff haven't received a sufficient level of equity training.

Root Cause 12: No focused effort on giving staff coordinated and consistent training has been undertaken.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: All staff must attend the trainings.

Root Cause 13: If some staff don't participate, they will not be informed or knowledgeable about the topic.

Problem Statement 13 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Student Achievement

Performance Objective 1: Complete 1-1 Device initiative K-12

Evaluation Data Sources: Reports on device distribution and usage.

Summative Evaluation: None

Strategy/Action 1: Prepare iPads for students		
Strategy's Expected Result/Impact: iPads will be ready for students to use with internet filtered and access to the content they need.		Formative
Staff Responsible for Monitoring: Progress tracked in project management software		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Prepare Student Tech Teams to be able to help troubleshoot iPads		
Strategy's Expected Result/Impact: iPad troubleshooting guide, students are trained by staff		Formative
Staff Responsible for Monitoring: Student are resolving basic iPad issues that are reported by students without needing assistance		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June

Strategy/Action 3: Create and document process for how students can get support with their iPads		
Strategy's Expected Result/Impact: Process work flow diagram, Posters with QR codes for students to use when they need help, staff understand process		Formative
Staff Responsible for Monitoring: Leadership team meetings periodically to track progress		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 4: Create electronic method for parent permission forms to get signed		
Strategy's Expected Result/Impact: Process is created and parents can sign forms online		Formative
Staff Responsible for Monitoring: Forms have to be signed before iPads can be distributed		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Student Achievement

Performance Objective 1: Implement Single Sign-on and Rostering Solution to provide a secure, complaint, and easy-to-use platform to deliver digital learning resources to teachers and students.

Evaluation Data Sources: Clever deployed

Surveys

Usage reports

Summative Evaluation: None

Strategy/Action 1: Configure online registration module in Synergy		
Strategy's Expected Result/Impact: Parents can use the online registration module to register students and verify information for returning students		Formative
Staff Responsible for Monitoring: Progress is tracked on a project plan which details all of the sub-tasks		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Train staff who will be affected by this new change and related processes		
Strategy's Expected Result/Impact: Staff will know how to do their job using the new online process as well as help parents fill out the online registration form		Formative
Staff Responsible for Monitoring: All identified staff will attend a training related to their job		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June

Strategy/Action 3: Translate parent guides and online registration pages		
Strategy's Expected Result/Impact: All documentation for parents (guides and forms) are translated in multiple language.		Formative
Staff Responsible for Monitoring: Verify the translated documentation is available for parent as the go-live date gets closer		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 4: User Acceptance Testing (making sure the users can use the module to do what they need)		
Strategy's Expected Result/Impact: Users have tested and approved that the new module is working		Formative
Staff Responsible for Monitoring: Make sure each part of the module is functioning - tracked in project plan		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 5: Open computer labs for parents to fill out online registration		
Strategy's Expected Result/Impact: Parents will have an opportunity to fill out the online registration in a school setting with support		Formative
Staff Responsible for Monitoring: Verify that open labs happen as scheduled		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June

Strategy/Action 6: Training staff for 2020 district-wide use of online registration

Strategy's Expected Result/Impact: Prepare all necessary staff to do their job using the new online registration process by Fall 2020

Staff Responsible for Monitoring: Schedule and verify trainings are held

Title I Components (ORIS Domains): None

Problem Statements: None

Characteristics: None

Funding Sources:
None

Formative

Dec

Mar


May

Summative

June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Equity

Performance Objective 1: Provide department staff 3 equity trainings before June 30, 2020.

Strategy/Action 1: Operations leadership to define training topics		
Strategy's Expected Result/Impact: Topics and format defined for 19-20 equity trainings		Formative
Staff Responsible for Monitoring: Operations leadership will track		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Operations Equity Committee to develop topics and materials for equity trainings		
Strategy's Expected Result/Impact: 2 to 4 training topics and materials		Formative
Staff Responsible for Monitoring: Operations leadership will track		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 3: Deliver 3 equity trainings to department staff		
Strategy's Expected Result/Impact: Create a more welcoming environment for students		Formative
Staff Responsible for Monitoring: Trainings will be in team meeting minutes		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June

Strategy/Action 4: Ensure all department staff attend the trainings	
Strategy's Expected Result/Impact: All staff participate in the trainings	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Department head will monitor	
Title I Components (ORIS Domains): None	
Problem Statements: None	
Characteristics: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Plan Notes

Please see the "Education Technology Program & Recommendations Final Report" by Education Collaborators for more information. This engagement was designed as an Education Technology Program Audit (needs assessment) to explore where Reynolds School District 7 (RSD or Reynolds) is currently in terms of their use of technology across Information Technology (IT) and Instructional Technology (EdTech), a new department in the district. The report will document current practices, assess data from focus groups and surveys, and compare those to industry best practices. Lastly, the audit allows Education Collaborators (EC) to recommend strategies to improve Reynolds' ability to deliver the district's instructional goals.

Goals of the Engagement

The goals are for Education Collaborators to provide assessment of Reynolds Public School District's technology use across the district relative to best practices and to assist with coaching and guiding both the technology services and instructional technology departments to establish high performing systems and communication.

- Assess the district's readiness to prepare students for 21st Century skills.
- Review Information Technology (IT) - the infrastructure and operations and Education Technology (EdTech) - the use of technology and pedagogy to improve student learning.
- Assess infrastructure needs to inform a facilities master plan.
- Deliver a review of current staffing and organizational reporting structure that confirms or identifies issues with a focus on both IT and EdTech.
- Assess the appropriate levels of support for current and future technologies with a focus on current and future educational infrastructure, hardware, and software solutions.
- Provide sample job descriptions for IT and EdTech staff positions (if required).
- Provide options to begin the task of redesigning the organization and related district/school-based infrastructure.
- Uncover bottlenecks to current and continued success.
- Assist in the development of a strategic staffing plan and provide mentoring based support for areas identified in the final report for addressing.

Campus Funding Summary

Reynolds School District 7

Transportation Services

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not all drivers are aware of their internal bias **Root Cause:** Effective Equity Training needed

School Processes & Programs

School Processes & Programs Summary

We recruit with online job announcements and our "Banner Buses", we attach our Now Hiring banner to the bus and park at various locations throughout our district. These banners have been most successful in grabbing the attention of the public and bringing in applicants. We enjoy when applicants that have ties to the Reynolds Community and have dedicated time as a volunteer or employee to the success of students express interest in employment with us. However, we are equally excited to meet applicants that have little experience serving children but have the desire to serve students and community.

Currently our driver pool is represented by retired military staff, stay at home parents looking to return to the workforce, college students, pastors, retired postal workers, retired engineers, retired firefighters and emergency responders, etc. 50% of our 100 drivers have been on staff 5 or more years. Our most senior driver has been on staff for 23 + years!

We meet regularly as a team to celebrate success, engage in professional development and share news from around the district. Additionally, we come together for holidays, birthdays and our end of the year celebration. Our holiday potluck is always a hit and is often visited by some of our retired staff. Our staff enjoy theme days, secret pal gift groups, birthday celebrations, driver of the year and driver of the month recognition. We have a "You make a difference" campaign on-site where all are encouraged to write a note when a fellow driver has made a difference in their day. These are submitted for a drawing at our team meetings where a parking space is awarded to the lucky name(s) drawn.

School Bus Drivers are supported by our Training and Safety Department, Office Staff and Administrators. The training team offers student management tools, acts as a liaison between

Transportation and school sites, school bus stop maneuverability recommendations, driving evaluations and additional training when needed.

We are regulated by the Federal Motor Carrier Safety Administration and Oregon Department of Education. We have a robust training program that meets the qualifications for both agencies. This includes support to new applicants to acquire a commercial learners permit and completion of behind-the-wheel-training. For licensed drivers our team coordinates; 8 hours of classroom training as mandated by ODE annually, DOT Medical Card renewals and ODE School Bus Driver certificate renewals. In addition we offer First Aid Training, Transporting students with special needs training, ODE CORE and CORE Refresher, Inclement weather training and on-going training in student management and equity.

School Processes & Programs Strengths

Our school bus drivers support students with bus bucks, contests on the bus, birthday celebrations, opportunities to serve as buddies to new or younger riders. They are quick to buy coats, food or gift cards when they see a need for their students. Some show their support by attending athletic events and school programs. Often, students confide in their bus driver. They are the front line and serve with a listening heart. Our school bus drivers advocate for kids that appear to be struggling and don't always know where to direct their concern. Our school bus drivers often notify leadership when students share information that adults that support them need to know. To build relationships drivers are required to learn the names of all of their students. For some routes that could be 210 students. This is accomplished with eyes on the road, while operating a 33 -77 passenger, 30,000 pound +vehicle. Our drivers do this work cheerfully, safely with compassion and student success in mind.

While our schools focus on distance learning the Transportation Department will focus on small group trainings. The staff of 91 drivers will be assigned to 4 cohorts. Cohorts will alternate between on-site and ZOOM training. Our training schedule will include conversations on how we support anti-racism, building relationships, equitable decision making on the school bus, customer service and accident prevention.

Our routing team makes changes to 50 + routes monthly. Changes are made as a result of student change in residence, medical status, new placement, partner programs, students experiencing homelessness and other needs. Changes are published on the RSD website then parents, school staff and driver are notified. Communication and timelines are crucial in this process.

In support of distance learning our routing team will coordinate requests to provide transportation to parent academy events, family site visits, library events in the community, technology delivery, equipment or supply delivery and lunch distribution in the community.

We transport 6,768 students daily. This includes all RSD sites and 18 Outside Placement Sites.

We provide transportation for 800+ Field Trips annually. This includes athletics, band and choir competitions, trips to the zoo, the pumpkin patch, outdoor school, theatrical events and college planning events to name a few.

Our fleet is comprised of 123 Vehicles; 60 Diesel - 58 Propane

Our fleet travels 1,120,534 miles annually

On average our Dispatchers process 685 radio transmission and phone call ticket requests monthly. This does not include the assistance offered to drivers, vendors, visitors on-site and calls generated that do not require our ticketing system.

We collaborate with local agencies and experts in the metro region to strengthen our training in anti-racism, equity and student service.

We participate in grant opportunities provided by EPA and DEQ to reduce diesel emissions in our area. We were awarded grants from EPA, DEQ and PGE in the amount of \$431,217.00 for the 2020-2021 budget year.

Our Diesel Technicians conduct 110 ODE mandated vehicle inspections annually. They maintain our fleet with approximately 90 years of experience in diesel, gasoline and propane engines. They have shared experience in welding, large equipment repair, general handy work, carpentry and construction. They are quick to help in any situation, including driving students to or from school. Our Techs support drivers by assuring the vehicles they drive are safe and reliable. Drivers in turn show support for their Techs with a continuous feeding program. This crew is often presented with a tray of treats, cookies, burritos, pizza, etc....

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Requesting Transportation, Home to school or /field trips can take too much time **Root Cause:** Transportation Department's internal process includes many steps and approvals prior to scheduling

Problem Statement 2: Extended Day Opportunity routes are often processed at the last minute which creates errors and puts students at risk. **Root Cause:** Coordinators are not submitting names according to the timelines offered by Transportation

Perceptions

Perceptions Summary

The current culture follows the rules of transportation as mandated by FMCSA and ODE. We are working to amend the culture and incorporate a customer service standard. Our office team is developing standards of service, encouraging first person resolution and team building to encourage a change in perception. We are encouraging empathy and asking questions to seek to understand. Listen to learn and how can we best serve those that serve students.

Last minute requests from some sites often delay outcomes for those at other sites. As a result, our team struggles to provide a can do response because they are often operating with urgency. Evaluating a standard response protocol for those things we can anticipate will help to reduce the sense of urgency. Improving our field trip request process, response time and utilization of the weekly update could improve service to all.

Perceptions Strengths

Our staff is willing to learn. They support each other very well and they are quick to support drivers and school staff in need. Often, they spring to action and put their tasks and schedules on the back burner to support a last minute request from school sites. They know that kids will be impacted in a negative way if they don't accommodate these types of requests.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): CEE Survey revealed that customer service might not always be at the forefront for Transportation Staff **Root Cause:** Effective customer service training has not been a priority

Priority Problem Statements

Problem Statement 1: Not all drivers are aware of their internal bias

Root Cause 1: Effective Equity Training needed

Problem Statement 1 Areas: Demographics

Problem Statement 2: Dispatch Errors

Root Cause 2: Antiquated processes and standard responses to typical scenarios- Contributes to late buses

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Late Buses

Root Cause 3: Slow or Delayed Loading/Unloading at schools

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Referral writing is high

Root Cause 4: Student Management - Expectations at schools is varied

Problem Statement 4 Areas: Student Learning

Problem Statement 5: CEE Survey revealed that customer service might not always be at the forefront for Transportation Staff

Root Cause 5: Effective customer service training has not been a priority

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Requesting Transportation, Home to school or /field trips can take too much time

Root Cause 6: Transportation Department's internal process includes many steps and approvals prior to scheduling

Problem Statement 6 Areas: School Processes & Programs

Goals

Goal 1: Equity

Performance Objective 1: Provide 6 equity training sessions to all Transportation Staff by June 30, 2021

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

Summative Evaluation: None

Strategy/Action 1: Staff will be required to attend small group meetings. Participation will be required at all meetings. Staff will share new discoveries, experiences and opportunities for improvement department wide.

Strategy's Expected Result/Impact: Small group discussion will encourage deeper conversations. Drivers will be assigned to the same groups in an effort to build relationships and encourage sharing and personal discoveries.

Staff Responsible for Monitoring: Transportation Leadership Team

Title I Components (ORIS Domains): None

Problem Statements: None

Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development

Funding Sources: None

Formative

Dec

Mar

May

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Student Achievement

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

Evaluation Data Sources: Bus Conduct referral system

Summative Evaluation: None

Strategy/Action 1: Identify one elementary principal that will collaborate and assist with practical responses, Student Management Committee formed	
Strategy's Expected Result/Impact: Effective responses to common behavior. Responses that assist in relationship building. Tools for being assertive but non-threatening while driving with back to students. Student Management Team conducts bi-monthly meetings.	Formative
Staff Responsible for Monitoring: Transportation Coordinator, Transportation Supervisor and Training & Safety Lead	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication	May
Problem Statements: Student Learning 5	Summative
Funding Sources: None	June
Strategy/Action 2: Feedback received from ZOOM Training sessions will be shared with Student Management Committee. The committee will build a model taken from driver and principal input.	
Strategy's Expected Result/Impact: Training team to develop a checklist to attach to incident or conduct referral, emailed request for assistance or intervention that outlines all progressive support offered to student(s) and driver to date. Transportation Coordinator to identify a school and request to pilot by March 2021	Formative
Staff Responsible for Monitoring: Transportation Coordinator, Safety & Training Lead, Student Management Committee	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development	May
Problem Statements: None	Summative
Funding Sources: None	June

Strategy/Action 3: Following successful pilot Transportation Coordinator will reach out to others to request implementation at their schools.


<p>Strategy's Expected Result/Impact: Program continues to evolve with the addition of at least one more school. Improvements are made as we prepare to offer to other schools by Fall 2021</p> <p>Staff Responsible for Monitoring: Transportation Leadership, Safety & Training Lead, Student Management Committee</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	Formative
	Dec
	Mar
	May
	Summative
<p>Problem Statements: Student Learning 5</p> <p>Funding Sources: None</p>	June

Strategy/Action 4: Training, Coaching and Mentoring is offered to drivers continually. Trainers continue to liaise between school sites and Transportation. Bus safety demonstrations at schools.

<p>Strategy's Expected Result/Impact: Effective communication, using similar words and phrases and shared goals for bus expectations will provide consistency to students. When expectations are clear, anxiety is reduced creating a safer ride for all. Students arrive at school ready to learn.</p> <p>Staff Responsible for Monitoring: Transportation Leadership and Training staff with principal feedback</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	Formative
	Dec
	Mar
	May
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Learning





Problem Statement 5: Referral writing is high **Root Cause:** Student Management - Expectations at schools is varied

Goal 3: Communication

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

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





Summative Evaluation: None

Strategy/Action 1: Transportation Leadership on site the first week(s) of school to assist in establishing good practices in the load zones.	
<p>Strategy's Expected Result/Impact: On-site, while in the load zone, Transportation staff will serve as a liaison between drivers, who must remain at the wheel and school staff. This opens up the line of communication and assists in building positive relationships between the two. Students see that transportation is connected to their school day and staff work as team on the bus as well. This could impact student management in a very positive way.</p> <p>Staff Responsible for Monitoring: Safety & Training Lead, Bus Drivers</p>	Formative
	<p>Dec</p> <p>Mar</p> <p>May</p>
<p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
Strategy/Action 2: Safety & Training Lead to create a schedule to ensure periodic visits to school sites.	
<p>Strategy's Expected Result/Impact: As Transportation staff continue to be a positive presence outside of the bus at school sites, relationships are strengthened. Issues and concerns may be addressed while on site.</p> <p>Staff Responsible for Monitoring: Transportation Leadership</p>	Formative
	<p>Dec</p> <p>Mar</p> <p>May</p>
<p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

Summative Evaluation: None

Strategy/Action 1: Transportation Leadership will collaborate with Dispatch Team to identify the most common occurrences in which they feel a supervisor is needed for decision making.	
<p>Strategy's Expected Result/Impact: A decision tree develops. A standard response go by is created to assist when under pressure. Staff is empowered to make decisions quickly and effectively. Communication improves. Response time is shortened when not awaiting supervisor approval. Service to parents, school staff, community and drivers improves. Students are impacted by the change with fewer occurrences of a late bus, less radio chatter while on board buses and delays in service</p> <p>Staff Responsible for Monitoring: Transportation Leadership</p>	Formative
	<p>Dec</p> <p>Mar</p> <p>May</p>
<p>Title I Components (ORIS Domains): None</p>	Summative
<p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p> <p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Campus Funding Summary

Reynolds School District 7
Student & Family Services
Improvement Plan
2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

Goals

Revised/Approved: October 1, 2020

Goal 1: In collaboration with the Division of Academics, develop a locally designed and state-aligned framework for the implementation of a Multi-Tiered System of Student Support.

Performance Objective 1: STUDENT AND FAMILY SERVICES:

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.

Evaluation Data Sources: By November 2020, building administrators will join the committee of central office administrators that began in March 2020.

By January, 2021, teachers and support providers will join the committee.

By May 2021, the Superintendent will share progress with the Board.

Summative Evaluation: None

Goal 2: Create a master plan for English Language Learners and Multilingual Education.

Performance Objective 1: Work cross-departmentally to create a multilingual education leadership group that will develop a master plan for ELD and Multilingual Education.

Evaluation Data Sources: By October 2020, the committee will form and begin meeting.

By June 2021, the committee will make recommendations to the Superintendent.

By July 2021, the Superintendent will bring recommendations to the Board for direction.

Summative Evaluation: None

Goal 3: Provide professional development and support for social-emotional learning.

Goal 4: Reduce disproportionate disciplinary practices for students of color and students in poverty.

Goal 5: Identify strategies and resources to support chronically absent students and their families.

Goal 6: Review all departments under the purview of Student and Family Services to improve access, ensure equity and targeted, research-based allocation of resources to improve student outcomes.

Goal 7: Promote the development of positive social-emotional learning supports for general education students and students receiving special education services.

Campus Funding Summary

Reynolds School District 7

English Learners

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

10,954 Students

Certified Staff

552 Certified Staff

1,200+ Staff

20 Schools (11 elementary, 3 middle, 2 high, 2 charters)

The students we serve:

42% Hispanic/Latinx

30% White

10% African American

7% Asian

8% Pacific Islander

2% Multiracial

Language: 74+ spoken languages

24% English Learners

38% Long Term English Learners (6+ years receiving ELD services)

15% Students receiving special education

5% English Learners receiving Special Education Services

79% Students experiencing poverty

11 schools are 100% free/reduced meals

5 schools greater than 50% free/reduced meals

5% Students experiencing homelessness

92% White Certified Staff

Demographics Strengths

Our community is diverse. This means we have multiple cultural perspectives available to us. Perspectives that enrich our schools with the potential for expanding understanding of our local, state, and national societies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 38% of students actively receiving English Language Development Services are Long Term English learners. They have qualified for ELD services for 6 or more years. **Root Cause:** We need to utilize formative assessment on a regular basis, and utilize the results intentionally to plan

subsequent language instruction and access to content.

Problem Statement 2: RSD must include the community on a regular basis in understanding the research pertaining to English learners. RSD needs to incorporate the community in the ongoing development of ELD services. **Root Cause:** Lack of RSD systemic inclusion efforts

Student Learning

Student Learning Summary

18-19 data (Latest due to Covid):

Long Term English Learners who did not obtain English language proficiency:

Alder – 68/118 = 58%

Davis – 50/72 = 70%

Fairview – 27/35 = 77%

Glenfair – 39/68 = 57%

Hartley – 49/75 = 65%

Margaret Scott – 30/48 = 63%

Salish Ponds – 58/91 = 64%

Sweetbriar – 9/14 = 64%

Troutdale – 10/22 = 45%

Wilkes – 43/82 = 52%

Woodland – 59/81 = 73%

HB Lee Middle – 128/140 = 91%

Reynolds Middle – 232/247 = 94%

Walt Morey Middle – 92/99 = 93%

Reynolds Learning Academy – $17/26 = 65\%$

Reynolds High School – $279/322 = 87\%$

Elementary:

Total Long Term ELs in program 5 years or more: 479 students not obtaining proficiency

Middle:

Total Long Term ELs in program 5 years or more: 452 students not obtaining proficiency

High:

Total Long Term ELs in program 5 years or more: 296 students not obtaining proficiency

Elementary: Total number of English Learner Students with Disabilities: 207

Students making progress to learning English: 103 = 50%

Middle: Total number of English Learner Students with Disabilities: 168

Students making progress to learning English: 17 = 10%

High: Total number of English Learner Students with Disabilities: 152

Students making progress to learning English: 5 = 3%

Total number of English Learner Students with Disabilities who obtained English proficiency in 18-19:

$19/526 = 3\%$

Elementary – $15/19 = 79\%$

268

Middle – 1/19 = 5%

High – 3/19 = 15%

Student Learning Strengths

English learners who exited the Prigram for English learners in 18-19 (Most recent due to Covid)

242/2809

9%

English learners on track to English language Proficiency:

1096/2809

39%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is not a programmatic system for collection of data that informs instruction. **Root Cause:** Teachers are not systematically utilizing data to inform instruction.

Problem Statement 2: There is limited collaboration between stakeholders to support programmatic improvement. **Root Cause:** Inconsistent ELD program leadership

School Processes & Programs

School Processes & Programs Summary

Throughout Reynolds School District, the ELD team will provide equitable and meaningful access to academic language development and content instruction, delivered through a collaborative model at the elementary level, integrated content and ELD at the middle levels, and both integrated language and sheltered content services models at the high school level. At all levels, ELD teachers will collaborate with general education teachers to design classrooms that deliver language-enriched and content accessible grade level core instruction.

Core beliefs specific to students receiving services for English language development:

- Becoming multilingual is an asset
- Knowing English is not a prerequisite to accessing grade level content
- Students receiving English language development services will learn at grade level, while opportunities in language and access to content are addressed
- With scaffolding and intentional language instruction, embedded in excellent first-time instruction, students receiving English language development services will learn alongside peers
- Relevant language and academic skill instruction will be embedded in core instruction, not as a prerequisite to, or replacement for, core instruction

K-12 ELD Teachers will:

- Use ELPA summative results, classroom work samples and student observation to assess academic language instructional and content support needs for each English learner, at their specific proficiency level need. (Use the information outlined in the Formative Assessment Tracking Sheet)
- Communicate with students regularly to support their learning needs, both academically and social/emotionally.
- Communicate with families as needed to support.
- Directly collaborate weekly with classroom or content teachers to integrate language instruction and content scaffolds into the general education program.
- Collaborate routinely within the ELD department to plan and deliver services.

- Ensure compliance (identification, instruction and evaluation) is met at the school level
- Submit compliance data as requested by ELP Program staff

See below for detailed guidance for implementation at the elementary and secondary levels.

Elementary ELD

The goals of the English Language Development department at the elementary level are to:

1. Provide academic language development through a collaborative teaching model that embeds language within content
1. Provide ongoing language-specific, one-on-one support to English Learners to ensure individual mastery of grade-level content
1. Ensure compliance is met at the building level in identification, assessment and instruction.

In order to meet these goals:

- ELD teachers are assigned by building leaders to specific general education grade level or content teams.
- Monthly, for each student assigned to the ELD teacher, the ELD teacher uses the student's most recent ELPA summative results, current student work samples, and student observation to identify language and content needs, aligned with the English Language Proficiency Standards.
- The ELD teacher uses the English Language Proficiency Standards as a rubric to determine the current proficiency level of each student, and the necessary language and academic content needs.
- Using the information collected from the assessment described above, the ELD teacher identifies instructional implications, including language targets, to be integrated into daily lessons.
- Regularly, (recommended weekly at a minimum) the ELD teacher and general educator meet to review and integrate learning targets and content scaffolds based on individual student needs.

- Language targets may be provided to multiple students who are identified as having common needs
- These language targets will be scaffolded with leveled supports such as the examples on the Core Curriculum Language and Content Guide
- When dual endorsed, the general educator may be the teacher of record for linguistic targets and scaffolded content as a part of their class.

ELD Teachers will be expected to:

- Provide evidence of student achievement using the above described assessment protocol. (One assessment cycle each month)
- Meet weekly with each team to integrate language and content access needs into the core curriculum, and determine support model (co-teaching models) to be used to deliver services, collaboratively
- Develop materials, resources, videos, etc. to support the classroom instruction
- Collaborate with grade level staff to call each student weekly at a minimum to check on academic, and social-emotional needs
- Provide feedback to students specifically about their language development growth

ELD Teachers will need:

- Access to classroom and platforms
- Weekly planning time for analysis of student work. Time will be allotted such that it is relational to the number of students assigned to the ELD teacher
- Weekly planning time with each team/teacher (30-60 minutes)
- Collaborative posture from colleagues
- Ability to provide language development instruction/support within the content instruction
- Ability to assess students on a monthly basis

ELD Teachers on Special Assignment will provide the following support: 272

- Professional development, videos and/or webcasts of resources, strategies, etc.
- Office hours for teachers to check in with them about specific learners or language development questions
- Individual coaching for ELD and classroom teachers who would like more intensive support for English learners and English Language Development

Secondary ELD

The goals of the English Language Development department at the secondary level are to:

1. Provide academic language development through ELD classes, co-taught classes, or sheltered content classes (at RHS only)
1. Provide separate support sessions to students identified as Newcomers
1. Provide ongoing one-on-one check-ins to address language-specific questions or concerns regarding digital learning progress as needed
1. Ensure compliance is met at the building level in identification, assessment and instruction.

In order to meet these goals, ELD teachers will:

1. Provide language instruction and content access in ELA and/or content classes or
 1. Provide academic language instruction, differentiated for language level, in an ELD course.
- Promote oral language production weekly through structured activities
 - Collaborate with assigned co-teachers and/or grade level/content teams to differentiate instruction for one subject. This could include, but is not limited to:

1. Co-planning the instruction to include language development opportunities
1. Creating language-specific mini-lessons that support the content learning that will be included in the instruction given by the content teacher (videos)
1. Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
1. Supporting daily oral language practice opportunities
1. Check in with/support students receiving EL services in any content course on an ongoing basis
 - Engage students through one-on-one check-ins weekly
 - Be available to students daily to address any immediate needs via the classroom platform communication tool (Schoology)
 - Develop further instruction, resources, and/or materials for students on an as-needed basis
 - Collect evidence of student mastery or growth toward mastery of specific academic language needs
 - Contact content teachers when there is evidence a student is struggling to engage in learning for that course

Secondary ELD Teachers will be expected to:

- Using the assessment protocol described above, provide evidence of student achievement (minimum one assessment each month)
- Meet weekly with content co-teacher
- When applicable, meet with EL team once weekly (bi-weekly)
- Meet with other EL teachers with common courses or students
- Develop materials, resources, videos, etc. to support their current caseload
- Conference with EL students who are not engaging in the work
- Call the parents of EL students who are not engaging in the work to develop a success plan
- Support students in connecting with content teachers when struggling in content courses as needed
- Incorporate SEL strategies to provide students with social/emotional support

- Provide feedback to students specifically about their language development growth

ELD Teachers will need:

- Access to classroom and digital platforms
- Weekly planning time with co-teachers and EL teachers
- Ability to assess students on a weekly basis
- Ability to contact students and parents as needed

ELD Teachers on Special Assignment will provide the following support:

- Professional development, videos and/or webcasts of resources, strategies, etc.
- Office hours for teachers to check in with them about specific learners or language development questions
- Individual coaching for ELD and classroom teachers who would like more intensive support for English learners and English Language Development

School Processes & Programs Strengths

The Program for English learners believes in the ability of teachers and students to come together and collaboratively achieve at high levels.

The program staff believe all learners who qualify for services have the ability to learn at grade level, alongside all peers, at any academic level, while learning English.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of consistency in the implementation of an ELD program. **Root Cause:** Lack of consistency in leadership in the ELD Department.

Perceptions

Perceptions Summary

Core beliefs specific to students receiving services for English language development:

- Becoming multilingual is an asset
- Knowing English is not a prerequisite to accessing grade level content
- Students receiving English language development services will learn at grade level, while opportunities in language and access to content are addressed
- With scaffolding and intentional language instruction, embedded in excellent first-time instruction, students receiving English language development services will learn alongside peers
- Relevant language and academic skill instruction will be embedded in core instruction, not as a prerequisite to, or replacement for, core instruction

Perceptions Strengths

Core beliefs specific to students receiving services for English language development:

- Becoming multilingual is an asset
- Knowing English is not a prerequisite to accessing grade level content
- Students receiving English language development services will learn at grade level, while opportunities in language and access to content are addressed
- With scaffolding and intentional language instruction, embedded in excellent first-time instruction, students receiving English language development services will learn alongside peers
- Relevant language and academic skill instruction will be embedded in core instruction, not as a prerequisite to, or replacement for, core instruction

Problem Statements Identifying Perceptions Needs

Problem Statement 1: ELD programming is separate from the core program. **Root Cause:** Lack of consistency in ELD Program leadership, thus changes in program model and misalignment with core curriculum and instruction.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- School and District Report Cards (RC) and Assessment Group Reports (AGR)
- Oregon Integrated Systems Framework (ORIS)
- Domain 1 - Student Achievement
- Comprehensive and Targeted Support Identification data (CSI and TSI)
- Domain 2 - Student Progress
- State Report Card Data
- Effective Schools Framework data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations)
- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions
- English Language Proficiency Assessment (ELPA21) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Dual-credit and/or college prep course completion data
- Education Plan and Profile for secondary students

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Education Plan and Profile for secondary students

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Equity Data
- Highly qualified staff data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: The percentage of students identified as Long Term English learners (receiving ELD services 6 years or more) will decrease 5% from 38% to 33% by June, 2021.

Performance Objective 1: ELD teachers will collect and evaluate ELPA, observation and work samples for students assigned. They will then use this data and the English Language Proficiency Standards to record and track individual student progress. This data and instructional implications will be shared and be used collaboratively by ELD and core teachers to design core classwork that supports English language development and access to content.

Strategy/Action 1: ELD teachers are assigned by building leaders to specific general education grade level or content teams.		
Strategy's Expected Result/Impact: Content teachers know which ELD staff are supporting students receiving ELD services that are assigned to their classrooms. ELD content staff understand when they are the ELD teacher of record.		Formative
Staff Responsible for Monitoring: Building administrators		Dec
Title I Components (ORIS Domains): None		Mar
Problem Statements: None		May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment		Summative
Funding Sources: None		June

Strategy/Action 2: Monthly, for each student assigned to the ELD teacher, the ELD teacher uses the student's most recent ELPA summative results, current student work samples, and student observation to identify language and content needs, aligned with the English Language Proficiency Standards.

Strategy's Expected Result/Impact: The ELD teacher will have an understanding of the current English language level of each student assigned, and can identify the developmental areas for growth for each student, according to the ELP standards.

Staff Responsible for Monitoring: Building administrators will identify plan time for this collection of data.
- ELD Teachers will monitor collection of ELPA results, work samples and observation.

Title I Components (ORIS Domains): None

Problem Statements: None

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

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 3: The ELD teacher uses the English Language Proficiency Standards as a rubric to determine the current proficiency level of each student, and the necessary language and academic content needs.

Strategy's Expected Result/Impact: ELD will have an understanding of the English language development of each student assigned, and can identify the developmental level of each student using the ELP standards as a rubric.

Staff Responsible for Monitoring: Building administrators will identify plan time for this analysis of data.
- ELD Teachers will monitor the analysis of ELPA results, work samples and observation.

Title I Components (ORIS Domains): None

Problem Statements: None

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

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 4: Using the information collected from the assessment described above, the ELD teacher identifies instructional implications, including language targets, to be integrated into daily lessons.

Strategy's Expected Result/Impact: Data will inform instruction	Formative
Staff Responsible for Monitoring: ELD teacher will use results of the data collection and application of the ELP rubric to make general instructional decisions.	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Summative
Funding Sources: None	June

Strategy/Action 5: Regularly, (recommended weekly at a minimum) the ELD teacher and general educator meet to review and integrate learning targets and content scaffolds based on individual student needs.

Strategy's Expected Result/Impact: Data will inform instructional decisions that facilitate English language development and access to content within the general education core content lessons	Formative
Staff Responsible for Monitoring: Building administration will ensure protected time for this collaborative planning between ELD and general education teachers - ELD and general education teachers will use results of the data collection and application of the ELP rubric to identify language targets and make specific instructional decisions within the core instructional program. Language targets and instructional decisions may be provided to multiple students who are identified as having common needs.	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Summative
Funding Sources: None	June

Strategy/Action 6: Any dually endorsed general educator may be the ELD teacher of record for data collection, identification of linguistic targets and scaffolded content. They will use the data described in previous action steps to inform planning in core content lessons.

Strategy's Expected Result/Impact: All students have an assigned ELD teacher of record who facilitates learning in core instruction.		Formative
Staff Responsible for Monitoring: - Building administrator will determine which dually endorsed staff will be the ELD teacher of record for their students identified for ELD services. - Identified ELD dually endorsed teachers will collect and record data, identify linguistic targets and scaffold content as a part of their class.		Dec Mar May
Title I Components (ORIS Domains): None	Problem Statements: None	Summative
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	Funding Sources: None	June

Strategy/Action 7: Assessment calibration for ELD teachers will focus on utilizing ELPA summative, work samples and observation, applied to the English Language Proficiency Standards, to make instructional decisions.

Strategy's Expected Result/Impact: ELD teachers become proficient in using data to inform instruction.		Formative
Staff Responsible for Monitoring: Director of ELD ELD TOSAS Building administrators		Dec Mar May
Title I Components (ORIS Domains): None	Problem Statements: None	Summative
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	Funding Sources: None	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2: In summary, ELD Teachers will be expected to:

Provide evidence of student achievement using the above described assessment protocol. (One assessment cycle each month)

Meet weekly with each team to integrate language and content access needs into the core curriculum, and determine support model (co-teaching models) to be used to deliver services, collaboratively

Develop materials, resources, videos, etc. to support the classroom instruction

Collaborate with grade level staff to call each student weekly at a minimum to check on academic, and social-emotional needs

Provide feedback to students specifically about their language development growth

Goal 2: RSD Program for English Learners will create and implement a Multilingual Leadership Team (MLT) that will meet a minimum of 5 times in the 2020-2021 academic year.

The team will be comprised of certified and classified staff, REA representation, community members and organizations, family members and current and former students. The committee will meet regularly to understand best practices for English learners, and use this knowledge to co-create/revise the RSD program for English learners.

Performance Objective 1: RSD Program for English Learners will create and implement a Multilingual Leadership Team (MLT) that will meet a minimum of 5 times in the 200-2021 academic year.

The team will be comprised of certified and classified staff, REA representation, community members and organizations, family members and current and former students. The committee will meet regularly to understand best practices for English learners, and use this knowledge to co-create/revise the RSD program for English learners.

Evaluation Data Sources: Committee member roster

List of research resources pertaining to best practices for English learners

Agenda for meetings

Sign in sheets

Action items identified for program co-creation/revision

Exit surveys from each member, after each meeting will determine level of relevance relating to the goal of informing program development. A 1-5 scale will be used. The results will inform future meetings.

Summative Evaluation: None

Strategy/Action 1: Create an application for RSD staff and a separate application for families, students and the community in Microsoft Forms	
Strategy's Expected Result/Impact: Elicit volunteers for the committee from all stakeholder groups	Formative
Staff Responsible for Monitoring: ELD Program Director	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	Summative
Funding Sources: None	June

Strategy/Action 2: ELD Program staff select members for the Multilingual Leadership Team(MLT) from applications submitted. Focus will be a balance of members from all stakeholder groups.

Strategy's Expected Result/Impact: Stakeholders from all groups have representation and input as we co-create/revise program model		Formative
Staff Responsible for Monitoring: Director of ELD ELD TOSAS Select other ELD program staff		Dec
Title I Components (ORIS Domains): None		Mar
Problem Statements: None		May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement		Summative
Funding Sources: None		June

Strategy/Action 3: Selected members of the MLT will be notified.

Strategy's Expected Result/Impact: Members join the committee and are aware of their membership.		Formative
Staff Responsible for Monitoring: Director of ELD		Dec
Title I Components (ORIS Domains): None		Mar
Problem Statements: None		May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement		Summative
Funding Sources: None		June

Strategy/Action 4: Calendar for meetings will be developed

Strategy's Expected Result/Impact: System established to ensure meeting with fidelity.	Formative
Staff Responsible for Monitoring: Director of ELD ELD TOSAS	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	Summative
Funding Sources: None	June

Strategy/Action 5: General Yearlong Plan will be developed for the scope and sequence of the committee meeting work. This will be flexible, as ongoing committee input will inform final objectives, agendas and tasks.

Strategy's Expected Result/Impact: Ensure committee work is relevant and integral to the development of the ELD program .	Formative
Staff Responsible for Monitoring: Director of ELD ELD TOSAS MLT Committee members	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	Summative
Funding Sources: None	June

Strategy/Action 6: Communication of monthly agendas and sharing of notes with all RSD staff and community after each meeting.

Strategy's Expected Result/Impact: All RSD staff and community are aware of and understand the outcomes of the research reviewed and work of each meeting.

Staff Responsible for Monitoring: Director of ELD and ELD TOSAS will share all agendas and meeting minutes. Communications will be consulted for best manner of distribution both for staff and community.

Title I Components (ORIS Domains): None

Problem Statements: None

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

Funding Sources: None

Formative

Dec

Mar

May

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Campus Funding Summary

Reynolds School District 7
Special Education Services
Improvement Plan
2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Goal 2 : By June 2021, 80% of parents of students receiving special education services in the Reynolds School District will report that Special Education Department delivers high quality customer services and engages them as full participants in their child's special education services, measured by parent surveys and Center for Educational Effectiveness survey. According to 2020 Center for Educational Effectiveness and Urban Collaborative Special Education Audit, approximately 50% of parents report that Special Education Department does not provide high quality customer services or engages them as full participants in their child's special education services.	13
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds School District is comprised of:

- 10,800+ Students
- 1,200+ Staff
- 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

The students we serve:

- 41% Hispanic/Latinx
- 33% White
- 9% African American
- 8% Asian
- 8% Pacific Islander
- 1% Multiracial

Language:

- 61 spoken languages
- 46% English Learners

Students receiving special education: 16%

Demographic of students receiving special education

- 41% Hispanic
- 35% White
- 10% Black/African American
- 8% Multi Racial/Ethnic
- 3% Asian
- 2% Pacific Islander/Native Hawaiian
- 1% Native American

Students experiencing poverty: 72%

- 11 school are 100% free/reduced meals
- 5 schools greater than 50% free/reduced meals

Students experiencing homelessness: 10%

General Fund Budget: \$200,790,644

Demographics Strengths

The strength of our district is, in fact, our demographics. We have students and families from all over the world who attend our schools. Over 50% of our students speak at least one other language, many speak multiple languages. We are world class. Now we need to become high performing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students who are identified as English Language Learners are more likely to be determined eligible for special education services than the district average. **Root Cause:** According to Urban Collaborative Special Education Audit, approximately 19% of students identified as English Language Learners are determined eligible for special education services. The overall district percentage of students determined eligible for receiving special education services is 16%. Additional 25% of students dually identified as English Language Learners and eligible for special education services are eligible under communication disorders.

Student Learning

Student Learning Summary

According to statewide assessments, 9% of students receiving special education services in the district were proficient in English/Language Arts, 5% proficient in Mathematics.

Student Learning Strengths

According to statewide assessments, in 2018-19, 38% of students receiving special education services and eligible under Autism were proficient in Mathematics. In 2018-19, 30% of students receiving special education receiving special education services and eligible under Communication Disorders were proficient in Mathematics.

According to statewide assessments, in 2018-19, 31% of students receiving special education services and eligible under Communications Disorders were proficient in English/Language Arts. In 2018-19, 27% of student receiving special education services and eligible under Autism were proficient were proficient in English/Language Arts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1:

Student receiving special education are not accessing the general education setting, the general education curriculum, and their non-disabled commensurate to their peers in other Oregon school districts. **Root Cause:** According to 2020 Synergy data and the Urban Collaborative Special Education Audit (summer 2020), approximately 60% of students receiving special education in the Reynolds School District access the general education setting 80% or more of the school day, compared with 74% of students receiving special education throughout the state of Oregon.

Problem Statement 2: Parents of students receiving special education in the Reynolds School District report they do not feel the district engages as full participants in the special education process. **Root Cause:** According to the 2020 Center of Educational Effectiveness survey, approximately 50% parents of students receiving special education in the Reynolds School District report the Special Education Department does not deliver high quality customer services and does not engage them as full participants in the special education process.

School Processes & Programs

School Processes & Programs Summary

The Special Education Department has updated (summer 2020) our Special Services Handbook, so it aligns to ODE guidelines and special education best practices.

During 2019-20 school year, Special Education Administration closely monitored student numbers and added 4 additional teacher positions and 1 speech and language position during summer 2020 to ensure caseloads were more equitable.

The Special Education Department holds recurring meetings with special education staff to provide regular updates and forum where they can elicit input and collaboratively problem solve issues.

The Special Education Department is updating the Special Education Synergy system to ensure that our data storage, mining and tracking system provide district clear and accurate data to support student learning and achievement.

The Special Education Department holds recurring meetings with our district's Finance Department to ensure our spending is aligned to our annual budget and state and federal grant awards.

The Special Education Department runs monthly reports of percentage of meetings convened on time; percentage of students spending their day in special education settings compared to general education settings; percentage of students represented in special educational eligibility categories; percentage of students suspended, including demographic (i.e race, ethnicity, gender, etc.).

The Special Education Department submits timely and accurate state and federal reports.

The Special Education Department attends recurring meetings with site administrators to provide timely special education updates and elicit input on how we improve services and support staff across the district.

School Processes & Programs Strengths

-Recurring meetings with staff within and across department that promotes collaboration.

-Processes that align with state and federal guidelines as well as special education best practices.

-Timely and accurate state and federal reporting.

- Focus on spending budget judiciously and on activities and resources that direct supports student learning and achievement.
- Focus on data system that provide staff clear and accurate data to direct activities that promote student learning and achievement.
- Focus on regularly reviewing and analyzing data and using data to take actionable steps to support student learning and achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parents do not have accessibility to educational records that will enable them to be full participants in the special education process and their children's education. **Root Cause:** According to Urban Collaborative Audit (focus groups) and parent CEE surveys, parents report that they do not have access to their children's special education record or have access to records translated in the native language.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- State and federal planning requirements

Student Data: Assessments

- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate

Goals





Goal 1: By June 2021, 75% of students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Baseline: According 2019-20 Synergy Data, 60% of students receiving special education services in the Reynolds School District are educated in the general education setting, with their non-disabled peers, 80% of the school day or more.

Performance Objective 1: By December, 2020, 65% students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

- Evaluation Data Sources:**
- Presentation on Inclusive Practices
 - Sign-in/Sign Sheets
 - Professional Development Agendas
 - Exit Tickets
 - Accommodation, Modification Tracking Sheets
 - Meeting Minutes Summaries

Summative Evaluation: None

Strategy/Action 1: Special Education Director and Program Administrators will conduct professional development with special education TOSAs on evidenced based practices in Inclusion.	
<p>Strategy's Expected Result/Impact: It is expected that delivering professional development on evidenced based practices in Inclusion to TOSAs will help administration customize professional development for site based staff to support the population they serve and ensure that students' special education programs promote inclusive practices.</p> <p>Staff Responsible for Monitoring: -Director of Special Education -Program Administrators</p>	Formative
	<p>Dec</p> <p>Mar</p> <p>May</p>
<p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, Focused Professional Development</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
	Summative
	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: By March, 2021, 70% students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Evaluation Data Sources: -Presentation on Inclusive Practices

-Sign-in/Sign Sheets

-Professional Development Agendas

-Exit Tickets

-Accommodation, Modification Tracking Sheets

-Meeting Minutes Summaries

Summative Evaluation: None

Strategy/Action 1: Special Education Director, Program Administrators, with the support of special education TOSAs will conduct professional development with special education TOSAs on evidenced based practices in Inclusion.

Strategy's Expected Result/Impact: It is expected that delivering professional development on evidenced based practices in inclusion to site administration will help them lead the implementation of inclusive practices in their respective buildings and support their staff in serving students receiving special education in the least restrictive environment.

Staff Responsible for Monitoring: -Director of Special Education
-Program Administrators

Title I Components (ORIS Domains): None

Problem Statements: None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment

Funding Sources:
None

Formative

Dec


Mar


May


Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: By June, 2021, 75% students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Evaluation Data Sources: -Presentation on Inclusive Practices

-Sign-in/Sign Sheets

-Professional Development Agendas

-Exit Tickets

-Accommodation, Modification Tracking Sheets

-Meeting Minutes Summaries

Summative Evaluation: None

Strategy/Action 1: Special Education Director, Program Administrators, with the support of special education TOSAs and site administration will support special education staff in implementing inclusive practice and serving student receiving special education in the least restrictive environment.

Strategy's Expected Result/Impact: It is expected that providing ongoing coaching and support to staff in the implementation of evidenced based inclusive practices will equip them with the skills and efficacy to deliver specially designed instruction and related services for students receiving special education in the least restrictive environment.

Staff Responsible for Monitoring: -Presentation on Inclusive Practices

-Sign-in/Sign Sheets

-Professional Development Agendas

-Exit Tickets

-Accommodation, Modification Tracking Sheets

-Meeting Minutes Summaries

Title I Components (ORIS Domains): None

Problem Statements: None

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

Funding Sources:
None

Formative

Dec

Mar


May

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: By June 2021, 80% of parents of students receiving special education services in the Reynolds School District will report that Special Education Department delivers high quality customer services and engages them as full participants in their child's special education services, measured by parent surveys and Center for Educational Effectiveness survey.

According to 2020 Center for Educational Effectiveness and Urban Collaborative Special Education Audit, approximately 50% of parents report that Special Education Department does not provide high quality customer services or engages them as full participants in their child's special education services.

Performance Objective 1: By December 2020, 60% of parents of students receiving special education services in the Reynolds School District will report that Special Education Department delivers high quality customer services and engages them as full participants in their child's special education services, measured by parent surveys.

Evaluation Data Sources: -parent surveys

-IEP meeting attendance

-IEP parent input

Summative Evaluation: None

Strategy/Action 1: The Special Education Administration will convene quarterly meetings with parents to discuss special education services in the district and eliciting parent input on how to improve delivery of special education in the district.

Strategy's Expected Result/Impact: It is believed engaging parents in ongoing dialogue regarding special education services and eliciting their input will strengthen collaboration and communication between our families and the school district and provide an opportunity for us take actionable steps to improve special education services based on parent feedback.

Staff Responsible for Monitoring: -Director of Special Education
-Program Administrators.

Title I Components (ORIS Domains): None

Problem Statements: None

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

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 2: Special Education Administration will provide increase parents accessibility to their child's educational records and in their native language.

<p>Strategy's Expected Result/Impact: It is believed that by providing parents easier access to their child's educational records and in their native language will increase their ability to full participants in special education process.</p> <p>Staff Responsible for Monitoring: -Special Education Director -Program Administrator</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement</p>		Formative
		Dec
		Mar
		May
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

ABOUT OUR DEPARTMENT

Department: Academics

The Academics Department oversees Curriculum, Instruction, Assessment, Instructional Technology, State and Federal Programs, Career and Technical Education, Early Learning, AVID, Montessori, Indian Education, Dual Credit & Middle College.

Prior to last spring, we were focused on completion of the written Student Investment Account plan and accompanying documentation, budget, and narrative. We were also focused on K-5 ELA and math professional development and supporting our new curriculum in those areas, as well as adopting our 6-12 social studies curriculum.

During March of 2019, our focus shifted to standing up Distance Learning for all of RSD.

STRENGTHS

Pride points



The strengths of our department are our team members. Each TOSA, support staff member, and administrator in our department is deeply committed to Excellence in First Time Instruction for our students. The team is wonderfully collegial within the department and with other departments, and incredibly hard working. We have worked tirelessly since last March to build an entire structure and system for Distance Learning, to create, deploy and assess the professional development to support it, and to adopt materials, platforms, software, and curricular supplements to ensure our educators and students have what they need to be successful.

Together we celebrate innovation, perseverance, cross-departmental collaboration, and relentless commitment to our children.

GOALS

Opportunities for growth



Our goals this year include:

- 1) Adopt high quality online curricular supplements for K-5 ELA and K-5 mathematics instruction to support asynchronous learning time.
- 2) Assess the RSD Career and Technical Education program and determine a 5 year plan and accompanying budget to grow it to a signature offering in our district offering robust pathways to high demand, high wage careers for our students.
- 3) Create and maintain a current Parent handbook for Distance Learning on the RSD website to serve as a resource for families and staff.

ABOUT OUR DEPARTMENT

Department: Assessment

The Director role shifted greatly in 2019-20 due to the inability to administer the Oregon statewide assessments in English/Language Arts, mathematics, science, ELPA, and extended assessments. The management of Oregon Department of Education data collections that fed the metrics reported in the state and federal report cards and other statewide accountability measures was realigned. Many collections were suspended, thus reducing the overall number of data validations over the summer. Impacted accountability measures included data tied to academic achievement, growth, and participation; attendance; class size; physical education minutes; and class rosters. The remaining collections that were or will be submitted include discipline, 9th Grade on Track, staff assignments, and upcoming graduation and dropout rates. Despite the pivot, work efforts focused on the full implementation of Distance Learning for All guidance tied to tracking student engagement, recording school outreach efforts, posting grade marks, and awarding Oregon diplomas.

STRENGTHS

Pride points



- + Calculated and produced SIA Longitudinal Growth Goal Targets for timely submission to ODE
- + Reconfigured Synergy student information system to capture weekly student engagement tracked in TeacherVUE attendance module.
- + Created and published an internal district report to record and report all student and parent outreach efforts made throughout the Distance Learning for All pandemic academic calendar. The Student Contact Log (SCL) reports identified all students with no to limited engagement over time, as well as all student family needs and referrals.
- +Set up Distance Learning for All Oregon Diplomas in Synergy with new diploma requirements
- +Developed Grading/Credit district guidance for school report cards aligned to DL4A requirements

GOALS

Opportunities for growth



- + Increase academic performance, growth, and participation rates through reliable training, valid test administration, consistent progress monitoring, and support of state and local assessments.
- +Develop virtual administration plan for STAR assessments.
- +Manage CEE Survey distribution and collection efforts for parents, staff, and community stakeholders.

ABOUT OUR DEPARTMENT

Department: Curriculum, Instruction & Innovation

The focus of this department is to ensure that ALL students are engaged in rigorous, inclusive, high-quality core instruction. We do this by providing teachers and instructional leaders with tools and resources that meet or exceed Oregon Department of Education Curriculum and Instruction requirements. Our department facilitates the adoption, purchase and implementation of instructional materials. We provide Professional Development for all staff to enhance their capacity to serve our students. Professional Development encompasses the use of instructional materials as well as pedagogy (the interaction between teachers, students, the learning environment and the learning tasks).

STRENGTHS

Pride points



- * Facilitated a committee of more than 50 teachers to collaboratively build an Instructional Framework, identifying priority standards in grades K-12, in both English Language Arts and Math.
- * Provided Reading and Math supplemental, digital programs for all students, K-8, to enhance individual achievement.
- * Provided professional development opportunities for administrative, certified, and classified staff.
- * Supported the transition from On-Site Learning to Distance Learning For All, and then to Comprehensive Distance Learning with digital curriculum materials and instructional guidance for ODE requirements.

GOALS

Opportunities for growth



- * Enhance the AVID program in all secondary schools to support student readiness for College and Career opportunities.
- * Facilitate the adoption of Culturally Relevant Text into core English Language Arts instructional materials.
- * Provide access, training and implementation strategies to ensure instructional approaches are inclusive of all learners in every classroom.

ABOUT OUR DEPARTMENT

Department: The Instructional Technology Department

Director of Instructional Technology - Chris Greenhalgh

Instructional Technology TOSA - Gary Schuh

Schools: Troutdale, Fairview; Wilkes; Davis; Glenfair; RMS; WMMS

Instructional Technology TOSA - Adam Davis

Schools: Sweetbriar; Hartley; Alder; Salish; M. Scott; Woodland; HB Lee

Instructional Technology TOSA - Clarissa Thiel

Schools: Reynolds High School and Reynolds Learning Academy

The Instructional Technology Department is focused on supporting all district staff with the use and implementation of technology into their daily practice. We provide training through staff meetings, grade level or department meetings and one to one coaching.

STRENGTHS

Pride points



Implementation of 1:1 devices for all K-12 students.

Implementation and training in new platforms to support CDL.

Seesaw

Nearpod

Zoom

Digital citizenship materials loaded into Schoology for teachers and students.

GOALS

Opportunities for growth



Provide equitable access to devices, the internet and educational applications for all students.

Continue to provide quality customer service to all staff.

Implement a technology environment that is well-managed, secure, reliable, and sustainable.

Continue to support the Instructional Technology department with training.

ABOUT OUR DEPARTMENT

Department: Communications & Community Relations

The Communications Department oversees:

Internal and External Communications • Community Partnerships • Media Relations • Website
Social Media • Public Records Requests • Volunteer Program • Reynolds Education Foundation

We serve a diverse student and family population of 10,800+ students, 1,200+ staff, and 20 schools (11 elementary, 3 middle, 2 high, 4 charters). Our students come from over 125 different birth countries, speak 61 different languages, and are 32% English Learners. Students receiving special education are at 16%, students experiencing poverty are 81%, and students experiencing homelessness are 6%. These demographics allow many communication opportunities in developing equity-driven, clear communication for our families, which we are proud to work on daily.

STRENGTHS

Pride points



Strong department skills in:

- Graphic Design
- Marketing
 - "Knowing the Target Audience"
- Communication Strategy
- Developing Process Flows
- Content Creation
- Website Redevelopment
- Virtual Applications
- Social Media
- Customer Service
- Crisis Communications
- Volunteer Management
- Community Engagement
- Partner Relations

GOALS

Opportunities for growth



Communication:

- Ensure completion and launch of new websites for District, all school sites, and staff intranet.
- Build process flows to reduce response time.

Equity:

- Release press releases to create positive promotional public relations.
- Develop and communicate monthly videos for students, families, and staff
- Continue development of K12 Insight's Let's Talk online customer service platform.

Student Achievement:

- Continue implementation, launch, train, and communicate through the Remind app.
- Analyze and build equitable solutions for communications.

ABOUT OUR DEPARTMENT

Department: Finance Department

The finance department manages the district money. Our functions include accounts payable, accounts receivable, grant accounting, budget, audit, payroll, procurement, travel, and bids, contracts and RFP's. Our department consist of nine employees.

Our department serves 10,800 students, 1,200 staff members and the Reynolds community. Our district has 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

General Fund Budget: \$150,067,323

STRENGTHS

Pride points



This last year we have worked on approving our budget process while we continue to issue an award winning budget document.

We continue to have a strong Comprehensive Annual Financial report. Last year was the first year we submitted our document to ASBO and we received an award, Certificate of Excellence.

The payroll team will continue to grow with the responsibilities that were added from Human Capital Management.

Finance is committed to reviewing our processes to see how we can improve systems for our customers while continuing to meet requirements.

GOALS

Opportunities for growth



1. Student Achievement and Fiscal Responsibility - During the 2020-21 school year finance department will staff will create and improve guidelines and processes for payroll, travel and contracts.

2. Student Achievement and Fiscal Responsibility - For the 2020-21 academic year ensure that stakeholders have a clear understanding of district resources and how it is being used towards reaching district goals.

3. Equity - During the 2020-21 academic year, we will increase the number of participants in our stakeholder engagement budget input process compared to last year.

ABOUT OUR DEPARTMENT

Department: Human Capital Management

We are a department with a combined 70 years of human resource experience.

To date, since the pandemic started, we've learned that adapting quickly to new rules, environments and challenges are imperative to our success. We feel we've done an exceptional job as a team given the unforeseen circumstances we have had to adapt to in a short period of time, and in some cases overnight.

In a six-month period, HCM has changed leadership and its staffing configuration, converted all processes to a virtual environment, and handled the significant challenges of the WorkShare/CARES Act program. We've done all of this while continuing to provide the breadth and depth of our normal service offerings.

STRENGTHS

Pride points



1. The ability to adapt quickly to unforeseen challenges caused by the COVID-19 pandemic.
2. Reacting quickly to staffing changes in our department while handling a significant increase in workload brought on by the WorkShare program.
3. Hiring nearly 85 staff members prior to the start of the school year, which is the most we've done in recent years.
4. During the COVID closure in March, HCM was able to ensure payroll was still successfully processed for business services to upload.
5. The WorkShare program: Enrolled 1200+ eligible or non-eligible staff members and uploaded all applications to OED in a 7-day period.

GOALS

Opportunities for growth



- To improve our comprehensive human capital management system featuring recruit and hire, licensure, on-boarding, employee benefits, and leave management.
- HCM department is enrolled in a national virtual cohort to become stronger Human Capital Leaders in Education (HCLE).
- To become more involved from a support standpoint in employee relations issues.
- To strengthen and align the District employee evaluation system.
- To continue to think ahead and be prepared to adapt to change.
- To be more efficient and strengthen our department to affect our day-to-day processes and duties.

ABOUT OUR DEPARTMENT

Department: Operations

Operations Department consists of:

Assistant Superintendent of Student & Family Services and District Operations- Dr. Christopher Ortiz

Custodial Services Supervisor- Steve Gallagher

Facilities Services Supervisor- John La Du

Nutrition Services Coordinator- Christy Foote

Technology Services Interim Director- John Krull

Transportation Services Coordinator- Rehana Nelson

STRENGTHS

Pride points



Custodial Services supported school staff in transitioning to the expectation of the model classroom, ensuring that all buildings are continually sanitized, secured and distributed PPE.

Facilities Services has been aggressively focusing on catching up on work orders with minimal staffing.

Nutrition Services staff provided more than 127,000 meals for children and 31,000 meals for their families over the summer.

Technology Services has facilitated the fall device returns, wiped and re-formatted the devices and supported schools in device distribution for all students.

Transportation Services leadership have had an innovative approach to keeping drivers engaged. Drivers have provided support of other departments including serving meals and helping Facilities with ground and maintenance.

GOALS

Opportunities for growth



Custodial is focusing on training all custodians on district-wide standards.

Facilities has a goal to become fully staffed this fall.

Nutrition is committed to improving communications with other departments into order to better affect systemic change.

Technology Services has weathered the transition of the Director and is currently led by Interim Director John Krull. The addition of a project manager will allow for a systematized approach to tech projects in the future.

Transportation is focused on using student management trainings they have received to reduce student referrals.

ABOUT OUR DEPARTMENT

Department: Custodial

Reynolds Custodians clean over 1.3 million square feet *every day!*

18 school sites staffed daily, from 5:00 a.m. - 11:30 p.m., supporting after-school, community, extracurricular and weekend programs

50 Full-time Custodians with a 10 year average length of service / 8 Part-time staff

STRENGTHS

Pride points



Custodial Responsibilities:

- building security
- daily custodial care
- biohazard clean-up
- snow/ice removal
- create work orders
- preventive maintenance:
 - * HVAC systems
 - * Roof drains/gutters
 - * AED defibrillators
 - * Fire extinguishers
 - * Playground safety
 - * Drinking fountains
 - * Emergency generators

GOALS

Opportunities for growth



Improve Professional Development:

- monthly training on custodial cleaning
- custodial standards district-wide
- training manual
- safety training

Implement Communication Plan

- monthly meetings
- celebrate with recognition
- weekly newsletter

Cultural-Socioeconomic-Societal Equity

- educate staff on our diversity
- show how equity benefits everyone!

ABOUT OUR DEPARTMENT

Department: Facilities Services

Our Facilities Services department maintains electrical, heating and air conditioning (HVAC), card access, locksmith, carpentry, plumbing, security, safety, landscape maintenance, courier service and warehousing across the district. We are here to help with emergency response 24 hours a day 365 days a year. We supply support to schools and departments across the district.

Our current team consists of three maintenance technicians, two warehouse/delivery staff, three groundskeepers and a facilities support specialist. We are actively trying to fill our ranks.

Our teams have responded to more than 2,400 reactive work orders this year as well as emergency response and preventative maintenance. We are also actively involved with systems upgrades small projects and capital projects.

STRENGTHS

Pride points



Our team is dedicated to the maintenance of our schools and all of our assets. We care that the students have a safe and comfortable place to learn.

Our team maintains their certifications and actively seek training as better technology and best practices improve.

Our team has been with the district for many years and have an institution knowledge that is amazing and they share that wealth of knowledge.

GOALS

Opportunities for growth



We look to fill our ranks by hiring three skilled tradesman, two groundskeepers and a preventative maintenance/ work order specialist.

We look to continue our equity training, customer service training, technical training and safety training.

We will continue our bi-weekly staff meetings.

ABOUT OUR DEPARTMENT

Department: Nutrition

In Reynolds, we participate in National School Breakfast and Lunch (NSLP & SBP), Fresh Fruit and Vegetable Program (FFVP), Supper meal programs and daycare programs (CACFP), summer meal programs (SFSP) and the Farm to School grant. We are also participating in the Department of Defense (DoD) commodity produce program which allows us to use our commodity dollars on fresh fruits and vegetables.

Reynolds nutrition takes opportunity to participate in all programs we can qualify for. Our kitchen team members take pride in their work and it shows in the presentation of the products they produce each day.

STRENGTHS

Pride points



Many of our staff are ServSafe certified which is a higher level of the food handling certification. This is currently voluntary to participate. ServSafe is a food and beverage safety training and certificate program administered by the National Restaurant Association. The program is accredited by ANSI and the Conference for Food Protection.

Our staff are compassionate and caring. Our staff take pride in what they do.

We are looking at feedback from students, parents and buildings and we are striving to make changes within the department using the feedback received.

We apply for and receive many federal and state grants to help move forward the work we are doing. During the COVID-19 closure we have applied and received many grants.

GOALS

Opportunities for growth



Communication - Continue to improve over all Nutrition communication with all our stake holders. Build on the successes we had in the 19/20 improvements on our CEE survey. Nutrition is focused on improving communications between the department and Nutrition team members, building staff and parents to create a better understanding of what we do to allow for better collaboration to address systematic challenges.

Equity - We are committed to improve our interview processes with the ability to translate interview tools. We would like to create tools for our kitchens in additional languages. Work on getting more schools on the CEP program.

Fiscal Responsibility - Manage and control waste for all programming. Review menu for popularity and compare meal counts to promotions.

ABOUT OUR DEPARTMENT

Department: Technology Services

Technology Services is a department of 8 supporting technology for Teaching & Learning and Operations. The department has 4 technology professionals providing direct support to schools with 3 splitting elementary schools and the three middle schools and another working for the high schools. "Tech Services," as we like to be called, has two engineers who architect and support our network and enterprise systems, respectively. Two system administrators support integrations and Apple environments. The team is in the process of hiring a Project Manager and a new Director.

STRENGTHS

Pride points



- Good customer service
- Teamwork
- Positive attitudes
- Sharing freely, transfer of knowledge
- Technical curiosity
- Empathy for folks in stressful situations
- Support for each other
- Supporting new staff
- Urgency to resolve
- Tech Services and Instructional Tech coming together (CDL actually helped)
 - Can-do attitude no matter what your position
 - Support for staff for start of school and getting classes up and running

GOALS

Opportunities for growth



- Change Management
- Communication
- Training - weekly presentations, documentation
- Role & expertise clarification
- Teaming Tech Services and Instructional Tech to proactively help schools
- Project on-boarding
- Team building events
- Supporting Families and students in conjunction with schools
- On-boarding new employees

ABOUT OUR DEPARTMENT

Department: Transportation

School Bus transportation is the safest mode of transportation in the U.S.
RSD transports 6,768 students daily. This includes all RSD sites and 18 Outside Placement Sites.

We provide transportation for 800+ Field Trips annually.
Our fleet is comprised of 110 Vehicles; 60 Diesel - 58 Propane
Our fleet travels 1,120,534 miles annually

Currently our driver pool is represented by retired military staff, stay at home parents looking to return to the workforce, college students, pastors, retired postal workers, retired engineers, retired firefighters and emergency responders, etc. 50% of our 100 drivers have been on staff 5 or more years. Our most senior driver has been on staff for 24 + years!

STRENGTHS

Pride points



We are regulated by the Federal Motor Carrier Safety Administration and Oregon Department of Education. We have a robust training program that meets the qualifications for both agencies. This includes support to new applicants to acquire a commercial learners permit and completion of behind-the-wheel-training. For licensed drivers our team coordinates; 8 hours of classroom training as mandated by ODE annually, DOT Medical Card renewals and ODE School Bus Driver certificate renewals. In addition we offer First Aid Training, Transporting students with special needs training, ODE CORE (Core information shared about school bus driving that is not covered in the Behind-the-Wheel Training curriculum), CORE Refresher, Inclement weather training and on-going training in student management and equity.

GOALS

Opportunities for growth



- Improved student management
Reduce referrals
- Customer service
- Improve on-time performance
- Reduce accidents
- Improve the process and turn around time for transportation requests and field trips

ABOUT OUR DEPARTMENT

Department: Student & Family Services

Student & Family Services supports the 10,000 students of the District with programs and services to support English Language Development, health services, mental health services and family/parent engagement. Counseling, , English Language Development, Family Liaisons and Family Engagement Services, Formal Student Discipline, Language Services Unit, Nursing, Mental Health, Out of District Alternative Education Placements, Social Emotional Learning, Social Work, Special Education, Talented and Gifted Education, and Transfers are all programs and services provided by Student and Family Services.

STRENGTHS

Pride points



- Dedicated and committed staff and teachers
- Board and District Leadership
- Positive Working Relationship with MESD and other external partners

GOALS

Opportunities for growth



- Provide professional development and support for social-emotional learning
- Reduce disproportionate disciplinary practices for students of color and students in poverty
- Use data from the EL Survey to develop an updated Master Plan for English Language Learners aligned to the Strategic Plan
- Identify strategies and resources to support chronically absent students and their families
- Review all departments under the purview of Student and Family Services to improve access, ensure equity and targeted, research-based allocation of resources to improve student outcomes
- Promote the development of positive social-emotional learning supports for general education students and students receiving special education services.
- In collaboration with the Division of Academics, develop the District's locally designed Multi-Tiered System of Student Supports

ABOUT OUR DEPARTMENT

Department: Special Education

The goal of the Reynolds School District is to minimize the impact of the disability and maximize access through high quality specially designed instruction and support services. We are committed to being communicative and collaborative and work intentionally with our district staff to ensure that our special education programs and services align to the specific and individual needs of our students. The Special Education Department serves approximately 1700 students, which constitutes 16% of district student population. We offer a full continuum of programs and services, based on the needs of the student and the impact of their disability. Our vision is that all students receiving special education in the Reynolds School District will be educated, to the maximum extent, in the general education setting, general education curriculum, and with their non-disabled peers.

STRENGTHS

Pride points



- Recurring and collaborative meetings within and across district departments.
- Processes that align with state and federal guidelines as well as special education best practices.
- Timely and accurate state and federal reporting. -Budget that promotes student learning and achievement.
- Emphasis on data system that provide staff clear and accurate data.
- Regular review and analysis of data.

GOALS

Opportunities for growth



- Equip all staff and administration with the knowledge, skills, confidence and support to effectively include students with special needs in the general education setting to the maximum extent appropriate.
- Engage more parent/families as full and active participants in their child's special education program.
- Improve the quality of our data tracking system to ensure our data drives department and district priorities.
- Improve direct support to site staff by focusing on programs (i.e. resource, functional life skills, etc.).

ABOUT OUR DEPARTMENT

Department: English Language Development

Throughout Reynolds School District, the ELD team will facilitate equitable and meaningful access to academic language development and content instruction, delivered through a collaborative model at the elementary level, integrated content and ELD at the middle levels, and both integrated language and sheltered content services models at the high school level. At all levels, ELD teachers will collaborate with general education teachers to design classrooms that deliver language-enriched and content accessible grade level core instruction.

STRENGTHS

Pride points



Core beliefs specific to students receiving services for English language development:

- Becoming multilingual is an asset
- Knowing English is not a prerequisite to accessing grade level content
- Students receiving English language development services will learn at grade level, while opportunities in language and access to content are addressed
- With scaffolding and intentional language instruction, embedded in excellent first-time instruction, students receiving English language development services will learn alongside peers
- Relevant language and academic skill instruction will be embedded in core instruction, not as a prerequisite to, or replacement for, core instruction.

GOALS

Opportunities for growth



Goal 1: ELD teachers will use a formative assessment protocol to intentionally identify and address the academic and linguistic needs of students receiving ELD services. ELD Teachers will collect and evaluate ELPA, observation and work samples for students assigned. They will use this data and the English Language Proficiency Standards to record and track individual student progress. This data will be used collaboratively by ELD and core teachers to design core classwork that supports English language development and access to content.

Goal 2: RSD Program for English Learners will create and implement a Multilingual Leadership Team (MLT) that will meet a minimum of 5 times in the 2020-2021 academic year. The team will be comprised of certified and classified staff, REA representation, community members and

Reynolds School District 7

MLA Academy (K-8)

Improvement Plan

2020-2021

Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Goals

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Goal 4: Using MAP data, students will show independent learning gains of 10% or more from Fall to Spring 20-21 in Math and ELA.

Campus Funding Summary

Multnomah Learning Academy



ABOUT OUR SCHOOL

One School--Two campuses... each with their own life and vibe.

Elementary school

- *288 students grades K-5
- *CDL
- *Offering synchronous Music and PE during CDL

Middle School

- *288 students grades 6-8
- *Semester schedule for CDL- 4 period day, Math year long course
- *PE=Parkour and Fitness
- *After school clubs- Art, anime, coding, language, band, Harry Potter, board games
- *New course this year: Spanish

Mission: Education for All!

STRENGTHS

Pride points



- *Staff identified Priority Standards from CCSS in spring of 18-19- these continue to drive our instructional goals
- *MAP testing
- *Standards unwrapped and mapped for fidelity and consistency
- *Hand in glove rubrics for all standards based projects and tasks-students work to proficiency
- *Instructional coaches for Math and ELA
- *New ELA adoption for '20-'21 in process
- *PBIS
 - >PBIS Rewards System
 - >New physical student stores at each campus- still functioning with delivery during CDL
 - >Monthly Awards/Recognition
- *Counseling Program, Restorative Justice
- *Attendance Initiatives
 - >Good job postcards
 - >Reward Days/Special Treats

GOALS

Opportunities for growth



- All students will receive continuous feedback loops with clear, focused rubrics to achieve prioritized standards proficiency.
- All students will demonstrate average or better than average growth on given standardized test.
- Staff and students at MLA will increase awareness of need for equitable practices and will eliminate equity issues within our school community.
- Newly formed Diversity, Equity and Inclusion (DEI) Team will create a school-wide Equity statement, mission statement, year-long goals and professional development plan for 20-21
- Continued increase of available written materials in the top 4 most represented

333

Arthur Academy Charter School



ABOUT OUR SCHOOL

We are a K-5 Direct Instruction charter school.

All classes use Direct Instruction, therefore, professional development can be tied to all grades consistently and teachers can collaborate on student data daily.

Our maximum student enrollment is 180.

We have 30 students per classroom.

Our student population consists of 3% American Indian, 9% Asian, 1% Black, 22% Hispanic/Latino, 8% multiracial and 57% white. There are eight different languages spoken. 11% of our students qualify for ELL and 7% have IEPs. The meal benefit program is at 29.9%.

The staff is comprised of one administrator, one intervention teacher, one office coordinator and 11 teachers. 100% of the teachers are licensed.

STRENGTHS

Pride points



The Direct Instruction programs work very well for all students.

Staff analyze weekly LPC data. This determines the intervention needs, student placement and instructional coaching needs.

Teachers input quarterly data and it is analyzed by the teacher. The quarterly report allows us to track the progress of each Direct Instruction program during the year.

We believe that communication is a key factor in student success and family happiness. We implemented a new communication tool this year called Bloomz.

GOALS

Opportunities for growth



- 1.) At least 50% of RAA students will receive a score of proficient in math on Oregon's Statewide Assessment.
- 2.) At least 65% of RAA students will receive a score of proficient in ELA on Oregon's Statewide Assessment.
- 3.) All Arthur Academy classes will demonstrate at least 80% mastery in all Direct Instruction subjects on the January 2021 2nd quarter report.
- 4.) All Arthur Academy classes will demonstrate at least 80% mastery in all Direct Instruction subjects on the June 2021 4th quarter report.
- 5.) Decrease the number of Think Time Sheets/referrals given to student by 5% from 3rd quarter of 19/20 to the end of 4th quarter of 20/21.
- 6.) On the Friendly student survey (SEL Curriculum), at least 50% of our students will rate the "helpful friends" question at a 3 or 4.

Rockwood Preparatory Academy



ABOUT OUR SCHOOL

Rockwood Preparatory Academy's (RPA's) mission is to provide excellence and justice in education by ensuring that ALL students (K-6) can demonstrate rock-solid reading, arithmetic, spelling, and writing skills. We provide a model public elementary school that dispels the myth that racial background and economic status are determinative factors in a child's ability to reach high levels of academic achievement.

Rockwood Preparatory Academy enables students to realize their greatest potential, access opportunities for competitive colleges and careers, and become tomorrow's leaders. With every decision we must ask the question, is this best for students? We strive to put our children at the center of all our conversations and decisions. At RPA, we place students at their instructional ability level for core subjects, creating a path to close the achievement gap by using frequent data to drive instruction and reward students for their successes along the way. Students' self-esteem and love for school grows because they experience success. RPA creates an environment where all students succeed, every day.

STRENGTHS

Pride points



High levels of academic growth and achievement during 2018-2019 school year.

Use of restorative and trauma-informed practices.

Implementation of research-based Direct Instruction curriculum in all core academic areas.

High levels of individual support for students, teachers, and families.

School of choice.

GOALS

Opportunities for growth



Strategically plan interventions throughout the daily schedule to support student academic success.

Extend implementation of social emotional learning opportunities to build a safe and positive school community.

Increase academic performance and outcomes for all students, specifically in the areas of ELA and Mathematics.

Foster home-school connections.

Improve attendance focusing on empathy interviews and individualized supports.

Reynolds School District 7

H.B. Lee Middle School

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
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Comprehensive Needs Assessment

Demographics

Demographics Summary

H.B. Lee Middle School is a diverse community of 838 scholars located in the Rockwood neighborhood of East Portland. We are a Title I school with 100% of our students receiving no-cost meals for lunch and breakfast. Our school population is 38% Latino, 18% White, 19% Black/African American, 13% Asian American, and 5% Pacific Islander. 6% of our students identify as Multi-racial and 1% as Native American. Our core content classes have 32 students on average. On average for the last two years, 73% of our students have met the regular attenders requirement. Our staff includes three administrators, 35 general educator, six learning specialists, three counselors, a school social worker, a librarian, an instructional coach, and a school psychologist. In addition, 26 classified staff are on our team, including secretaries, custodians, educational assistants, a testing coordinator, campus monitors, and kitchen staff. We are partnered with ten community agencies, which add multiple additional staff members to our school.

Demographics Strengths

At H.B. Lee our school community is one of the most diverse in the Portland metro area and we view diversity as our greatest strength. We know that it is important for students to identify with the adults who support them. We are very proud of our gains in diversifying our team of educators and support staff. Our classified staff includes Latinx people, staff who identify as Black or African American, staff from Egypt, Asian Americans, and those who identify as a member of the LGBTQ+ community. Many of our classified staff members are bilingual, and four of those who work in the Main Office speak both Spanish and English. Our Administrative and Licensed staff is less diverse, but does include 11 who identify as BIPOC, eight who identify as a member of the LGBTQ+ community. Several members of our staff speak Spanish fluently, and we also have team members who speak Vietnamese, French, Romanian, Russian, Armenian, Korean, Arabic, and Hmong.

Additionally, we are fortunate to have a vibrant SUN after-school program that provides services to around 200 students each quarter. As

part of the Promise School Initiative, our partnership with Self Enhancement, Inc., Latino Network, Multnomah Family Services, IRCO, and NAYA allows us to provide five full-time and four part-time community partners to provide culturally specific supports to our students, staff, and parents during the school day and after school. Trillium Family Services has provided us a full-time mental health provider who meets with students on the Lee campus. Through our community partners, H.B. Lee provides assistance for rent, utilities, food, and clothing to help families stay stable and be successful. In addition to increasing our cultural responsiveness, these partnerships are definitely a highlight of our school and bring many resources to our school and community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our staff does not yet reflect the diversity of the community it serves. **Root Cause:** Our strategies for recruitment and retention of staff of color is not working. Lack of teachers of color in the Portland metro area.

Student Learning

Student Learning Summary

Most groups were at level 3-5 for growth in ELA.

Many groups were at level 3 for growth in Math.

Student Learning Strengths

Our English Language Learners academic growth in ELA is a level 4. Asian academic growth is a level 5 in ELA and Math. White student growth in ELA is a level 4.

All students in ELA and Math showed growth at level 3.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student growth in math is decreasing from previous years. **Root Cause:** Instructional time in math classes has decreased due to schedule change, while class sizes have increased. Intervention model for math needs improvement.

Problem Statement 2 (Prioritized): Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math. **Root Cause:** Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.

Problem Statement 3 (Prioritized): Academic growth for the Black/African American population is not commensurate with other student groups. **Root Cause:** Lack of professional development in culturally responsive teaching. Significant number of Black and African American students receive exclusionary discipline.

Priority Problem Statements

Problem Statement 1: Student growth in math is decreasing from previous years.

Root Cause 1: Instructional time in math classes has decreased due to schedule change, while class sizes have increased. Intervention model for math needs improvement.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math.

Root Cause 2: Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Academic growth for the Black/African American population is not commensurate with other student groups.

Root Cause 3: Lack of professional development in culturally responsive teaching. Significant number of Black and African American students receive exclusionary discipline.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Focused professional development is difficult to implement.

Root Cause 4: Competing initiatives, schedule, lack of substitutes

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We struggle to engage families in the school events and need to increase parent voice in school decisions.

Root Cause 5: Language barriers, lack of technology access in the home, transportation, personal school experiences, relationships with staff

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Overall student attendance is below 76% for all grades (3 year average is 75.3%)

Root Cause 6: Lack of engagement in academics, lack of positive peer and staff relationships, and inability to connect school work with life needs. Some students have family responsibilities that interfere with attendance.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- State Report Card Data

Student Data: Assessments

- STAR Assessment Data (middle of year and end of year)
- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

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

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

2019 Baseline: 30% level 3 or 4

2021 Goal: 35% level 3 or 4

Evaluation Data Sources: OSAS

Summative Evaluation: None

Strategy/Action 1: ELA teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings.

Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their literacy skills.

Staff Responsible for Monitoring: Administrators will review PLC notes and provide feedback.

Title I Components (ORIS Domains): 3.4, 3.5

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards

Problem Statements:

Student Learning 2, 3
School Processes & Programs 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 2: Instructional/VILs coach will work with Lee teachers to increase student engagement in literacy building activities using their ipads.

<p>Strategy's Expected Result/Impact: Teachers will become more fluent in using technology to expand student literacy opportunities and students will gain literacy skills.</p> <p>Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to monitor progress.</p> <p>Title I Components (ORIS Domains): 3.2, 3.5</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development</p>	<p>Problem Statements: Student Learning 1, 2, 3 School Processes & Programs 1</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 3: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format.

<p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Asst. Principal Talus, VILS Coach Jellesma</p> <p>Title I Components (ORIS Domains): 3.2, 3.4</p> <p>Characteristics: Focused Professional Development, Supportive Learning Environment</p>	<p>Problem Statements: Student Learning 1, 2 School Processes & Programs 1</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 4: Instructional staff will participate in professional development on designing units using UDL.

<p>Strategy's Expected Result/Impact: Teachers will create units that address the learning needs of all students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Components (ORIS Domains): 3.2, 3.5, 3.6</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development</p>	<p>Problem Statements: Student Learning 2, 3 School Processes & Programs 1</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 5: Students will use Lexia during their Enrichment period to access literacy support.

Strategy's Expected Result/Impact: Increased literacy skills.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: ELA Teachers, Administration	
Title I Components (ORIS Domains): 3.4, 3.5 Problem Statements: None	
Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Learning

Problem Statement 1: Student growth in math is decreasing from previous years. **Root Cause:** Instructional time in math classes has decreased due to schedule change, while class sizes have increased. Intervention model for math needs improvement.

Problem Statement 2: Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math. **Root Cause:** Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.

Problem Statement 3: Academic growth for the Black/African American population is not commensurate with other student groups. **Root Cause:** Lack of professional development in culturally responsive teaching. Significant number of Black and African American students receive exclusionary discipline.

School Processes & Programs

Problem Statement 1: Focused professional development is difficult to implement. **Root Cause:** Competing initiatives, schedule, lack of substitutes

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

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

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

Evaluation Data Sources: OSAS

Summative Evaluation: None

Strategy/Action 1: ELA teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings.	
Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their literacy skills.	Formative
Staff Responsible for Monitoring: Administrators will review PLC notes and provide feedback.	Dec
Title I Components (ORIS Domains): 3.4, 3.5	Mar
Characteristics: None	May
Problem Statements: Student Learning 2	Summative
Funding Sources: None	June
Strategy/Action 2: Instructional/VILs coach will work with Lee teachers to increase student engagement in literacy building activities using their ipads.	
Strategy's Expected Result/Impact: Teachers will become more fluent in using technology to expand student literacy opportunities and students will gain literacy skills.	Formative
Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to monitor progress.	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: None	May
Problem Statements: None	Summative
Funding Sources: None	June

Strategy/Action 3: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format.

Strategy's Expected Result/Impact: Increased student engagement	Formative
Staff Responsible for Monitoring: Asst. Principal Talus, VILS Coach Jellesma	Dec
Title I Components (ORIS Domains): 3.2, 3.4	Mar
Problem Statements: None	May
Characteristics: Focused Professional Development, Supportive Learning Environment	Funding Sources: None
	Summative
	June

Strategy/Action 4: Instructional staff will participate in professional development on designing units using UDL.

Strategy's Expected Result/Impact: Teachers will create units that address the learning needs of all students.	Formative
Staff Responsible for Monitoring: Administrators	Dec
Title I Components (ORIS Domains): 3.4, 3.5	Mar
Problem Statements: School Processes & Programs 1	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	Funding Sources: None
	Summative
	June

Strategy/Action 5: Students will use Lexia during their Enrichment period to access literacy support.

Strategy's Expected Result/Impact: Increased literacy skills.	Formative
Staff Responsible for Monitoring: ELA Teachers, Administration	Dec
Title I Components (ORIS Domains): 3.4, 3.5	Mar
Problem Statements: Student Learning 2	May
Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards	Funding Sources: None
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Learning

Problem Statement 2: Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math. **Root Cause:** Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.

School Processes & Programs

Problem Statement 1: Focused professional development is difficult to implement. **Root Cause:** Competing initiatives, schedule, lack of substitutes

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

Baseline: 29.5%

Goal: 35%

Evaluation Data Sources: STAR Assessment Proficiency Report

Summative Evaluation: None

Strategy/Action 1: We will administer STAR four times this year and use the data to identify students instructional needs. Teachers will use this data during PLC planning time to make instructional decisions.

Strategy's Expected Result/Impact: Teachers will be able to use data to more effectively plan interventions.

Staff Responsible for Monitoring: Testing coordinator and administrators will support implementation.

Title I Components (ORIS Domains): 3.4, 3.5

Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching

Problem Statements:

Student Learning 2

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Student Learning

Problem Statement 2: Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math. **Root Cause:** Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.

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

2019 Baseline: 25%

2021 Goal: 50%

Evaluation Data Sources: ELPA

Summative Evaluation: None

Strategy/Action 1: ELD teachers will collaborate with other grade level teaches to develop UDL Unit Plans during their common prep time and weekly PLC meetings.	
Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their language skills.	Formative
Staff Responsible for Monitoring: Administrators will review monthly PLC notes and provide feedback.	Dec
Title I Components (ORIS Domains): 3.4, 3.5	Mar
Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	May
Problem Statements: Student Learning 2, 3	Summative
Funding Sources: None	June

Strategy/Action 2: ELD Teachers will deliver language instruction through integrated ELD core ELA and Social Studies classes.	
Strategy's Expected Result/Impact: Student will have consistent language instruction and support.	Formative
Staff Responsible for Monitoring: PLCs, administrators.	Dec
Title I Components (ORIS Domains): 3.2, 3.4, 3.5	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication	May
Problem Statements: Student Learning 2	Summative
Funding Sources: None	June



No Progress



Accomplished



Continue/Modify



Discontinue

Student Learning

Problem Statement 2: Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math. **Root Cause:** Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.

Problem Statement 3: Academic growth for the Black/African American population is ~~not~~ commensurate with other student groups. **Root Cause:** Lack of professional

development in culturally responsive teaching. Significant number of Black and African American students receive exclusionary discipline.

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

2019 Baseline: 15%

2021 Goal: 20%

Evaluation Data Sources: OSAS

Summative Evaluation: None

Strategy/Action 1: Math teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings.		
Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their numeracy skills.		Formative
Staff Responsible for Monitoring: Administrators will review monthly PLC notes and provide feedback.		Dec
Title I Components (ORIS Domains): 3.4	Problem Statements: None	Mar
Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Students will be provided with 1-1 ipads via the Verizon Innovative Learning program, giving them access to technology at home.		
Strategy's Expected Result/Impact: Students will be able to engage in academic activities outside school hours, increasing their academic skills.		Formative
Staff Responsible for Monitoring: Principal, Coach, building A-Team, and district VILS team will meet regularly to assess progress.		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June

Strategy/Action 3: Instructional/VILs coach will work with Lee teachers to increase student engagement in literacy building activities using their ipads.

Strategy's Expected Result/Impact: Teachers will become more fluent in using technology to expand student numeracy opportunities.	Formative
Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to monitor progress.	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: None	May
Problem Statements: None	Summative
Funding Sources: None	June

Strategy/Action 4: Students will use Dreambox during Enrichment period to increase their math skills.

Strategy's Expected Result/Impact: Students will gain numeracy skills.	Formative
Staff Responsible for Monitoring: Principal. Math Teachers.	Dec
Title I Components (ORIS Domains): 3.4, 3.5	Mar
Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	May
Problem Statements: None	Summative
Funding Sources: None	June

Strategy/Action 5: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format.

Strategy's Expected Result/Impact: Increased student engagement	Formative
Staff Responsible for Monitoring: Asst. Principal Talus, VILS Coach Jellesma	Dec
Title I Components (ORIS Domains): 3.2, 3.4	Mar
Characteristics: Focused Professional Development, Supportive Learning Environment	May
Problem Statements: Student Learning 1, 2 School Processes & Programs 1	Summative
Funding Sources: None	June

Strategy/Action 6: Instructional staff will participate in professional development on designing units using UDL.		
Strategy's Expected Result/Impact: Increased student engagement and learning for all groups.		Formative
Staff Responsible for Monitoring: Administrators.		Dec
Title I Components (ORIS Domains): 3.2, 3.4	Problem Statements: None	Mar
Characteristics: High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment	Funding Sources: None	May
		Summative
		June
Strategy/Action 7: Students will use Dreambox during their Enrichment period to increase literacy skills.		
Strategy's Expected Result/Impact: Increased literacy skills.		Formative
Staff Responsible for Monitoring: ELA Teachers, Administration		Dec
Title I Components (ORIS Domains): 3.4, 3.5	Problem Statements: Student Learning 2	Mar
Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards	Funding Sources: None	May
		Summative
		June
Strategy/Action 8: Instructional staff will participate in professional development on designing units using UDL.		
Strategy's Expected Result/Impact: Increased student engagement and learning for all groups.		Formative
Staff Responsible for Monitoring: Administrators.		Dec
Title I Components (ORIS Domains): 3.2, 3.4	Problem Statements: None	Mar
Characteristics: High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment	Funding Sources: None	May
		Summative
		June

Strategy/Action 9: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format.

Strategy's Expected Result/Impact: Increased student engagement	Formative
Staff Responsible for Monitoring: Asst. Principal Talus, VILS Coach Jellesma	Dec
Title I Components (ORIS Domains): 3.2, 3.4	Mar
Characteristics: Focused Professional Development, Supportive Learning Environment	May
Problem Statements: Student Learning 2 School Processes & Programs 1	Summative
Funding Sources: None	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Learning

Problem Statement 1: Student growth in math is decreasing from previous years. **Root Cause:** Instructional time in math classes has decreased due to schedule change, while class sizes have increased. Intervention model for math needs improvement.

Problem Statement 2: Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math. **Root Cause:** Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.

School Processes & Programs

Problem Statement 1: Focused professional development is difficult to implement. **Root Cause:** Competing initiatives, schedule, lack of substitutes

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

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

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

Evaluation Data Sources: OSAS

Summative Evaluation: None

Strategy/Action 1: Math teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings.		
Strategy's Expected Result/Impact: Students will have more consistent learning opportunities and make gains in their numeracy skills.		Formative
Staff Responsible for Monitoring: Administrators will review weekly PLC notes and provide feedback.		Dec
Title I Components (ORIS Domains): 3.4, 3.5	Problem Statements: None	Mar
Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Students will be provided with 1-1 ipads via the Verizon Innovative Learning program, giving them access to technology at home.		
Strategy's Expected Result/Impact: Students will be able to engage in academic activities outside school hours, increasing their academic skills.		Formative
Staff Responsible for Monitoring: Principal, Coach, building A-Team, and district VILS team will meet regularly to assess progress.		Dec
Title I Components (ORIS Domains): 3.5, 3.6	Problem Statements: None	Mar
Characteristics: High Standards and Expectations for All Students, Supportive Learning Environment	Funding Sources: None	May
		Summative
		June

Strategy/Action 3: Instructional/VILs coach will work with Lee teachers to increase student engagement in math skill building activities using their ipads.

Strategy's Expected Result/Impact: Teachers will become more fluent in using technology to expand student numeracy opportunities.		Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to monitor progress.		
Title I Components (ORIS Domains): 3.2, 3.4, 3.5	Problem Statements: None	
Characteristics: High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment	Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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

Baseline: 14%

Goal: 20%

Evaluation Data Sources: STAR Assessment Summary Report

Summative Evaluation: None

Strategy/Action 1: We will administer STAR four times this year and use the data to identify students for Title 1 and classroom support.		
Strategy's Expected Result/Impact: Teachers will be able to use data to more effectively plan interventions.		Formative
Staff Responsible for Monitoring: Testing coordinator and administrators will support implementation.		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

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

Evaluation Data Sources: Staff survey

Summative Evaluation: None

Strategy/Action 1: Instructional staff will read Culturally Responsive Teaching and the Brain and participate in a monthly professional development to discuss the book.	
Strategy's Expected Result/Impact: Increased use of culturally responsive teaching strategies. Increased student engagement.	Formative
Staff Responsible for Monitoring: Principal	Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.6	Mar
Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment	May
Problem Statements: Student Learning 3 School Processes & Programs 1	Summative
Funding Sources: None	June
Strategy/Action 2: Equity Team will meet monthly and will plan/lead 6 building wide professional development sessions for staff throughout the year that focus specifically on action steps for culturally responsive teaching strategies.	
Strategy's Expected Result/Impact: Increased student engagement	Formative
Staff Responsible for Monitoring: Principal. Building Equity Team.	Dec
Title I Components (ORIS Domains): 3.2, 3.6	Mar
Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment	May
Problem Statements: None	Summative
Funding Sources: None	June

Strategy/Action 3: Cultural Responsiveness Framework Committee will analyze building efforts and identify additional professional development for staff and create alignment among building committees.

Strategy's Expected Result/Impact: Staff will increase skills in culturally responsive practices.	Formative
Staff Responsible for Monitoring: Administrators. CRF Committee.	Dec
Title I Components (ORIS Domains): 3.1, 3.4, 3.6	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development	May
Problem Statements: Student Learning 3 School Processes & Programs 1	Summative
Funding Sources: None	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Student Learning

Problem Statement 3: Academic growth for the Black/African American population is not commensurate with other student groups. **Root Cause:** Lack of professional development in culturally responsive teaching. Significant number of Black and African American students receive exclusionary discipline.

School Processes & Programs

Problem Statement 1: Focused professional development is difficult to implement. **Root Cause:** Competing initiatives, schedule, lack of substitutes





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

Strategy/Action 1: Advisory Teachers and the Lee Student Engagement Team will meet weekly to identify students who are not regularly attending. The team will contact families to discuss strategies for engagement and provide support.	
Strategy's Expected Result/Impact: Students will attend more regularly.	Formative
Staff Responsible for Monitoring: Engagement Team: Asst. Principals, Counselors, Social Worker, SRO, Attendance Secretary, Special Ed Case Managers.	Dec
Title I Components (ORIS Domains): 3.3	Mar
Characteristics: High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement	May
Problem Statements: Student Learning 2 Perceptions 3	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Learning	
Problem Statement 2: Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math. Root Cause: Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.	
Perceptions	
Problem Statement 3: Overall student attendance is below 76% for all grades (3 year average is 75.3%) Root Cause: Lack of engagement in academics, lack of positive peer and staff relationships, and inability to connect school work with life needs. Some students have family responsibilities that interfere with attendance.	

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

Evaluation Data Sources: VILS Survey





Summative Evaluation: None

Strategy/Action 1: Instructional Coach and school teacher Tech Team will plan student lessons on how to navigate ipad apps and other digital tools.	
Strategy's Expected Result/Impact: Students will learn more content and skills.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Principal, Coach and Tech Team will meet monthly to discuss and plan..	
Title I Components (ORIS Domains): None	
Characteristics: None	
Problem Statements: Student Learning 2	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Learning	
Problem Statement 2: Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math. Root Cause: Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.	

Performance Objective 4: Increase percentage of staff who say that students are engaged in learning will increase from 75% to 90%.

Evaluation Data Sources: CEE Survey

Summative Evaluation: None

Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement.	
Strategy's Expected Result/Impact: Students will learn more because they are more engaged.	Formative
Staff Responsible for Monitoring: Admin and Coach will meet twice a month to plan.	Dec
Title I Components (ORIS Domains): 3.2	Mar
Characteristics: Focused Professional Development	May
Problem Statements: School Processes & Programs 1	Summative
Funding Sources: None	June
Strategy/Action 2: Instructional Coach will provide support to teachers in using ipads to increase engagement.	
Strategy's Expected Result/Impact: Teachers will use technology to increase engagement. Students will be more engaged.	Formative
Staff Responsible for Monitoring: Principal and Coach will meet every two weeks to assess.	Dec
Title I Components (ORIS Domains): 3.2, 3.5	Mar
Characteristics: High Levels of Collaboration and Communication, Focused Professional Development	May
Problem Statements: Student Learning 1, 2, 3	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Learning	
Problem Statement 1: Student growth in math is decreasing from previous years. Root Cause: Instructional time in math classes has decreased due to schedule change, while class sizes have increased. Intervention model for math needs improvement.	
Problem Statement 2: Other than regular attenders, all student groups are at a level 1 in achievement in OSAS ELA and Math. Root Cause: Students are lack skills and we have not provided instruction and programs that have closed those gaps. We have a need for professional development in culturally responsive teaching.	
Problem Statement 3: Academic growth for the Black/African American population is not commensurate with other student groups. Root Cause: Lack of professional development in culturally responsive teaching. Significant number of Black and African American students receive exclusionary discipline.	
School Processes & Programs	

Problem Statement 1: Focused professional development is difficult to implement. **Root Cause:** Competing initiatives, schedule, lack of substitutes

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

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

Evaluation Data Sources: CEE Survey

Summative Evaluation: None

Strategy/Action 1: Individual parent conferences will be scheduled with each family three times during the school year.		
Strategy's Expected Result/Impact: Increase communication with families.		Formative
Staff Responsible for Monitoring: Administrators. Advisory teachers.		Dec
Title I Components (ORIS Domains): 3.3	Problem Statements: Perceptions 1	Mar
Characteristics: High Levels of Family and Community Involvement	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Teachers will use our school wide system for posting lessons in Schoology and inform families where to look for student work.		
Strategy's Expected Result/Impact: Parents will be able to support student learning at home.		Formative
Staff Responsible for Monitoring: Teachers. Administrators.		Dec
Title I Components (ORIS Domains): 3.3	Problem Statements: Perceptions 1	Mar
Characteristics: High Standards and Expectations for All Students, High Levels of Family and Community Involvement	Funding Sources: None	May
		Summative
		June

Strategy/Action 3: Lee Student Engagement Team will meet weekly to identify students who are not regularly attending. The team will contact families to discuss strategies for engagement and provide support.

Strategy's Expected Result/Impact: Students will attend more regularly.		Formative
Staff Responsible for Monitoring: Engement Team: Asst. Principals, Counselors, Social Worker, SRO, Attendance Secretary, Special Ed Case Managers.		
Title I Components (ORIS Domains): 3.3	Problem Statements: None	Dec
Characteristics: High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement	Funding Sources: None	Mar
		May
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Perceptions

Problem Statement 1: We struggle to engage families in the school events and need to increase parent voice in school decisions. **Root Cause:** Language barriers, lack of technology access in the home, transportation, personal school experiences, relationships with staff

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

Evaluation Data Sources: CEE Survey

Summative Evaluation: None

Strategy/Action 1: School will evaluate and hone home communication systems by consulting with family groups and community partners.	
Strategy's Expected Result/Impact: Families will receive information in a format that is helpful and easy to understand.	Formative
Staff Responsible for Monitoring: Administrators.	Dec
Title I Components (ORIS Domains): 3.3, 3.6	Mar
Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	May
Problem Statements: Perceptions 1	Summative
Funding Sources: None	June
Strategy/Action 2: Principal will provide Family Newsletter once a month using the Smore platform to increase families' ability to read the newsletter in multiple languages.	
Strategy's Expected Result/Impact: Family who are not English dominate will get information they can understand.	Formative
Staff Responsible for Monitoring: Principal	Dec
Title I Components (ORIS Domains): 3.3, 3.6	Mar
Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	May
Problem Statements: Perceptions 1	Summative
Funding Sources: None	June

Strategy/Action 3: Administrators, Instructional Coach and others will provide monthly Parent Academies to support CDL.

Strategy's Expected Result/Impact: Families will increase their understanding of how to engage in CDL.		Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Administrators		
Title I Components (ORIS Domains): 3.3, 3.6	Problem Statements: Perceptions 1	
Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Perceptions





Problem Statement 1: We struggle to engage families in the school events and need to increase parent voice in school decisions. **Root Cause:** Language barriers, lack of technology access in the home, transportation, personal school experiences, relationships with staff

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

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

Evaluation Data Sources: CEE Survey

Summative Evaluation: None

Strategy/Action 1: Advisory Planning Team will collaborate with other district middle schools on the development of a district SEL sequence and provide Advisory lesson for teachers that will be implemented with fidelity.	
Strategy's Expected Result/Impact: Increased focus on SEL instruction.	Formative
Staff Responsible for Monitoring: Administrators	Dec
Title I Components (ORIS Domains): 3.4, 3.5	Mar
Problem Statements: None	May
Characteristics: High Levels of Collaboration and Communication, Supportive Learning Environment	Summative
Funding Sources: None	June
Strategy/Action 2: Students will engage in weekly homeroom lessons that focus on social emotional learning, community building, growth mindset, and equity.	
Strategy's Expected Result/Impact: Students will feel more connected to the school and more able to engage in learning.	Formative
Staff Responsible for Monitoring: Advisory Teachers. Administrators.	Dec
Title I Components (ORIS Domains): 3.4, 3.5	Mar
Problem Statements: None	May
Characteristics: Supportive Learning Environment	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Plan Notes

DISCIPLINE

Priorities:

- * Physical aggression, Fighting, harassment, drugs/alcohol, truancy, and disrespect have increased since 2017-2018

To work on:

- * accurate data input
- * consistency in reporting

ATTENDANCE

Priorities:

- * Increase school attendance to 90% or above
- * 8th grade attendance is consistently lower than other grades for all months

To work on:

- * Checking in with poor attending students
- advisory teachers weekly check in with students at 80-90% attendance and communicate home
- * Calling home regularly - teacher calls
- * Keep regular and accurate data

-accurate attendance taking

Campus Funding Summary

Reynolds School District 7

Reynolds Middle School

Improvement Plan

2020-2021



Mission Statement

The RMS Family is built on relationships. We foster growth through collaborative, culturally-rich, relevant, and challenging instruction. We promote passionate learning to inspire productive members of humanity who positively contribute to a changing world.

Vision

The RMS Family will learn and grow as productive members of humanity by celebrating and building upon the richness of our community.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds Middle School serves a diverse community in the city of Fairview, with 38 different languages spoken. Currently, we have 991 students enrolled. We are 56% Latino, 22% White, 3% Asian, 6% Two or More Races, 7% African-American, 3% Asian Pacific Islander, and 3% Native American. We are a Title 1 school with all students in the school receiving free breakfast and lunch. We are proud to work with a diverse array of community partners including Latino Network, Self Enhancement Incorporated, IRCO, Trillium, Metropolitan Family Services, Northwest Family Services, All Hands Raised, DHS, and the Oregon Food Bank. These partnerships enrich our school and provide culturally-specific supports for our students. A majority of students at Reynolds Middle School experience poverty. 95% of the student body qualifies for free and reduced lunch.

Our school staff is comprised of 3 administrators, 47 teachers, 25 classified staff, 1 speech pathologist, 1 school psychologist, 3 counselors, and 2 social workers. 97% of our staff have 3 or more years of experience. The turnover rate for staff at Reynolds Middle School is only 10%. The school staff is not as diversified as the student body, with 98% identifying as white.

Demographics Strengths

There is strength to be found in the diversity of Reynolds Middle School. RMS students are part of a strong and diverse community of learners. Our student body reflects the diversity of the community we serve (56% Latinx, 3% Native Hawaiian or Pacific Islander, 7% African American, 3% Native American, 22% White). Our priority is to make sure that RMS is a place where all of our students and families are welcomed, feel valued and can access the support they need to be successful.

The vast majority of our students speak more than one language and are on a pathway toward fluent bilingualism. Because of AVID and scaffolding supports, our students are on a trajectory toward being first-generation college graduates.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Though our student population is extremely diverse, the vast majority of RMS staff are White, resulting in a challenge for students to identify like role models. **Root Cause:** Hiring practices and recruitment do not yet meet the needs of our district.

Student Learning

Student Learning Summary

2018-19:

29% of students scored meets or exceeds on their ELA OSAS assessment. This is a decrease of 4% from the previous year and 25% below the state average.

17% of students scored meets or exceeds on their Math OSAS assessment. This is a decrease of 2% from the previous year and 22% below the state average.

Most groups were at level 3-4 for growth in ELA on OSAS.

Many groups were at level 3 for growth in Math on OSAS.

Overall, all students were at a level 1 in ELA and Math.

STAR Data from 2019-20 School Year:

25.6% of students were proficient on district benchmarks on their ELA STAR assessment.

White 42.1% (83 out of 197 students scored at or above the minimum district benchmark proficiency level)

Multiple 40.4% (23 out of 57 students scored at or above the minimum district benchmark proficiency level)

Asian 30% (21 out of 70 students scored at or above the minimum district benchmark proficiency level)

Latinx 17.9% (82 out of 459 students scored at or above the minimum district benchmark proficiency level)

American Indian or Alaska Native 16.7% (1 out of 6 students scored at or above the minimum district benchmark proficiency level)

Black 11.1% (6 out of 54 students scored at or above the minimum district benchmark proficiency level)

28.4% of students were proficient on district benchmarks on their Math STAR assessment.

White 47% (71 out of 151 students scored at or above the minimum district benchmark proficiency level)

Multiple 32.7% (16 out of 49 students scored at or above the minimum district benchmark proficiency level)

Asian 26.1% (12 out of 46 students scored at or above the minimum district benchmark proficiency level)

Latinx 22.6% (84 out of 372 students scored at or above the minimum district benchmark proficiency level)

American Indian or Alaska Native 16.7% (1 out of 6 students scored at or above the minimum district benchmark proficiency level)

Black 13.6% (6 out of 44 students scored at or above the minimum district benchmark proficiency level)

Student Learning Strengths

2018-19 ELA OSAS:

- 84% of Tag students scored meets or exceeds.
- 48% of white students scored meets or exceeds.
- 36% of multi racial students scored meets or exceeds.
- 44% of Asian students scored meets or exceeds.

2018-19 Math OSAS:

- 81% of TAG students scored meets or exceeds.
- 27% of Asian students scored meets or exceeds.
- 32% of white students scored meets or exceeds.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: RMS academic achievement is not at the state or district benchmarks; and there is a gap between white student achievement and

achievement for students of color. **Root Cause:** We suffer from both attendance challenges and a lack of culturally specific instruction for our students. We need more professional development in UDL (Universal Design Lesson) and first-time instruction for all students has not yet become a reality.

School Processes & Programs

School Processes & Programs Summary

- Strong school leadership team participates in making key decisions.
- Foundation team has designed daily foundation lessons for students that focus on growth mindset, restorative practices, building strong relationships, and implementing community circles.
- PBIS team meets once per month to examine trend in discipline data, suggest re-teaching topics for homeroom lessons, and plan interventions for red and yellow zone students.
- Equity Team meets once a month to create, plan, and lead, building wide professional development on increasing culturally responsive teaching practices.
- Engagement attendance team meets every two weeks to plan interventions for students who struggle with attendance.
- School has after school detention program in place which serves as a strong deterrent for negative behaviors and reduces the amount of exclusionary discipline.
- Teachers meet in Tier One data teams weekly during CDL to discuss struggling students and plan interventions.
- Teachers meet in Tier 2 / 3 data teams every 4 weeks during CDL to discuss struggling students and plan interventions.
- Partnership with SEI, Greater Than, and NAYA for student mentorship services
- Partnership with IRCO to provide enrichment classes, family services, and Slavic Youth mentorship support

School Processes & Programs Strengths

- Systems in place for regular team meetings (Equity, Restorative Practices, SEL, and Safety)
- Building-wide professional development focus on Equity throughout the year
- Strong buy-in/compliance with implementation of foundation lessons
- Strong collaboration between teachers, counselors, and administrators to create and sustain supports for struggling students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Overall chronic absence in 2019/20 was 21.3%. That is 206 students out of a total of 966 students). **Root Cause:** Ineffective system for incentivizing positive school attendance and lack of engagement with distance learning.

Perceptions

Perceptions Summary

Based on numerous Foundations surveys, students derive value from our daily Foundations lessons and the culture of inclusiveness they facilitate.

There continue to be concerns about bullying and harassment, both in, and out of school based on CEE survey results, with less than half of our students reporting that the school rules against bullying are enforced consistently. The survey data indicates that students believe the staff values the diversity of our students and the myriad cultures and languages present at RMS.

Taken from the Spring 2020 CEE Reynolds Middle School Report:

EES-Staff | Characteristics Top 5 / Bottom 5 Change since 2019

- We have a system for celebrating student success +20.8%
- My colleagues welcome new ideas and change +12.2%
- We hold one another accountable for student learning + 9.4%
- I understand instructional strategies to support social emotional learning objectives +9.0%
- Lesson purpose is clearly communicated to students +6.7%
- Appropriate data are used to guide school-directed professional development -23.4%
- Our teachers engage in professional development activities to learn and apply new skills and strategies -25.6%
- I participate in a professional learning community focused on improving student learning, e.g., analysis of student -30.8%
- Struggling students receive early intervention and remediation to acquire skills – 31.5%
- The development of students' social emotional learning enhances the learning environment in our classrooms -37.2%

Student Survey:

EES-Student | Top 5 / Bottom 5 Change in % Positive since 2019

- I take responsibility for working on my goals +20.9%
- It's important to me that I improve my skills this year +18.6%
- I concentrate on my schoolwork +17.5%
- Student success is celebrated in this school +17.3%
- The rules against bullying are enforced by all adults in this school +16.9%
- Discipline problems are handled fairly and quickly in this school +3.1%
- I have a plan for what I want to do after high school +2.7%
- My teacher(s) believe student learning is important +1.6%
- This school is orderly and well maintained +0.8%

383

- My teacher(s) expect me to do my best +0.5%

Parent Survey:

EES-Student | Top 5 / Bottom 5 Change in % Positive since 2019

- Struggling students receive early intervention and additional help at this school +27.6%
- The improvement goals of this school are shared with all parents +26.5%
- My child learns about the cultures of our community at his or her school +17.2%
- Teachers in this school provide students with a variety of learning opportunities +16.9%
- This school communicates with me about my child's progress +16.4%
- The principal or other administrators at this school listen to my ideas/concerns -3.7%
- Communication/materials I receive from the school are in a language I can. Understand -4.9%
- My child enjoys going to school -5.1%
- My child is challenges with a rigorous, ambitious course of study at this school -6.8%
- My child is given regular progress updates from his/her teacher -9.0%

Perceptions Strengths

- There is strength in our diversity.
- Bilingualism is valued.
- Our students are resilient, capable of achieving at high levels.
- See attached CEE survey results for Students, Staff, and Parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents identified a need for to be challenged with a rigorous, ambitious course of study at this school **Root Cause:** During distance learning teachers will need to have access to resources and technology that will allow them to effectively engage students, provide remediation, and increase rigor

Problem Statement 2: Parents identified a need for more communication about progress updates **Root Cause:** Distance learning created an increased need for parents to support students with learning while simultaneously creating increased feelings of disconnection and obstacles for communication from the school

Problem Statement 3: Staff identified the need for a professional learning community focused on improving student learning **Root Cause:** Professional

learning must consistently define the expectations for the implementation, details, and outcomes in distance learning.

Priority Problem Statements

Problem Statement 1: Though our student population is extremely diverse, the vast majority of RMS staff are White, resulting in a challenge for students to identify like role models.

Root Cause 1: Hiring practices and recruitment do not yet meet the needs of our district.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- School and District Report Cards (RC) and Assessment Group Reports (AGR)
- State Report Card Data

Student Data: Assessments

- STAR Assessment Data (middle of year and end of year)
- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions
- English Language Proficiency Assessment (ELPA21) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Equity data

Parent/Community Data

- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Equity:

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

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

Summative Evaluation: None

Strategy/Action 1: The RMS Engagement Team in their bi-weekly meetings, will focus on "Yellow Zone" students-those whose attendance falls within the 80-89% range and personalize strategies to meet the needs of individual students. The strategies will include but not be limited to, home visits and one-on-one conferences with students.	
<p>Strategy's Expected Result/Impact: Most, if not all "Yellow Zone" attendance students will increase their composite attendance to 90%. Recognizing that the "Yellow Zone" represents a diverse group of students, improving attendance will serve the dual effect of reducing the attendance equity gap."</p> <p>Staff Responsible for Monitoring: Shaunice Silas & RMS Engagement Team</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.4</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative
	Dec
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	May
	Summative
	June

Strategy/Action 2: Foundations teachers and Student support team will call home for students with attendance between 80% and 90%, inviting the student back to school.

<p>Strategy's Expected Result/Impact: Creating a welcoming environment will contribute to "Yellow Zone" students increasing their attendance.</p> <p>Staff Responsible for Monitoring: Administrators/ Attendance Secretary</p> <p>Title I Components (ORIS Domains): None Problem Statements: None</p> <p>Characteristics: None Funding Sources: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June

Strategy/Action 3: Based on current "Yellow Zone" attendance data, we will customize attendance strategies for historically marginalized students who fall within the "yellow category" of 85-90% attendance.

<p>Strategy's Expected Result/Impact: The percentage of regular attenders will increase</p> <p>Staff Responsible for Monitoring: RMS engagement Team</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.4 Problem Statements: None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Family and Community Involvement Funding Sources: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June

Strategy/Action 4: School-wide attendance system implementation with acknowledge student online engagement. - importance of attendance communicated through newsletters and parent conferences -incentive prizes earned for classroom engagement - monthly engagement awards presented in monthly video

<p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Shaunice Silas, Counselors, Sara Idle and Darryl Coppedge</p> <p>Title I Components (ORIS Domains): None Problem Statements: None</p> <p>Characteristics: None Funding Sources: None</p>	Formative
	Dec
	Mar
	May
	Summative
	June

Strategy/Action 5: Case managers are assigned to each grade level to support attendance/virtual engagement effort. All interventions, support, and concerns are reviewed at weekly attendance meetings.

Strategy's Expected Result/Impact: Increased attendance	Formative Dec Mar May Summative June	
Staff Responsible for Monitoring: Darryl Coppedge		
Title I Components (ORIS Domains): None		Problem Statements: None
Characteristics: None		Funding Sources: None

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: CEE Data and STAR Data

Summative Evaluation: None

Strategy/Action 1: Book study of "Culturally Responsive Teaching and the Brain " school wide over the course of the 2020-21 school year..	
<p>Strategy's Expected Result/Impact: We will re-frame our equity challenges through the book study, with the expectation that our Equity committee will provide a new voice around equity at RMS, in addition to teacher-leading professional development around the topic.</p> <p>Staff Responsible for Monitoring: Shaunice Silas, BTT, Equity Committee</p> <p>Title I Components (ORIS Domains): 3.1, 3.3, 3.4, 3.5 Problem Statements: None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development Funding Sources: Books for all staff Title I</p>	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p>
	<p>Summative</p> <p>June</p>
Strategy/Action 2: We will implement the Promise Neighborhoods Initiative work at RMS, which includes partners from multiple agencies who will work directly with caseloads of students and their families to support their academic success.	
<p>Strategy's Expected Result/Impact: Culturally specific support for our students will boost academic support and reduce disproportionate discipline related to race.</p> <p>Staff Responsible for Monitoring: Principal Silas and Assistant Principal Coppedge will attend weekly partner meetings to plan and assess progress.</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.3 Problem Statements: None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement Funding Sources: None</p>	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p>
	<p>Summative</p> <p>June</p>

Strategy/Action 3: We will re-establish a student Restorative Practice group that will engage in peer mediation/student leadership with support from Maria Scanelli of Resolutions Northwest and our community partnerships, to help students in conflict.

Strategy's Expected Result/Impact: Disproportionate discipline related to student conflict will be reduced.	Formative
Staff Responsible for Monitoring: Principal Silas and Darryl Coppedge	Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	Summative
Funding Sources: None	June

Strategy/Action 4: Growth in learning and implementation of culturally responsive teaching that emphasizes equity, inclusion and diversity by supporting professional development of UDL.

Strategy's Expected Result/Impact: Increased first time instruction	Formative
Staff Responsible for Monitoring: Sara Idle, Alyson Drain, Principal Silas and Darryl Coppedge	Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	Summative
Funding Sources: None	June

Strategy/Action 5: Implement the Verizon Innovative Learning School grant that provides an IPAD for all students at RMS.

Strategy's Expected Result/Impact: Student engagement and personalized instruction will e greatly enhanced, resulting in better academic performance based on grades.

Staff Responsible for Monitoring: Shaunice Silas, VILS Instructional Coach Alyson Drain, Sara Idle, and Library Media Teacher Trish will meet regularly to plan efforts.

Title I Components (ORIS Domains): 3.1, 3.3, 3.4

Problem Statements: None

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

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

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

Evaluation Data Sources: VILS student surveys.

Summative Evaluation: None

Strategy/Action 1: We will provide ongoing, robust professional development for staff during Monday late starts, related to instructional technology and subject specific app.	
Strategy's Expected Result/Impact: Staff will deliver, differentiated, engaging instruction to students, meeting them where they are at.	Formative
Staff Responsible for Monitoring: InstructionalCoach Alyson Drain	Dec
Title I Components (ORIS Domains): None	Mar
Characteristics: None	May
Problem Statements: None	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 2: Student Achievement:

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

Evaluation Data Sources: OSAS/ELPA





Summative Evaluation: None

Strategy/Action 1: Continue to have every certified staff member participate in a Professional Learning Community		
Strategy's Expected Result/Impact: Improvement on the OSAS		Formative
Staff Responsible for Monitoring: RMS Administration and Academic Departments and Instructional Coach		Dec
Title I Components (ORIS Domains): 3.1, 3.2	Problem Statements: None	Mar
Characteristics: Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: 100% of teachers will engage in monthly professional development focused on Universal Design for Learning		
Strategy's Expected Result/Impact: Motivation and engagement of students and first time instruction.		Formative
Staff Responsible for Monitoring: Instructional coach and administration team		Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	Problem Statements: None	Mar
Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Evaluation Data Sources: ELPA





Summative Evaluation: None

Strategy/Action 1: English learners are in all classes, and ELD teachers collaborate with general education teachers to design classrooms that are language-enriched and content accessible. General educator and ELD teachers share the responsibility for instructing the students identified for English language development services.	
Strategy's Expected Result/Impact: Identifying successful practices that all can implement will contribute to the aforementioned goal.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Sara Idle/Shاونice Silas/Jill King/ELD teachers	
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	
Problem Statements: None	
Characteristics: Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development	
Funding Sources: None	
Strategy/Action 2: The building instructional coach will work with core content teachers to implement effective academic language support for working with ELs.	
Strategy's Expected Result/Impact: Making content accessible for all students will increase engagement, improve grades, and result in goal achievement related to ELPA. During whole class group, synchronous lessons ii. During small group workshop time. The ELD or general education teacher would use breakout rooms to support work on tasks assigned to the general education class, but with a focus on identified language targets.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Sara Idle/Alyson Drain	
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	
Problem Statements: None	
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: OSAS

Summative Evaluation: None

Strategy/Action 1: Content teachers will collaborate during PLC meeting times and bi-monthly Department meetings		
Strategy's Expected Result/Impact: Identifying common successful instructional practices will positively impact math achievement.		Formative
Staff Responsible for Monitoring: Shaunice Silas		Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	Problem Statements: None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

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

Summative Evaluation: None

Strategy/Action 1: We will administer STAR four times this year and use the data to identify students for Math Intervention and classroom support.	
Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals	Formative
Staff Responsible for Monitoring: Sara Idle, Alyson Drain, Darryl Coppedge, Shaunice Silas	Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards	Summative
Funding Sources: None	June
Strategy/Action 2: At least two times a year there is a primary focus on data-driven analysis of summative assessments via validation feedback loop	
Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals	Formative
Staff Responsible for Monitoring: Alyson Drain, Sara Idle	Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	Summative
Funding Sources: None	June

Strategy/Action 3: Professional Learning Community (PLC)

Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals

Staff Responsible for Monitoring: Alyson Drain /Instructional Coach

Title I Components (ORIS Domains): 3.1, 3.2, 3.3

Problem Statements: None

Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication

Funding Sources: None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 4: Enrichment classes added to master schedule and students will have targeted instruction for skill building. (use of Dreambox and PowerUp)

Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals

Staff Responsible for Monitoring: Sara Idle

Title I Components (ORIS Domains): 3.1, 3.2, 3.3

Problem Statements: None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards

Funding Sources: None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 5: We will administer STAR three times this year and use the data to identify students for additional intervention supports.

Strategy's Expected Result/Impact: Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals

Staff Responsible for Monitoring: Stephanie Lynch and Alyson drain

Title I Components (ORIS Domains): 3.1, 3.2, 3.3

Problem Statements: None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards

Funding Sources: None

Formative

Dec

Mar

May

Summative

June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Evaluation Data Sources: OSAS

Summative Evaluation: None

Strategy/Action 1: Content teachers will collaborate during PLC meeting times and bi-monthly Department meetings		
Strategy's Expected Result/Impact: Identifying common successful instructional practices will positively impact ELA achievement.		Formative
Staff Responsible for Monitoring: Shaunice Silas		Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	Problem Statements: None	Mar
Characteristics: Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Fiscal Responsibility:

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

Evaluation Data Sources: CEE Perception Survey

Summative Evaluation: None

Strategy/Action 1: Each of our Community Partnership Team comprised of several existing entities will bring parents and community into the school online during CDL and in the building during hybrid. Bringing these groups together creates a collaborative approach at the school level that is supported. We will work to create affinity student and parent groups online with various community groups.

Strategy's Expected Result/Impact: The percentage as state above, will be decreased.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Darryl Coppedge and community partners (Latino Network, SEI, Resolutions NW and NAYA)	
Title I Components (ORIS Domains): 3.1, 3.2, 3.3 Problem Statements: None	
Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Family and Community Involvement Funding Sources: None	

Strategy/Action 2: Counselors, administrators, and teachers will meet with Tier 2 data teams every four weeks to determine supports needed for identified students.





Strategy's Expected Result/Impact: We will solidify our MTSS process at all tiers.	Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Shaunice Silas, Sara Idle, Counselors, School Psych	
Title I Components (ORIS Domains): 3.1, 3.2, 3.3 Problem Statements: None	
Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: CEE Staff Survey





Summative Evaluation: None

Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement as part of professional development around our VILS Grant.		
Strategy's Expected Result/Impact: The inherent capacity to differentiate instruction via IPADs and content specific Apps, will meet students where they are and serve to personalize instruction.		Formative
Staff Responsible for Monitoring: Sara Idle and Instructional Coach Alyson Drain		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Instructional Coach Alyson Drain will provide support to teachers by providing professional development using IPADs to increase engagement.		
Strategy's Expected Result/Impact: The inherent capacity to differentiate instruction via IPADs and content specific Apps, will meet students where they are and serve to personalize first time instruction.		Formative
Staff Responsible for Monitoring: Sara Idle		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: None	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Evaluation Data Sources: Attendance reports from Synergy and Data Warehouse

Summative Evaluation: None





Strategy/Action 1: The RMS Attendance Team in their weekly meetings, will focus on "Yellow Zone" students-those whose attendance falls within the 80-89% range and personalize strategies to meet the needs of individual students. The strategies will include but not be limited to, on-site visits, and one-on-one virtual conferences with students.	
Strategy's Expected Result/Impact: Most, if not all "Yellow Zone" attendance students will increase their composite attendance to 90%. Recognizing that the "Yellow Zone" represents a diverse group of students, improving attendance will serve the dual effect of reducing the attendance equity gap."	Formative
Staff Responsible for Monitoring: Shaunice Silas & Engagement Team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: None	Summative
Funding Sources: None	June
Strategy/Action 2: Foundations teachers will call home for students with attendance between 80% and 90%, inviting the student back to school.	
Strategy's Expected Result/Impact: Creating a welcoming environment will contribute to "Yellow Zone" students increasing their attendance.	Formative
Staff Responsible for Monitoring: Administrators/ Attendance Secretary	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: None	Summative
Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: Social Emotional Learning:

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

Evaluation Data Sources: CEE Data

Summative Evaluation: None

Strategy/Action 1: Each of our committees create a series of lessons based on the committee focus. These will be part of a rotating calendar and our Building Care Team (SEL committee) will manage this part of it. For example, our AVID committee might focus on WICOR strategies, our Equity committee might focus on social justice focused lessons, etc.	
<p>Strategy's Expected Result/Impact: By integrating SEL into schoolwide practices and instruction, we will teach skills and facilitate opportunities for students to contribute to positive change locally.</p> <p>Staff Responsible for Monitoring: Sara Idle, Shaunice Silas, Alyson Drain,</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p> <p>Summative</p> <p>June</p>
Strategy/Action 2: Students will engage in weekly foundation lessons that focus on social emotional learning, community building and equity.	
<p>Strategy's Expected Result/Impact: RMS will empowers all students to achieve their potential, becoming lifelong learners and compassionate, respectful citizens who contribute to positive change within their local community and global society.</p> <p>Staff Responsible for Monitoring: BTT, Administration, Instructional Coach, Committees</p> <p>Title I Components (ORIS Domains): 3.1, 3.2, 3.5</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
	<p>Formative</p> <p>Dec</p> <p>Mar</p> <p>May</p> <p>Summative</p> <p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: By the end of the school year, the percentage of parents and staff who believe that the district places an emphasis on social emotional learning in addition to core academic instruction will increase by 5%. Parents: Increase from 63% to 75%%
Staff: increase from 47% to 70%

Evaluation Data Sources: CEE Survey

Summative Evaluation: None

Goal 5: Communication :

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

Evaluation Data Sources: CEE Survey

Summative Evaluation: None

Strategy/Action 1: Teachers posting assignments in Schoology and communicating with families about how to locate assignments.	
Strategy's Expected Result/Impact: Increased communication with students and families	Formative
Staff Responsible for Monitoring: Teachers, administration.	Dec
Title I Components (ORIS Domains): 3.1, 3.4, 3.5	Mar
Characteristics: Clear and Shared Focus, Effective School Leadership	May
Problem Statements: None	Summative
Funding Sources: None	June
Strategy/Action 2: Teachers will maintain daily office hours to answer questions from students and families	
Strategy's Expected Result/Impact: Students and families are informed of progress and support	Formative
Staff Responsible for Monitoring: Teachers, administrators	Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.3	Mar
Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	May
Problem Statements: None	Summative
Funding Sources: None	June

Strategy/Action 3: Individual conferences scheduled three times per year with each family. CDL conferences are in October and November.

Strategy's Expected Result/Impact: Students and families are informed about classroom progress.	Formative
Staff Responsible for Monitoring: Teachers and Administrators.	Dec
Title I Components (ORIS Domains): 3.1, 3.2, 3.5	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	Summative
Funding Sources: None	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Plan Notes

DISCIPLINE

Priorities:

- * Physical aggression, Fighting, harassment, drugs/alcohol, truancy, and disrespect have increased since 2017-2018

To work on:

- * accurate data input
- * consistency in reporting

ATTENDANCE

Priorities:

- * Increase school attendance to 90% or above
- * 8th grade attendance is consistently lower than other grades for all months

To work on:

- * Checking in with chronically absent students
- Foundations teachers weekly check in with students at 80-90% attendance and communicate home
- * Calling home regularly - teacher calls
- * Keep regular and accurate data

-accurate attendance taking

March 2020 YTD

Incident	
Alcohol - Possession and/or Use (SUB50)	1
Arson (Setting a Fire) (PP1)	3
Assault/Battery (Physical Attack/Harm) (19
Bullying (PPS3)	7
Chronic Absenteeism (A2)	1
Chronic Tardiness (ATT5)	4
Closed Campus Violation (C2)	1
Disorderly Conduct (Disruptive Behavior)	56
Disrepect to Authority (AL11)	27
Drugs - Possession and/or Use (SUB53)	14
Drugs - Related Behavior / Other (SUB54)	1
Drugs - Sale or Transfer (SUB55)	2
Drugs Exclude Alco/Tobac (Poss,Sale,Use,	6
Fighting (Mutual Altercation) (PPS7)	60
Harassment - Sexual (Unwelcome Sexual Co	15
Harassment - Sexual Orientation (R4)	1
Harassment, Nonsexual (Phys, Verbal, Psy	6
Inappropriate Display of Affection (I1)	1
Indecent Exposure, Lewd Behavior- Sexual	4
Insubordination (Disobedience) (AL9)	35
Non-compliance of Disciplinary Action (A	6
Physical Altercation, Minor (Pushing, Sh	44
Reckless Endangering (R2)	27
Theft - Minor (PPS17)	4
Theft (Stealing Personal or Other Proper	3
Threat/Intimidation (Causing Fear of Har	14
Tobacco - Possession and/or Use (SUB11)	6
Truancy (ATT7)	78
Vandalism (Damage to School or Personal	4
Violation of School Rules (Disobey Schoo	10

410

March 2020 YTD

Weapon - Possession Only (PPS20)	4
Weapon -Threat (PPS21)	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	2	1	Books for all staff		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Reynolds School District 7
Walt Morey Middle School
Improvement Plan
2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Walt Morey is a diverse community of learners located in Troutdale, Oregon. Our school is comprised of 605 students with a make-up of 43% Latino, 42% white, 6% two or more ethnicities, 7% Asian, 1.6% Black/African American, 0.3% Pacific Islander, 0.6% American Indian/Alaskan Native. 49% of our student body speaks a native language other than English, with a total of 19 different home languages being represented. A majority of students at Walt Morey experience poverty. 60% of the student body qualifies for free and reduced lunch. Our average class size is 30 students.

Our school staff is comprised of 2 administrators, 31 teachers, 25 classified staff, 1 speech pathologist, .5 school psychologist, 1.5 counselors, and a social worker. 97% of our staff have 3 or more years of experience. The turn over rate for staff at Walt Morey is only 7%. The school staff is not as diversified as the student body, with 94% identifying as white.

Demographics Strengths

2018-19:

95% of Asian students were counted as regular attenders during the 2018-19 school year.

Black and African American students and multi racial students scored Level 4 in academic growth on their ELA OSAS Assessment during the 2018-19 school year.

Multi racial students scored a Level 4 in academic growth on their Math OSAS assessment during the 2018-19 school year.

White students, Asian students, Hispanic/Latino students, and English Language Learners scored Level 3 in academic growth in both ELA and Math OSAS assessments during the 2018-19 school year.

2019-20:

Hispanic/Latino, White, and Black students achieved As, Bs, and Cs at the same rates in the first 2 quarters of the school year.

Asian (80%) and Hispanic/Latino (78%) students had highest positive attendance rate of all sub groups.

Student Learning

Student Learning Summary

2018-19:

53% of students scored meets or exceeds on their ELA OSAS assessment. This is 1% below the state average. There was no change from the previous year.

31% of students scored meets or exceeds on their Math OSAS assessment. This is 8% below the state average. There was no change from the previous year.

2019-20:

46% of students were proficient on district benchmarks on their ELA STAR assessment.

53% of students were proficient on district benchmarks on their Math STAR assessment.

Student Learning Strengths

2018-19 ELA OSAS: (above state average)

- 91% of Tag students scored meets or exceeds.
- 66% of white students scored meets or exceeds.
- 60% of multi racial students scored meets or exceeds.
- 59% of Asian students scored meets or exceeds.

2018-19 Math OSAS: (above state average)

- 69% of TAG students scored meets or exceeds.
- 56% of Asian students scored meets or exceeds.
- 40% of white students scored meets or exceeds.

2019-20 ELA STAR:

- 64% of white students scored proficient on district benchmarks

418

- 60% of multi-racial students scored proficient on district benchmarks

2019-20 MATH STAR:

- 63% of white students scored proficient on district benchmarks
- 50% of Asian students scored proficient on district benchmarks

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall student performance on OSAS ELA assessment has been stagnant for past two years. **Root Cause:** There is inconsistency between classes and grade levels around the level of rigor and critical thinking that students are being exposed to. We need more professional development on critical thinking strategies.

Problem Statement 2: Overall student performance on OSAS Math assessment has been stagnant for past two years. **Root Cause:** There is inconsistency between classes and grade levels around the level of rigor and critical thinking that students are being exposed to. We need more professional development on critical thinking strategies.

Problem Statement 3 (Prioritized): There is an achievement gap between white students and black and Latino students on their STAR assessment in both reading and math. **Root Cause:** Students are lacking in skills and we have not provided instruction and programs that have closed those gaps. We need more professional development in sheltered instruction and culturally responsive teaching.

School Processes & Programs

School Processes & Programs Summary

- Strong school leadership team participates in making key decisions.
- The school has a Restorative Practices Team (composed of 10 teacher leaders who attended a summer IIRP training) to provide professional development for teachers.
- Homeroom team has designed daily homeroom lessons for students that focus on growth mindset, restorative practices, building strong relationships, and implementing community circles.
- PBIS team meets once per month to examine trend in discipline data, suggest re-teaching topics for homeroom lessons, and plan interventions for red and yellow zone students.
- Equity Team meets once a month to create, plan, and lead, building wide professional development on increasing culturally responsive teaching practices.
- Attendance Team meets every two weeks to plan interventions for students who struggle with attendance.
- School has strong PBIS incentive program in which students can trade in Mustang Bucks for various prizes.
- School utilizes Activity Day 3 times a year as a PBIS incentive. Student earn privilege of attending through good behavior, positive attendance, and strong academic performance.
- School has after school detention program in place which serves as a strong deterrent for negative behaviors and reduces the amount of exclusionary discipline.
- Teachers meet in Tier One data teams once per month to discuss struggling students and plan interventions.
- Partnership with Lonnie Jackson for student mentorship services
- Partnership with Multnomah County Mental Health to provide therapy and counseling support
- Partnership with Multnomah County gang prevention services
- Partnership with IRCO to provide enrichment classes, family services, and Slavic Youth mentorship support

School Processes & Programs Strengths

- Systems in place for regular team meetings (PBIS, RJ, Equity)
- Building-wide professional development focus on restorative practices throughout the year
- Strong buy-in/compliance with implementation of homeroom lessons.
- Strong collaboration between teachers, counselors, and administrators to create and sustain supports for struggling students.
- Strong parent support through PALS and Latino Parent group

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our percentage of regular attenders dropped from 82% in 2017-18 to 78% in 2018-19, to 74% in 2019-20 **Root Cause:** Ineffective system for incentivizing positive school attendance and lack of engagement with distance learning.

Perceptions

Perceptions Summary

Staff Survey:

Effective Leadership: 97% positive (+7% from 2018-19)

Supportive Learning Environment: 98% positive (+4% from 2018-19)

Clear and Shared Focus: 99% positive (+14% from 2018-19)

Collaboration and Communication: 99% positive (+4% from 2018-19)

Curriculum, Instruction, Assessment: 97% positive (+2% from 2018-19)

High Standards and Expectations: 93% positive (+14% from 2018-19)

Monitoring Teaching and Learning: 91% positive (+3% from 2018-19)

Parent and Community Involvement: 94% positive (+5% from 2018-19)

Focused Professional Development: 91% positive (+2% from 2018-19)

Student Survey:

Effective Leadership: 93% positive (+8% from 2018-19)

Supportive Learning Environment: 87% positive (+3% from 2018-19)

Clear and Shared Focus: 91% positive (+6% from 2018-19)

Collaboration and Communication: 90% positive (+9% from 2018-19)

High Standards and Expectations: 96% positive (+5% from 2018-19)

Monitoring Teaching and Learning: 91% positive (+3% from 2018-19)

Parent and Community Involvement: 94% positive (+5% from 2018-19)

Parent Survey:

Effective Leadership: 89% positive (+2% from 2018-19)

Supportive Learning Environment: 90% positive (-1% from 2018-19)

Clear and Shared Focus: 88% positive (+8% from 2018-19)

Collaboration and Communication: 87% positive (same as 2018-19)

High Standards and Expectations: 90% positive (+2% from 2018-19)

Monitoring Teaching and Learning: 82% positive (+3% from 2018-19)

Parent and Community Involvement: 84% positive (+10% from 2018-19)

Perceptions Strengths

All stake holders scored the school 82% or better in all 9 characteristics of high performing schools.

Staff perceptions scored the school 91% or better in all 9 characteristics of high performing schools.

Growth in all categories, from all stake holders ranged from 2% to 14%. 423

Staff and student perception data showed Walt Morey exceeded in all 9 characteristics of high performing schools when compared to both nation wide schools and high improving schools.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): All stake holder groups identified a need for more social emotional learning in school. **Root Cause:** Students have increased need for connection, engagement, and social emotional support during distance learning.

Problem Statement 2 (Prioritized): Both students and staff identified a need for more culturally responsive curriculum, resources, and training. **Root Cause:** Lack of examples in which students of color can see themselves represented, included, and valued in resources, curriculum, and culture of classroom..

Problem Statement 3 (Prioritized): Parents identified a need for increased communication between school and home. **Root Cause:** Distance learning created an increased need for parents to support students with learning, while simultaneously creating increased feelings of disconnection, as well as additional hurdles for communicating with school.

Priority Problem Statements

Problem Statement 1: All stake holder groups identified a need for more social emotional learning in school.

Root Cause 1: Students have increased need for connection, engagement, and social emotional support during distance learning.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Both students and staff identified a need for more culturally responsive curriculum, resources, and training.

Root Cause 2: Lack of examples in which students of color can see themselves represented, included, and valued in resources, curriculum, and culture of classroom..

Problem Statement 2 Areas: Perceptions

Problem Statement 3: There is an achievement gap between white students and black and Latino students on their STAR assessment in both reading and math.

Root Cause 3: Students are lacking in skills and we have not provided instruction and programs that have closed those gaps. We need more professional development in sheltered instruction and culturally responsive teaching.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our percentage of regular attenders dropped from 82% in 2017-18 to 78% in 2018-19, to 74% in 2019-20

Root Cause 4: Ineffective system for incentivizing positive school attendance and lack of engagement with distance learning.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents identified a need for increased communication between school and home.

Root Cause 5: Distance learning created an increased need for parents to support students with learning, while simultaneously creating increased feelings of disconnection, as well as additional hurdles for communicating with school.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- State Report Card Data

Student Data: Assessments

- STAR Assessment Data (middle of year and end of year)
- English Language Proficiency Assessment (ELPA21) results
- Oregon Extended Assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Community partnerships, including partner agreements, MOUs, and contracts

Goals

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

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

Evaluation Data Sources: OSAS

Summative Evaluation: None

Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement.	
Strategy's Expected Result/Impact: Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement.	Formative
Staff Responsible for Monitoring: Tech Coach Sheltered Instruction Coach Administration	Dec
	Mar
	May
Title I Components (ORIS Domains): None	Summative
Problem Statements: None	
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards	June
Funding Sources: None	

Strategy/Action 2: Teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings to develop common scope and sequence, units, and assessments.

Strategy's Expected Result/Impact: Increase in consistency of expectations and opportunities from class to class.	Formative
Staff Responsible for Monitoring: Administrative Team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	Funding Sources: None
	Summative
	June

Strategy/Action 3: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions.

Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.	Formative
Staff Responsible for Monitoring: Counselors and administrative team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	Funding Sources: None
	Summative
	June

Strategy/Action 4: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students.

Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.	Formative
Staff Responsible for Monitoring: Counselors and administrative team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	Funding Sources: None
	Summative
	June

Strategy/Action 5: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented.





Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.		Formative Dec Mar May Summative June
Staff Responsible for Monitoring: Counselors and administrative team		
Title I Components (ORIS Domains): None	Problem Statements: None	
Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: STAR

Summative Evaluation: None

Strategy/Action 1: STAR administered 4 times per year.		
Strategy's Expected Result/Impact: Progress monitor for student growth and understanding of grade level concepts.		Formative
Staff Responsible for Monitoring: Administration		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: Curriculum, Instruction and Assessment Aligned with Standards	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Students will receive targeted reading support through Enrichment class.		
Strategy's Expected Result/Impact: Targeted intervention and support will fill gaps and raise student achievement.		Formative
Staff Responsible for Monitoring: Counselors, teachers, administrative team		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

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

Evaluation Data Sources: OSAS

Summative Evaluation: None

Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement.	
Strategy's Expected Result/Impact: Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement.	Formative
Staff Responsible for Monitoring: Tech Coach Sheltered Instruction Coach Administration	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development	Summative
Funding Sources: None	June
Strategy/Action 2: Teachers will collaborate on common grade level curriculum planning during their common prep time and monthly PLC meetings.	
Strategy's Expected Result/Impact: Increase in consistency of expectations and opportunities from class to class.	Formative
Staff Responsible for Monitoring: Administrative Team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: None	Summative
Funding Sources: None	June

Strategy/Action 3: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions.

Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.	Formative
Staff Responsible for Monitoring: Counselors and administrative team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	Summative
Funding Sources: None	June


Strategy/Action 4: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students.


Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.	Formative
Staff Responsible for Monitoring: Counselors and administrative team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	Summative
Funding Sources: None	June

Strategy/Action 5: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented.

Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students.	Formative
Staff Responsible for Monitoring: Counselors and administrative team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: None	Summative
Funding Sources: None	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Evaluation Data Sources: STAR

Summative Evaluation: None

Strategy/Action 1: STAR administered 4 times per year.		
Strategy's Expected Result/Impact: Progress monitor for student growth and understanding of grade level concepts.		Formative
Staff Responsible for Monitoring: Administration		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: Students will receive targeted math support through Enrichment class.		
Strategy's Expected Result/Impact: Targeted intervention and support will fill gaps and raise student achievement.		Formative
Staff Responsible for Monitoring: Counselors, intervention teachers, administrative team		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	Funding Sources: None	May
		Summative
		June

Strategy/Action 3: All math and enrichment teachers will utilize ST Math and/or Dreambox for a minimum of 60 minutes per week in order to build mathematical skills and understanding and to close gaps in math knowledge.

<p>Strategy's Expected Result/Impact: Increased student engagement in math through gaming and technology will fill gaps in learning and increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration and ST Math Lead teacher.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Evaluation Data Sources: Data Warehouse
Synergy

Summative Evaluation: None

Strategy/Action 1: Counseling/Outreach team will meet every week to review data and plan interventions for students who are chronically absent or are not participating in synchronous learning during comprehensive distance learning.	
Strategy's Expected Result/Impact: Early recognition and intervention for students who are chronically absent or not engaged with distance learning.	Formative
Staff Responsible for Monitoring: Counselors, attendance team, administration team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	Summative
Funding Sources: None	June
Strategy/Action 2: Counseling/Outreach Team will contact families of students who are chronically absent or not participating in distance learning to inquire about needed resources and support.	
Strategy's Expected Result/Impact: Early recognition and intervention for students who are chronically absent or not engaged with distance learning.	Formative
Staff Responsible for Monitoring: Counselors, attendance team, administration team	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Summative
Funding Sources: None	June

Strategy/Action 3: Counseling/Outreach team will collaborate with community partners in order to provide needed resources to struggling families.

<p>Strategy's Expected Result/Impact: Early recognition and intervention for students who are chronically absent or not participating in distance learning.</p> <p>Staff Responsible for Monitoring: Counselors, attendance team, administration team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 4: Attendance Team and PBIS Team will collaborate to plan recognition and celebration for those students who maintain 90% attendance.

<p>Strategy's Expected Result/Impact: Positive recognition for attendance will increase student incentive and desire to attend school regularly and participate in synchronous sessions during comprehensive distance learning.</p> <p>Staff Responsible for Monitoring: Counselors, attendance team, PBIS team, administration team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Evaluation Data Sources: Professional development calendar
Professional development surveys

Summative Evaluation: None

Strategy/Action 1: Restorative Practices Team will meet monthly and will plan/lead 6 building wide professional development sessions for staff throughout the year that focus specifically on how to implement restorative practices in the classroom and how to build positive relationships with students.

<p>Strategy's Expected Result/Impact: Increase in teacher implementation of restorative practices in classroom.</p> <p>Decrease in disciplinary incidents school-wide.</p> <p>Increase in perception of student safety and belonging.</p> <p>Staff Responsible for Monitoring: Restorative practices team, admin team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment</p>	Formative
	Dec
	Mar
	May
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June





Strategy/Action 2: Equity Team will meet monthly to review issues of racial disparities within the school and will plan/lead 5 building wide professional development sessions focused on culturally responsive teaching practices.

Strategy's Expected Result/Impact: Increase in awareness of racial inequities, as well as increased knowledge of culturally relevant instruction, will have positive impact on teacher practice, which will lead to higher levels of student engagement and achievement.		Formative
Staff Responsible for Monitoring: Equity Team, admin team		
Title I Components (ORIS Domains): None	Problem Statements: None	Dec
Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Funding Sources: None	Mar
		May
		Summative
		June

Strategy/Action 3: Technology Coach will collaborate with fellow teacher and building administration to plan/lead 6 building wide professional development sessions focused on the integration of technology to increase student engagement and achievement.

Strategy's Expected Result/Impact: Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement.		Formative
Staff Responsible for Monitoring: Technology coach, admin team, student tech team		
Title I Components (ORIS Domains): None	Problem Statements: None	Dec
Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Funding Sources: None	Mar
		May
		Summative
		June

Strategy/Action 4: Sheltered Instruction Coach will collaborate with ELD teachers, the AVID site team, and building administration to plan/lead at least 5 building wide professional development sessions focused on building academic vocabulary and critical thinking, as well as the integration of AVID strategies to shelter instruction.

Strategy's Expected Result/Impact: Increased commitment and application of sheltered instruction and AVID strategies will enhance student engagement and understanding and will increase student achievement		Formative
Staff Responsible for Monitoring: Sheltered Instruction coach, AVID team, admin team		
Title I Components (ORIS Domains): None	Problem Statements: None	Dec
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment		Mar
Funding Sources: None		May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

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

Parents: Increase from 80% to 85%

Staff: increase from 82% to 85%

Evaluation Data Sources: Homeroom surveys

CEE survey

Summative Evaluation: None

Strategy/Action 1: Homeroom planning team will meet monthly to design school wide homeroom lessons that focus on social emotional learning, community building, growth mindset, and equity.

Strategy's Expected Result/Impact: Students will develop positive self-image and self-efficacy as well as emotional awareness and regulation. They will feel more connected and engaged with their school community and understand how to participate as productive citizens in a global society.

Staff Responsible for Monitoring: Homeroom Team, Leadership Team, administration, Homeroom Teachers

Title I Components (ORIS Domains): None

Problem Statements: None

Characteristics: Clear and Shared Focus, Supportive Learning Environment

Funding Sources: None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 2: Teachers will follow homeroom calendar and implement all SEL lessons as designed.

Strategy's Expected Result/Impact: Students will develop positive self-image and self-efficacy as well as emotional awareness and regulation. They will feel more connected and engaged with their school community and understand how to participate as productive citizens in a global society.

Staff Responsible for Monitoring: Homeroom Team, Leadership Team, administration, Homeroom Teachers

Title I Components (ORIS Domains): None

Problem Statements: None

Characteristics: Clear and Shared Focus, Supportive Learning Environment

Funding Sources: None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 3: Students will engage in weekly homeroom lessons that focus on social emotional learning, community building, growth mindset, and equity.

Strategy's Expected Result/Impact: Students will develop positive self-image and self-efficacy as well as emotional awareness and regulation. They will feel more connected and engaged with their school community and understand how to participate as productive citizens in a global society.

Staff Responsible for Monitoring: Homeroom Team, Leadership Team, administration, Homeroom Teachers

Title I Components (ORIS Domains): None

Problem Statements: None

Characteristics: Clear and Shared Focus, Supportive Learning Environment

Funding Sources: None

Formative

Dec

Mar

May

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Evaluation Data Sources: CEE Survey

Summative Evaluation: None

Strategy/Action 1: Teachers will post weekly assignments in Schoology and communicate with families about how to access posted assignments.	
Strategy's Expected Result/Impact: Families will be informed about assignments students need to complete and will help their students stay up to date and focused.	Formative
Staff Responsible for Monitoring: Teachers, administrators	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	Summative
Funding Sources: None	June
Strategy/Action 2: Teachers will keep grade books up to date in Synergy and/or Schoology.	
Strategy's Expected Result/Impact: Students and families will be informed about missing assignments and low scores so that work can be made up and/or redone.	Formative
Staff Responsible for Monitoring: Teachers, administrators	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	Summative
Funding Sources: None	June

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

Strategy/Action 1: Parent Academy courses will be offered throughout the year to address specific needs discovered by outreach team (ie: ParentVUE, Schoology, iPad support, online curriculum, etc).	
Strategy's Expected Result/Impact: Families will be more engaged with helping students when they can navigate various platforms.	Formative
Staff Responsible for Monitoring: None	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Funding Sources: None
	Summative
	June
Strategy/Action 2: Teachers will maintain daily office hours to answer questions and provide support for students and families.	
Strategy's Expected Result/Impact: Students and families have the opportunity to ask questions during predictable and regularly scheduled times in the school day.	Formative
Staff Responsible for Monitoring: Teachers, administrators	Dec
Title I Components (ORIS Domains): None	Mar
Problem Statements: None	May
Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Funding Sources: None
	Summative
	June

Strategy/Action 3: Exemplary student work and projects will be highlighted on social media sites throughout the year.





<p>Strategy's Expected Result/Impact: Students and parents can celebrate success of students and stay informed about what types of work is expected</p> <p>Staff Responsible for Monitoring: Teachers, administrators, office staff</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: CEE survey

Summative Evaluation: None

Strategy/Action 1: Administration will send monthly newsletter to families with updates on information and upcoming events.		
Strategy's Expected Result/Impact: Families will stay informed about what is going on in school.		Formative
Staff Responsible for Monitoring: Administration, office staff		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Funding Sources: None	May
		Summative
		June
Strategy/Action 2: School staff will send important and timely updates/reminders to families through autodialer, Remind, and social media sites		
Strategy's Expected Result/Impact: Families will stay informed about what is going on in school.		Formative
Staff Responsible for Monitoring: Administration, office staff		Dec
Title I Components (ORIS Domains): None	Problem Statements: None	Mar
Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Funding Sources: None	May
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Plan Notes

March Update:

Achievement:

STAR	6th	7th	8th
Reading	51% (+7)	48%* (+5)	48%* (+6)
Math	49%* (-1)	60%* (+5)	50%* (+6)

*Not finished testing group

Attendance:

- 124 students less than 90%
- 597 total students
- 80% are regular attenders

Discipline:

	March 2019 YTD	March 2020 YTD
Overall incidents	647	316 (-51%)
Alcohol, drugs, tobacco	15	32 (+113%)
Bullying, harassment	61	22 (-64%)
Physical aggression, fighting, assault, threat	104	49 (-53%)
Disrespect, insubordination, disorderly conduct, non-compliance	348	132 (-63%)
Truancy, tardies	47	56 (+19%)
ISS	188	80 (-57%)
	450	

	March 2019 YTD	March 2020 YTD
OSS	100	57 (-43%)

Campus Funding Summary

Reynolds School District 7

Reynolds High School

Improvement Plan

2020-2021



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds High School is located in Troutdale, Oregon and serves the municipalities of Gresham, Portland, Troutdale, Fairview and Wood Village. The school is located in a suburban area and serves approximately 2,700 students.

Hispanic/Latino students make up the bulk of the enrollment accounting for 45% of the total while White students make up 30%, Asian students 9%, Black/African American students 7%, Multiracial students 5%, Native Hawaiian students 2% and American Indian/ Alaskan Natives comprise 1% of the population.

The school is extremely diverse with 44 languages spoken by students from a wide range of backgrounds. 53% of the school population are ever English learners and students with disabilities make up 14% of the student body. Of the students enrolled, 64% qualify for free or reduced lunches and the mobility rate for the school is 21%.

Demographics Strengths

The diversity that exists at Reynolds High School has always been our strength. Students who attend our school experience an environment that includes learners and families from a wide range of backgrounds. There are a significant number of events and activities at the school that seek to not only capitalize on our diverse population, but also honor and celebrate the origins of our students and families.

Over the past seven years, RHS has seen a 16% growth in the overall graduation rate and experienced a three point jump for the last calculated year, reaching an overall rate of 76%. Included in those gains for the previous year, our migrant population attained a graduation rate of 86% and our economically disadvantaged students climbed to 72%. The Hispanic/Latino graduation rate, which has been a key area of focus for the past five years grew 11% during the last calculated year and reached a 71% rate, further closing the achievement gap.

The Oregon Department of Education has been tracking the Freshman on-track (on track to graduate on time) rate for the past five years. This focus is a direct result of the strong correlation between on-track ratings and on-time graduation rates. RHS has implemented the Freshman Success Model over the past two years. This model is based on the work done in Chicago over the past two decades that has shown significant gains in graduation rates. The on-track rating for RHS improved by 8% last year moving to 73%. Additionally, we experienced significant gains for our economically disadvantaged students and students with disabilities gaining 10% and 14% respectively.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Many sub groups do not graduate at the same rate as the building at large. **Root Cause:** Root Cause Traditionally marginalized students of color are not having individual educational needs met through equitable practice.

Priority Problem Statements

Problem Statement 1: Many sub groups do not graduate at the same rate as the building at large.

Root Cause 1: Root Cause Traditionally marginalized students of color are not having individual educational needs met through equitable practice.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many students begin their sophomore year credit deficient taking them off track for graduation.

Root Cause 2: Inadequate tracking systems for freshman and limited supports have resulted in failure at the freshman year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Problem Statement We continue to see inequitable exclusion data.

Root Cause 3: MTSS practices are not in place to mitigate behavior resulting in a large number of referrals.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Many parents of color do not have an active voice in decision making for the school.

Root Cause 4: We have not created an inviting environment for parents of color, nor have we created enough events specific to their needs.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students at RHS are not meeting State Achievement Standards

Root Cause 5: Lack of targeted interventions and holes in current curriculum

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Many of our students will not have the tools to navigate Comprehensive Distance Learning

Root Cause 6: Distance learning was not successful last spring and we are in uncharted territory

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Vision and Mission documentation
- District/Campus Goals
- Campus Performance Objectives (Summative Review from previous year)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- School and District Report Cards (RC) and Assessment Group Reports (AGR)
- State Report Card Data

Student Data: Assessments

- STAR Assessment Data (middle of year and end of year)
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations)
- Oregon's Statewide Assessment System (OSAS) current and longitudinal results, including all versions
- English Language Proficiency Assessment (ELPA21) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on learning standards

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher and administrator evaluation and support systems
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community partnerships, including partner agreements, MOUs, and contracts

Support Systems and Other Data

- Study of best practices
- Other additional data

Goals

Goal 1: Building Achievement Goal

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

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

Summative Evaluation: None

Strategy/Action 1: *Continue to utilize Freshman Teams

- Create academic teams for freshmen in core offerings
- Teams have common preps for case-managing students
- Teams use shared time for collaboration
- Teams share data produced

Strategy's Expected Result/Impact: Teaming is aimed at collaborative efforts to examine data, create and evaluate interventions and ensure that students stay on track. Improved on-track ratings lead to improved graduation rates.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the master schedule

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements:

Student Learning 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 2: *Create comprehensive student achievement report

- Create coding to generate a custom report from Synergy data
- Create shared spreadsheet showing academic, attendance and behavior data
- Use data to generate achievement report

Strategy's Expected Result/Impact: Teaming is aimed at collaborative efforts to examine data, create and evaluate interventions and ensure that students stay on track. Improved on-track ratings lead to improved graduation rates.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the master schedule

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements:
Student Learning 1

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 3: *Create calendar for distribution of Raider Report

- Use current assessment calendar to identify dates for distribution of report
- Increase the number of feedback opportunities for our freshmen creating additional formative data
- Ensure that report dates coincide with opportunities to share results in Freshman Access Class

Strategy's Expected Result/Impact: Once the report is generated, the key is to find points during the year to give feedback and guide Freshmen through the process of reading the report and creating a plan of action.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Freshman Success Team

Title I Components (ORIS Domains): None

Problem Statements:

Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement

Student Learning 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 4: *Train staff to interpret and hold one on one student meetings using the Raider Report

- Utilize professional development opportunities for training staff about the Raider Report
- Create opportunities for staff to review individual reports with students and find interventions for success

Strategy's Expected Result/Impact: The report itself is not nearly as effective if staff are not able to review the results, recognize change and help find solutions and interventions to problems. Through this process, students can interrupt struggles by identifying plans for success and timelines for action.

Staff Responsible for Monitoring: This process will be monitored by the school principal

Title I Components (ORIS Domains): None

Problem Statements:

Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement

Student Learning 1

Funding Sources:

None

Formative

Dec

Mar


May

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Learning

Problem Statement 1: Many students begin their sophomore year credit deficient taking them off track for graduation. **Root Cause:** Inadequate tracking systems for freshman and limited supports have resulted in failure at the freshman year.

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

Evaluation Data Sources: State Report Card

Summative Evaluation: None

Strategy/Action 1: *Loop counselors by grade	
<ul style="list-style-type: none"> - Increase counseling supports for Freshmen by lowering student to counselor ratios - Move counselors with students from the Sophomore year on - Create targets and strategies that are grade-specific for counselors 	
<p>Strategy's Expected Result/Impact: By increasing the number of Freshman counselors, the ratios will drop and more interventions with each student are possible. Looping creates better relationship opportunities with students and gives counselors more information about each student. This should translate into better interventions and supports toward graduation.</p>	Formative Dec Mar May
<p>Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of counseling</p>	
<p>Title I Components (ORIS Domains): None</p>	
<p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>	<p>Problem Statements: Student Learning 1</p> <p>Funding Sources: None</p>
Summative June	

Strategy/Action 2: *Create tracking spreadsheet for counselors

- Counselors predetermine minimum number of meetings with students by grade level
- A shared spreadsheet is created to track meetings and record needs
- Data from tracking sheet used for counseling PLC at regular weekly meetings

Strategy's Expected Result/Impact: By establishing norms for meetings with students and recording the content of those meetings, counselors can see trends and identify best-practice interventions. Through this work, counselors can identify successful interventions and share with the group. Successful interventions should create pathways to graduation.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of counseling

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement

Problem Statements:
Student Learning 1

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 3: *Monitor attendance through Attendance Team

- Attendance team creates system of intervention from green to red zone
- Interventions are tracked using a spreadsheet
- Data is used for intervention evaluation and needed changes

Strategy's Expected Result/Impact: The correlation between attendance and on-time graduation is very strong. By monitoring attendance, we are able to isolate the issues blocking students from credit attainment. Many times problems with passing classes is more an issue of attendance than academic aptitude. By focusing on this factor, more barriers to graduation can be removed.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the attendance team

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement

Problem Statements:
Student Learning 1

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 4: *Increase credit recovery options (specific to CDL)

- Dedicate time during the school day for students to do credit recovery
- Audit transcripts to see which face to face options should be offered to meet student needs
- Look at new ways to offer credit recovery aimed at assessing standards that have not been met (proficiency)

Strategy's Expected Result/Impact: While proactive credit attainment methods are always our goal, there are students who do not find success in early years and need opportunities for credit remediation. By increasing options to meet student needs, credits can be made up and put students back on track for graduation.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of credit recovery

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement

Problem Statements:
Student Learning 1

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 5: *Create targeted after-school supports

- Utilize Raider2Raider for peer tutoring in a variety of languages
- Increase participation in homework club
- Utilize community partner groups for specific, culturally appropriate supports for student success

Strategy's Expected Result/Impact: Many students who are credit deficient need a full schedule of courses for graduation, but also need extra opportunities. By utilizing after school time, students can stay current, get extra help with work and form relationships with adults that will help them get on track for graduation.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of credit recovery

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement

Problem Statements:
Student Learning 1

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Student Learning

Problem Statement 1: Many students begin their sophomore year credit deficient taking them off track for graduation. **Root Cause:** Inadequate tracking systems for freshman and limited supports have resulted in failure at the freshman year.

Goal 2: Grade Level/Department Achievement Goal

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

Evaluation Data Sources: OSAS data
 School report card
 STAR data

Summative Evaluation: None

Strategy/Action 1: *Seek department input with regard to current curriculum as it relates to the State Test.

- Use the LA PLC group to identify areas of concern resulting from past trends, knowledge of current curriculum and effective strategies already in use in the building.
- Open a dialogue within the department about best practices for preparing for State Testing

Strategy's Expected Result/Impact: Department members are experts in this area and have experiences with past and present students taking the State Assessment. Through collaboration, we should be able to identify areas of concern as well as interventions for those areas with the ultimate goal of preparing students for the OSAS.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Math department

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment

Problem Statements:

Perceptions 2

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 2: *Create a plan of action for addressing needs identified through department process.

- Use historical data, department feedback and staff expertise to create needs list
- Identify interventions needed
- Identify a reasonable timeline for interventions with consideration for the testing calendar

Strategy's Expected Result/Impact: A holistic plan of action for interventions is the key to a sustainable model for improving test scores. By examining a variety of factors and creating a needs list, the department can create a plan that aims to prepare students starting in the Freshman year. By using all data and starting early, we can improve OSAS achievement.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Math department

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment

Problem Statements:
Perceptions 2

Funding Sources:
None

Formative

Dec

Mar


May

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Perceptions

Problem Statement 2: Students at RHS are not meeting State Achievement Standards **Root Cause:** Lack of targeted interventions and holes in current curriculum

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

Evaluation Data Sources: OSAS data

School report card

Summative Evaluation: None

Strategy/Action 1: *Seek department input with regard to current curriculum as it relates to the State Test.

- Use the Math PLC group to identify areas of concern resulting from past trends, knowledge of current curriculum and effective strategies already in use in the building.

- Open a dialogue within the department about best practices for preparing for State Testing

Strategy's Expected Result/Impact: Department members are experts in this area and have experiences with past and present students taking the State Assessment. Through collaboration, we should be able to identify areas of concern as well as interventions for those areas with the ultimate goal of preparing students for the OSAS.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Language Arts department

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment

Problem Statements:
Perceptions 2

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 2: *Create a plan of action for addressing needs identified through department process.

- Use historical data, department feedback and staff expertise to create needs list
- Identify interventions needed
- Identify a reasonable timeline for interventions with consideration for the testing calendar

Strategy's Expected Result/Impact: A holistic plan of action for interventions is the key to a sustainable model for improving test scores. By examining a variety of factors and creating a needs list, the department can create a plan that aims to prepare students starting in the Freshman year. By using all data and starting early, we can improve OSAS achievement.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the assistant principal in charge of the Language Arts department

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment

Problem Statements:
Perceptions 2

Funding Sources:
None

Formative

Dec


Mar


May

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Perceptions

Problem Statement 2: Students at RHS are not meeting State Achievement Standards **Root Cause:** Lack of targeted interventions and holes in current curriculum

Goal 3: Equity Goal

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

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

Summative Evaluation: None

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

Strategy/Action 2: *Seek feedback from existing parent groups

- Continue to utilize CEE survey
- Offer feedback opportunities after all school events involving parents
- Present relevant school information to parent groups and seek feedback for better decision-making
- Create opportunities for parents not currently involved in a group

Strategy's Expected Result/Impact: There is no way that we can address the needs of our families of color if we don't even know what those needs are. Additionally, we need to create a welcoming environment to our traditionally marginalized families and there is no better way to do this than to get them actively involved.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the equity consultants

Title I Components (ORIS Domains): None

Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements:

Perceptions 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 3: *Create multicultural parent meeting schedule

- Schedule four opportunities for families of color to meet with school staff
- Create a menu of options for the parent nights
- Cover items of interest as well as informational items regarding how to navigate high school
- Create two way communication at these events so that parents can offer feedback and suggestions for current policies and procedures

Strategy's Expected Result/Impact: Many of our families of color have limited experience with the high school setting. By educating parents about the current system and supports, they can be a huge ally for their students'. Additionally, we need to seek feedback about what we do from those who have different experiences, as there might be better ways to do things.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the equity consultants

Title I Components (ORIS Domains): None

Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements:

Perceptions 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 4: *Increase membership on committees for parents of 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 of our committees

Strategy's Expected Result/Impact: Committees that lack diversity tend to have a narrow focus and rarely think outside of our traditional structure. There is no question that our traditional structure is not working for our students of color. The only solution is to add perspective from those who understand and share the experiences of our typically under served students.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the equity consultants

Title I Components (ORIS Domains): None

Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements:

Demographics 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 5: *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 and consultants to review current policies and procedures for inequitable practices
- Review current practices for sharing information with parents and address concerns around the need for improvement

Strategy's Expected Result/Impact: The CEE survey showed parent concerns around collaboration and communication. The key areas of concern are addressed in the strategies included. Strategy 2 can include specific feedback loops for parents to see if we are addressing the problem.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the equity consultants

Title I Components (ORIS Domains): None

Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement

Problem Statements:

Perceptions 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Demographics

Problem Statement 1: Many sub groups do not graduate at the same rate as the building at large. **Root Cause:** Root Cause Traditionally marginalized students of color are not having individual educational needs met through equitable practice.

Perceptions

Problem Statement 1: Many parents of color do not have an active voice in decision making for the school. **Root Cause:** We have not created an inviting environment for parents of color, nor have we created enough events specific to their needs.

Goal 4: Safety Goal

Performance Objective 1: Implement MTSS practices building wide.

Evaluation Data Sources: MTSS Committee agendas

MTSS Matrix for discipline

Disproportionate discipline data

Summative Evaluation: None

Strategy/Action 1: *Consult with district MTSS coordinator to train staff in best practices

- Training for key staff
- Training for SMT specific to discipline
- Plan implementation of MTSS building-wide

Strategy's Expected Result/Impact: Disproportionate discipline continues to be an issue. One factor of this problem is the lack of restorative practice with regard to interventions. One of the best ways to meet students where they are is to use MTSS to identify root causes of issues and avoid punitive measures for correction, thus addressing disproportionate discipline.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the MTSS specialist from the district

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment

Problem Statements:

School Processes & Programs 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 2: *Form MTSS Committee

- Identify staff who would have voice and experience needed for the group
- Recruit staff
- In coordination with MTSS liaison, create scope of work for the group
- Create meeting calendar for the year including deliverables on a timeline

Strategy's Expected Result/Impact: The MTSS Committee will be charged with implementation of MTSS at RHS. These practices need to be integrated into all aspects of the school in order to reduce unnecessary discipline.

Staff Responsible for Monitoring: This process will be monitored by the school principal, and the MTSS specialist from the district

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment

Problem Statements:

School Processes & Programs 1

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 3: *Add MTSS interventions to existing discipline ladder

- Examine existing discipline ladder
- Identify key points where typical measures need to be interrupted
- Embed MTSS in all policies and practices (i.e. handbooks)

Strategy's Expected Result/Impact: The data clearly shows that traditional measures are not working and only serve to widen the inequity gap. By introducing MTSS, students will actually learn about themselves and the school environment, while not being subject to random discipline measures.

Staff Responsible for Monitoring: This process will be monitored by the school principal, the assistant principal in charge of discipline and the MTSS specialist from the district

Title I Components (ORIS Domains): None

Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment

Problem Statements:

School Processes & Programs 1

Funding Sources:

None

Formative

Dec

Mar


May

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Processes & Programs

Problem Statement 1: Problem Statement We continue to see inequitable exclusion data. **Root Cause:** MTSS practices are not in place to mitigate behavior resulting in a large number of referrals.

Goal 5: Comprehensive Distance Learning Goal

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

Evaluation Data Sources: ODE guidelines

Review approved non-CDL calendar

Work within the approved calendar

Summative Evaluation: None

Strategy/Action 1: *Review ODE guidelines for CDL

- Requirements

- Restrictions

- Best practice for delivery

Strategy's Expected Result/Impact: By identifying the key elements of the ODE guidelines, we can ensure that our students will utilize a calendar that meets all of the required elements passed down by ODE

Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee

Title I Components (ORIS Domains): None

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

Problem Statements:

Student Learning 3

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 2: *Review non-CDL approved schedule

- Needs
- Seat hours
- Prep time

Strategy's Expected Result/Impact: By examining the traditional calendar, we will ensure that we build a schedule that meets all of the needs of students as well as hitting all of the landmarks necessary (i.e. Division 22 standards).

Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee

Title I Components (ORIS Domains): None

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

Problem Statements:

Student Learning 3

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 3: *Work within the approved calendar for school year

- Required dates
- Changes needed
- CDL requirements

Strategy's Expected Result/Impact: The calendar is a mutually bargained item and we must examine the approved calendar to ensure that we continue to meet all deliverables. Additionally, the new calendar will have to go through the process of approval. By adhering closely to the original calendar, we can speed up the process for approval and increase the viability of the new calendar.

Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee

Title I Components (ORIS Domains): None

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

Problem Statements:
Student Learning 3

Funding Sources:
None

Formative

Dec

Mar

May

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Student Learning

Problem Statement 3: Many of our students will not have the tools to navigate Comprehensive Distance Learning **Root Cause:** Distance learning was not successful last spring and we are in uncharted territory

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

Evaluation Data Sources: ODE guidelines

Review approved non-CDL schedule

Work within the approved schedule

Summative Evaluation: None

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

Strategy/Action 2: *Create a template for a traditional week of school in an effort to establish a baseline when building the new CDL schedule.

- Key items

- Items to redact

- Account for prep time

Strategy's Expected Result/Impact: There are a number of implications to weekly scheduling including teacher prep time and office hours for CDL. Taking all of the parts from a traditional week and adjusting them to fit into the CDL model will create a schedule that feels familiar to all, but meets the guidelines for CDL

Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee

Title I Components (ORIS Domains): None

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

Problem Statements:

Student Learning 3

Funding Sources:

None

Formative

Dec


Mar


May

Summative

June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Student Learning

Problem Statement 3: Many of our students will not have the tools to navigate Comprehensive Distance Learning **Root Cause:** Distance learning was not successful last spring and we are in uncharted territory

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

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

Summative Evaluation: None

Strategy/Action 1: *Identify key staff to serve on CDL Committee	
<ul style="list-style-type: none"> - Include certified and classified staff - Include diverse group - Ensure areas of expertise within groups (i.e. social worker) 	
<p>Strategy's Expected Result/Impact: By forming a group to work on CDL plans that includes a wide range of staff membership, we have a better change to formulate a plan that will work for students.</p>	Formative
<p>Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee</p>	Dec
<p>Title I Components (ORIS Domains): None</p>	Mar
<p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	May
<p>Problem Statements: Student Learning 3</p>	Summative
<p>Funding Sources: None</p>	June

Strategy/Action 2: *Examine CDL requirements to identify common elements and groupings

- Align work for each group
- Create areas of focus for specialty staff
- Make this work manageable for group members

Strategy's Expected Result/Impact: By identifying common elements for each area, we can form subgroups who can narrow their focus and capitalize on expertise

Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee

Title I Components (ORIS Domains): None

Problem Statements:

Student Learning 3

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

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 3: *Split committee into subgroups to focus on each area of CDL

- Capitalize on specialty areas
- Form smaller, more manageable work groups
- Create a system of checks and balances

Strategy's Expected Result/Impact: Once the common areas are identified (4) each subgroup has a much more manageable area to cover and can really specialize to find interventions and solutions

Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee

Title I Components (ORIS Domains): None

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

Problem Statements:

Student Learning 3

Funding Sources:

None

Formative

Dec

Mar

May

Summative

June

Strategy/Action 4: *Use CDL Committee structure to monitor CDL delivery and progress

- Revisit areas of focus
- Continue to formulate plans within each area
- Each group can help to monitor the others
- Planning continues throughout the year

<p>Strategy's Expected Result/Impact: The CDL committee is the perfect group to monitor the progress of the overall CDL plan throughout the year (or until Hybrid is approved)</p> <hr/> <p>Staff Responsible for Monitoring: This process will be monitored by the school administration and the staff CDL committee</p> <hr/> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	Formative
	Dec
	Mar
	May
	Summative
<p>Problem Statements: Student Learning 3</p> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Learning

Problem Statement 3: Many of our students will not have the tools to navigate Comprehensive Distance Learning **Root Cause:** Distance learning was not successful last spring and we are in uncharted territory

Campus Funding Summary

Reynolds School District 7
Reynolds Learning Academy
Improvement Plan
2020-2021
REYNOLDS LEARNING
ACADEMY



Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Vision

Each and every child prepared for a world yet to be imagined.

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reynolds Learning Academy is the alternative high school for the Reynolds School District, serving students in grades 10-12. Students enroll at RLA for a variety of reasons. Some enroll at RLA to take part in a career and technical education program only offered here. Others enroll because they are teen parents and want to enroll their child in our Early Head Start preschool while they attend high school classes. We also serve students with Individual Education Plans whose needs are best met through our Supportive Behavior Classroom program.

The great majority of our students enroll because they have experienced significant challenges engaging with school and earning the credits they will need to earn their high school diploma. When they enroll at RLA, almost all students are significantly behind on credits and they are seeking a small school environment where they can get more individual academic support from teachers and have better access to counselors, social workers and other support staff.

Staff choose to work at RLA because they also want to be part of a small school environment where adults are able to work together to meet the needs of students who need a strong team behind them in order to meet their goals. At RLA, teachers are able to work collaboratively with parents, counselors and other support staff while forming strong and supportive relationships with students.

Demographics Strengths

RLA students are part of a strong and diverse community of learners. Our student body reflects the diversity of the community we serve (48% Latinx, 3% Native Hawaiian or Pacific Islander, 10% African American, 2% Native American, 31% White). Our students speak 10 different languages at home. RLA serves teen parents, students with disabilities and out and proud members of the LGBTQIA community. Our priority is to make sure that RLA is a place where all of our students and families are welcomed, feel valued and can access the support they need to be successful. That means making sure we provide our students things like on-site child care for our teen parents, single occupancy restroom access for our trans and non-binary students, and that our parents and families have access to our bilingual/bicultural family engagement liaison. It means leveraging our small class sizes and universal supports to educate students with disabilities in a more inclusive setting than they would otherwise have access to. This year it has also meant supporting our students as they launch RLA's first Black Student Union.

What our students have in common is that they have all chosen to be part of the small, diverse and vibrant community that is RLA.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:** Because of the emergency pivot to online learning we were not able to provide needed supports.

Student Learning

Student Learning Summary

When students enroll at RLA, almost all are behind on credits and not on track for graduation. Most are also experiencing truancy. Diagnostic assessments such as Star Reading, Star Math and IRLA have consistently shown that almost all RLA students arrive with significant gaps in their reading and math skills. For example, last fall Star testing this year showed 18% of seniors scoring at or above benchmark in math and 7% of seniors at or above benchmark in reading. Understanding that most RLA students are in need of academic intervention, RLA teachers take advantage of our small class sizes and longer class periods to embed small group and individual differentiated supports into their instruction.

Student Learning Strengths

Prior to the disruption caused by the COVID-19 pandemic, overall trends for on-time graduation and five year completion rates at RLA were on the rise. Our five year completion rate was up 9% since the 2015-2016 school year and our on-time graduation rate was up by 11%. Additionally, we made structural changes to our daily schedule and school calendar last year that were producing significant improvements in student outcomes prior to the emergency pivot to distance learning. The overall passing rate for all classes increased by 12% compared to the same time period in the prior year for those terms completed prior to March 13th.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic performance dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

Problem Statement 2 (Prioritized): Academic engagement dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

School Processes & Programs

School Processes & Programs Summary

For most students, enrollment at RLA is an academic intervention that is intended to address credit deficiency and a lack of progress towards high school graduation. Our general program is intended to meet the needs of this specific student population and includes the following features:

Alternative Hexter Schedule

Starting in the 2019-2010 school year, RLA adopted a new schedule that had been piloted with success by other alternative high schools in this area. Under this schedule, students take five classes each term and have the opportunity to earn 0.25 credits at the end of each 6-week “hexter” term. This schedule has several advantages. It allows teachers greater opportunities for differentiation because the classes are longer and they see fewer students at any given time. It allows students to focus on earning credit in the core classes they need to graduate. Having fewer classes and shorter terms also helps them stay organized and on top of their class work.

Small Class Size

When they enroll at RLA, many students report that they had difficulty getting the help they needed in a typical high school classroom because of the number of students in the class. At RLA, most classes are between 12 and 15 students. This gives teachers and students plenty of time to work as a whole group or one on one to make sure everyone gets the help they need.

Dedicated Social Worker and two School Counselors

RLA has a dedicated social worker and two school counselors to serve the approximately 200-230 students who are enrolled at RLA at any given time. This gives our students access to the supports they need to for academic and post-secondary planning, attendance intervention and support, mental health support and connections to outside resources that help mitigate barriers to school engagement.

Trillium

RLA partners with Trillium to provide one full-time QMHP and two full time skills trainers. Trillium staff provide support for students in the supportive behavior classroom and are also accessible by other RLA students through an internal referral system.

RLA also houses several programs that are accessed by specific students on an ongoing basis or for a limited period of time. These programs include:

Turnaround Center and Night School for Credit Recovery

Students in Turnaround or Nigh School have a reduced schedule and take computer based, credit recovery classes with the support of a certified classroom teacher. Students can take classes in the morning, afternoon or evening. For most participants, the goal of this program is to quickly engage students who would not otherwise be attending school (because they are enrolling mid-term or have another temporary barrier to participating in a regular school schedule) and then transition them into a regular schedule of classes as soon as possible. For other students, these programs provide an opportunity to finish their last few credits of high school while allowing them to start work.

Multnomah Youth Cooperative

MYC is a career and technical education program focused on natural resources conservation. It is a grant funded partnership with Oregon Youth Conversation Corps. Students spend half their school days doing service-learning projects in the field and the other half in traditional classrooms. The types of projects that MYC students participate in include watersheds and wetlands restoration, native plantings, invasive species removal, urban canopy improvements, trail maintenance, and trail construction. Students earn credit towards their high school diploma while developing job skills in careers related to natural resources conservation and management.

Trading Up

Trades is a career and technical education program where students earn high school credit while preparing for careers in the trades. Students spend half their school days doing service-learning projects in the field and the other half in traditional classrooms. The program works with a wide variety of industry partners to provide students with opportunities to learn about various career paths. Through these service learning projects, Trades students have the opportunity to learn about and develop job skills in construction, electrical work, welding and more.

First Steps Early Head Start Preschool and Teen Parent Program

RLA partners with Head Start to provide an Early Head Start Preschool program to the children of teen parents attending RLA. The program provides free, on-site childcare while the parents attend school. These families also receive:

- Monthly Trimet Passes
- Diapers
- Weekly check-ins with the teen parent coordinator and social worker
- Monthly meetings or home visits from and Early Head Start family worker
- A guaranteed spot in an Early Head Start or Head Start preschool program until the child starts kindergarten

Supportive Behavior Program

This program serves students with IEPs whose needs can best be meet through our supportive behavior program. These students are supported by a full-time special education teacher and a full time general education teacher as well as two educational assistants, three Trillium staff and a dedicated SMT. The goal of this program is to engage and support students who have been unsuccessful in other settings as they develop the skills they need to transition in to less restrictive and more inclusive settings.

School Processes & Programs Strengths

RLA recognizes that while almost all our students came to RLA because they were encountering barriers to their school success, those barriers were all different. There is no one intervention that will meet all their needs. Because of this, RLA offers a suite of programs and supports so that each student can access what he/she/they need to be able to meet the goal of high school graduation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The special programs and auxiliary supports RLA provides to support student success must be significantly reconfigured to work in distance learning or hybrid instruction. **Root Cause:** RLA's special programs and auxiliary supports were designed for on-site instruction.

Perceptions

Perceptions Summary

Because RLA is an intervention for students who have not experienced success in the general high school, our school culture is one that prioritizes and values accessibility, differentiation, flexibility, relationships and collaboration. Some of the formal structures that support that culture include:

Weekly Data Review and Intervention Planning

Each week our teachers sit together and review student grades and attendance data. They use that information to identify students who deserve some specific positive feedback, those who need an academic check-in or phone call home and those who they want to refer to the attendance team or student support team. They also use this time to nominate students for student of the week. All of their notes are shared with the Principal, counselors, social worker, family liaison and Trillium staff.

Weekly Child Study Team Meetings

Each week teachers make referrals to the student support team for a child study meeting. These meetings include all staff who work directly with the identified student. They enable the student's team to share information, including what strategies have been found to be successful, and to plan and coordinate new interventions.

Friday Staff Circle

This is a quick (15 minute) all staff circle held each Friday. The purpose of the circle is to build staff community and practice using restorative practices. It is also an opportunity for teachers and staff to ask questions or share any new information about students that it may be helpful for the whole team to know about.

Friday Assembly

Each Friday we have a 10 minute, whole-school celebration assembly. We recognize students who have made honor roll or made improvements in their attendance. We also recognize 2-3 students of the week. The teacher who nominated the student says a few words about the student and he/she/they receive a certificate.

Targeted and Universal Attendance Interventions

The attendance team reviews attendance data and teacher referrals on a weekly basis and manages a tiered system of attendance supports and interventions. This includes managing a caseload of students on individual attendance support plans, implementing universal attendance interventions and conducting home visits.

Restorative Practices Team

RLA has a team that is responsible for supporting activities related to the implementation of restorative practices at RLA including community building and restorative circles, professional development and training and the promotion of student voice in school decision making.

Perceptions Strengths

According to the 2020 CEE Parent Survey the following percentages show how many parents answered “Almost Always True” or “Often True” to the following questions.

- 92% I am informed about what is going on at this school.
- 100% This school communicates with me about my child's progress.
- 96% The schoolwork assigned is relevant to his/her future success.
- 88% The teachers in this school are dedicated to helping all students succeed.
- 96% I feel comfortable expressing my ideas or concerns to the administrators of this school.
- 96% I believe the adults at this school care about my child.
- 92% Additional help is available to my child if he/she needs it.

Priority Problem Statements

Problem Statement 1: Academic performance dropped significantly following the change to distance learning.

Root Cause 1: The emergency switch to distance learning did not provide equivalent supports for students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring.

Root Cause 2: Because of the emergency pivot to online learning we were not able to provide needed supports.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Academic engagement dropped significantly following the change to distance learning.

Root Cause 3: The emergency switch to distance learning did not provide equivalent supports for students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The special programs and auxiliary supports RLA provides to support student success must be significantly reconfigured to work in distance learning or hybrid instruction.

Root Cause 4: RLA's special programs and auxiliary supports were designed for on-site instruction.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

- School and District Report Cards (RC) and Assessment Group Reports (AGR)
- State Report Card Data
- Alternative Schools and Programs accountability data

Student Data: Assessments

- Student failure and/or retention rates
- Grades that measure student performance based on learning standards

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress and participation data
- Special education/non-special education population including discipline, progress and participation data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

Goals

Goal 1: Building Achievement

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

Evaluation Data Sources: Failing grade reports

Summative Evaluation: None

Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.		
Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		Dec
Title I Components (ORIS Domains): None		Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching		May
Problem Statements: Demographics 1 Student Learning 1		Summative
Funding Sources: None		June
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.		
Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		Dec
Title I Components (ORIS Domains): None		Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching		May
Problem Statements: Demographics 1 Student Learning 1		Summative
Funding Sources: None		June

Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.


<p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<p>Problem Statements: Demographics 1 Student Learning 1</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.

<p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: Demographics 1 Student Learning 1, 2</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.

<p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:** Because of the emergency pivot to online learning we were not able to provide needed supports.

Student Learning

Problem Statement 1: Academic performance dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

Problem Statement 2: Academic engagement dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

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

Evaluation Data Sources: Attendance and participation data

Summative Evaluation: None

Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.		
Strategy's Expected Result/Impact: Attendance and participation in distance learning will increase by at least 10% compared to Hexters 5 and 6 from 2019-2020.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' participation and engagement.		Dec
Title I Components (ORIS Domains): None	Problem Statements:	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Demographics 1 Student Learning 2	May
	Funding Sources:	Summative
	None	June
Strategy/Action 2: CDL will be delivered through a combination of synchronous and asynchronous instruction.		
Strategy's Expected Result/Impact: Attendance and participation in distance learning will increase by at least 10% compared to Hexters 5 and 6 from 2019-2020.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' participation and engagement.		Dec
Title I Components (ORIS Domains): None	Problem Statements:	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Demographics 1 Student Learning 2	May
	Funding Sources:	Summative
	None	June

Strategy/Action 3: Staff will regularly monitor student progress and engagement and refer students who need additional supports.

<p>Strategy's Expected Result/Impact: Teachers and members of the counseling team will regularly discuss student progress and plan coordinated supports for students who need them. As a result, students will be able to get additional support without having to ask for it directly.</p> <p>Staff Responsible for Monitoring: Principal and all certified staff.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Problem Statements: Demographics 1 Student Learning 2</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 4: Establish multiple options for 2-way communication between students and families and RLA faculty and staff and communicate to students and families about how to use them.

<p>Strategy's Expected Result/Impact: Students and families will be able to communicate with teachers and staff in the manner that is most comfortable/accessible to them (e.g. text, phone, video conference, through a translator).</p> <p>Staff Responsible for Monitoring: Principal, certified staff and Parent/Family Liaison</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Problem Statements: Demographics 1 Student Learning 2</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:** Because of the emergency pivot to online learning we were not able to provide needed supports.

Student Learning

Problem Statement 2: Academic engagement dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

Goal 2: Department Goals

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

Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.		
Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		Dec
Title I Components (ORIS Domains): None		Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching		May
Problem Statements: Demographics 1 Student Learning 1		Summative
Funding Sources: None		June
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.		
Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		Dec
Title I Components (ORIS Domains): None		Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching		May
Problem Statements: Demographics 1 Student Learning 1		Summative
Funding Sources: None		June

Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.

<p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<p>Problem Statements: Demographics 1 Student Learning 1</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology tools.

<p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: Demographics 1 Student Learning 1, 2</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.

<p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
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		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:** Because of the emergency pivot to online learning we were not able to provide needed supports.

Student Learning

Problem Statement 1: Academic performance dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

Problem Statement 2: Academic engagement dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

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

Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.		
Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		Dec
Title I Components (ORIS Domains): None	Problem Statements:	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Demographics 1 Student Learning 1	May
	Funding Sources:	Summative
	None	June
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.		
Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		Dec
Title I Components (ORIS Domains): None	Problem Statements:	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Demographics 1 Student Learning 1	May
	Funding Sources:	Summative
	None	June

Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.

<p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<p>Problem Statements: Demographics 1 Student Learning 1</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.

<p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: Demographics 1 Student Learning 1, 2</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.

<p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:** Because of the emergency pivot to online learning we were not able to provide needed supports.

Student Learning

Problem Statement 1: Academic performance dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

Problem Statement 2: Academic engagement dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

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

Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.		
Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		Dec
Title I Components (ORIS Domains): None	Problem Statements:	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Demographics 1 Student Learning 1	May
	Funding Sources:	Summative
	None	June
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.		
Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		Dec
Title I Components (ORIS Domains): None	Problem Statements:	Mar
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Demographics 1 Student Learning 1	May
	Funding Sources:	Summative
	None	June

Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.

<p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<p>Problem Statements: Demographics 1 Student Learning 1</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.

<p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: Demographics 1 Student Learning 1, 2</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.

<p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Mar
		May
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:** Because of the emergency pivot to online learning we were not able to provide needed supports.

Student Learning

Problem Statement 1: Academic performance dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

Problem Statement 2: Academic engagement dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

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

Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.		
Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		
Title I Components (ORIS Domains): None	Problem Statements: Demographics 1 Student Learning 1	
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Funding Sources: None	Dec
		Mar
		May
		Summative
		June
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.		
Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.		Formative
Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.		
Title I Components (ORIS Domains): None	Problem Statements: Demographics 1 Student Learning 1	
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Funding Sources: None	Dec
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Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.

<p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<p>Problem Statements: Demographics 1 Student Learning 1</p> <p>Funding Sources: None</p>	Formative
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Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.

<p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: Demographics 1 Student Learning 1, 2</p> <p>Funding Sources: None</p>	Formative
		Dec
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Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.

<p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Demographics

Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:** Because of the emergency pivot to online learning we were not able to provide needed supports.

Student Learning

Problem Statement 1: Academic performance dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.





Problem Statement 2: Academic engagement dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

Goal 3: Equity

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

Evaluation Data Sources: Student and family surveys

Summative Evaluation: None

Strategy/Action 1: Staff will regularly monitor student progress and engagement and refer students who need additional supports.	
<p>Strategy's Expected Result/Impact: Teachers and members of the counseling team will regularly discuss student progress and plan coordinated supports for students who need them. As a result, students will be able to get additional support without having to ask for it directly.</p> <p>Staff Responsible for Monitoring: Principal and all certified staff.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Problem Statements: Demographics 1 Student Learning 2</p> <p>Funding Sources: None</p>
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Strategy/Action 2: Establish multiple options for 2-way communication between students and families and RLA faculty and staff and communicate to students and families about how to use them.	
<p>Strategy's Expected Result/Impact: Students and families will be able to communicate with teachers and staff in the manner that is most comfortable/accessible to them (e.g. text, phone, video conference, through a translator).</p> <p>Staff Responsible for Monitoring: Principal, certified staff and Parent/Family Liaison</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement</p>	<p>Problem Statements: Demographics 1 Student Learning 2</p> <p>Funding Sources: None</p>
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Demographics

Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:** Because of the emergency pivot to online learning we were not able to provide needed supports.





Student Learning

Problem Statement 2: Academic engagement dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

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

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

Summative Evaluation: None

Strategy/Action 1: During CDL, Mondays will be reserved for SEL based advisory classes and other auxiliary supports such as student groups.	
<p>Strategy's Expected Result/Impact: By not holding regular synchronous academic classes on Monday, all students will be able to participate in student groups (e.g. BSU, GSA, Leadership) or access support from Trillium, counselors and Social Worker without missing instructional time.</p> <p>Staff Responsible for Monitoring: Principal, counselors, Social Worker, Trillium</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Effective School Leadership, Supportive Learning Environment</p>	<p>Problem Statements:</p> <p>Demographics 1</p> <p>School Processes & Programs 1</p>
	<p>Funding Sources:</p> <p>None</p>
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Strategy/Action 2: All students will participate in a weekly advisory class where they will engage in SEL related activities planned by our counseling team.	
<p>Strategy's Expected Result/Impact: All students will have to opportunity to interact with peers in the CDL environment through SEL activities. All students will receive SEL supports.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: None</p>	<p>Problem Statements: None</p> <p>Funding Sources:</p> <p>None</p>
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Demographics

Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:**

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Because of the emergency pivot to online learning we were not able to provide needed supports.





School Processes & Programs

Problem Statement 1: The special programs and auxiliary supports RLA provides to support student success must be significantly reconfigured to work in distance learning or hybrid instruction. **Root Cause:** RLA's special programs and auxiliary supports were designed for on-site instruction.

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













Evaluation Data Sources: CEE Survey Results

Summative Evaluation: None

Strategy/Action 1: RLA will create and launch a weekly newsletter to go out to all families in English and Spanish with translation services available in other languages.	
Strategy's Expected Result/Impact: The newsletter will include helpful information about about how to engage in CDL as well as regular updates about RLA. Staff Responsible for Monitoring: Principal, Newsletter Manager, Parent Liaison Title I Components (ORIS Domains): None Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	Problem Statements: Demographics 1 Funding Sources: None
	Formative Dec Mar May Summative June
Strategy/Action 2: Teachers will have regularly scheduled open office hours where they will be accessible to students and parents.	
Strategy's Expected Result/Impact: Parents and students will have multiple, regularly scheduled opportunities throughout the week when they can meet with a classroom teacher without an appointment. Staff Responsible for Monitoring: Principal, Parent Liaison Title I Components (ORIS Domains): None Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	Problem Statements: Demographics 1 Funding Sources: None
	Formative Dec Mar May Summative June
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Demographics	
Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. Root Cause: Because of the emergency pivot to online learning we were not able to provide needed supports.	

Goal 4: Safety

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

Strategy/Action 1: Develop and follow plans for CDL and hybrid instruction that meet or exceed all guidelines for COVID-19 related safety.							
Strategy's Expected Result/Impact: We will be able to provide quality instruction while minimizing risk of COVID-19 transmission and infection to our students, staff and families.	<table border="1"> <tr> <td>Formative</td> </tr> <tr> <td>Dec</td> </tr> <tr> <td>Mar</td> </tr> <tr> <td>May</td> </tr> <tr> <td>Summative</td> </tr> <tr> <td>June</td> </tr> </table>	Formative	Dec	Mar	May	Summative	June
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Staff Responsible for Monitoring: Principal and Principal's designated COVID-19 Compliance Monitor							
<table border="0"> <tr> <td>Title I Components (ORIS Domains): None</td> <td>Problem Statements: None</td> </tr> <tr> <td>Characteristics: Effective School Leadership</td> <td>Funding Sources: None</td> </tr> </table>	Title I Components (ORIS Domains): None	Problem Statements: None	Characteristics: Effective School Leadership	Funding Sources: None			
Title I Components (ORIS Domains): None	Problem Statements: None						
Characteristics: Effective School Leadership	Funding Sources: None						
<table border="0"> <tr> <td> No Progress</td> <td> Accomplished</td> <td> Continue/Modify</td> <td> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue		
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Goal 5: CDL

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

Evaluation Data Sources: ODE Guidelines

Summative Evaluation: None

Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines.	
<p>Strategy's Expected Result/Impact: Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	Formative
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	Summative
<p>Problem Statements: Demographics 1 Student Learning 1</p> <p>Funding Sources: None</p>	June
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction.	
<p>Strategy's Expected Result/Impact: Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	Formative
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	Summative
<p>Problem Statements: Demographics 1 Student Learning 1</p> <p>Funding Sources: None</p>	June

Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines.

<p>Strategy's Expected Result/Impact: In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs.</p> <p>Staff Responsible for Monitoring: Principal and teachers will monitor students' academic progress.</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching</p>	<p>Problem Statements: Demographics 1 Student Learning 1</p> <p>Funding Sources: None</p>	Formative
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		June

Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology.

<p>Strategy's Expected Result/Impact: Teachers will be able to use a greater variety of instructional tools to meet their students needs.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: Demographics 1 Student Learning 1, 2</p> <p>Funding Sources: None</p>	Formative
		Dec
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		Summative
		June

Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning.

<p>Strategy's Expected Result/Impact: Teachers will be able to plan and deliver instructional using effective strategies for distance learning.</p> <p>Staff Responsible for Monitoring: Principal, HACK Team</p> <p>Title I Components (ORIS Domains): None</p> <p>Characteristics: Focused Professional Development</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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 No Progress
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Demographics

Problem Statement 1: Survey results show that a majority of students and parents report experiencing significant difficulty with online learning last spring. **Root Cause:** Because of the emergency pivot to online learning we were not able to provide needed supports.

Student Learning

Problem Statement 1: Academic performance dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

Problem Statement 2: Academic engagement dropped significantly following the change to distance learning. **Root Cause:** The emergency switch to distance learning did not provide equivalent supports for students.

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

This comprehensive needs assessment is based on information and data from the following sources:

- Credit attainment data from the prior school year
- Most recently available academic testing data from state and district assessments
- Staff surveys on leadership, academics, school culture, equity and inclusion
- Student surveys on leadership, academics, school culture, equity and inclusion
- Parent surveys on leadership, academics, school culture, equity and inclusion
- Discipline data
- Attendance data

Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.

2.1: Optional Goal

1. Increase overall student achievement and increase student achievement in each of the following areas as measured by credit attainment rates: Math, Science, Social Studies, English Language Arts
2. Decrease barriers to engagement with school for all students during comprehensive distance learning as measured by engagement rates.
3. Increase access to school based supports as measured by participation rates for school based supports.
4. Increase the frequency of school to home communication as measured by parent surveys.

Question 3. Please respond to the following:

3.1: Leadership

RSD provides ongoing training and support for implementation of the schools plan through regular SIP plan monitoring and review and ongoing

professional development.

3.2: Talent Development

3.3: Stakeholder Engagement

3.4: Well-Rounded Learning System

3.5: Instructional Strategies

3.6: Inclusive Policy and Practice

Campus Funding Summary

H.B. Lee Middle School



ABOUT OUR SCHOOL

H.B. Lee Middle School is a diverse community of 838 scholars located in the Rockwood neighborhood of East Portland. We are a Title I school with 100% of our students receiving no-cost meals for lunch and breakfast. Our school population is 38% Latino, 19% Black/African American, 18% White, 13% Asian American, and 5% Pacific Islander. 6% of our students identify as Multi-racial and 1% as Native American. Our core content classes have approximately 32. On average for the last two years, 73% of our students have met the regular attenders requirement. Our staff includes three administrators, 35 general education teachers, six learning specialists, three counselors, a school social worker, a librarian, an instructional coach, and a school psychologist. In addition, 26 classified staff are on our team, including secretaries, custodians, educational assistants, a testing coordinator, campus monitors, and kitchen staff. We are partnered with ten community agencies, which add multiple additional staff members to our school.

STRENGTHS

Pride points



- We offer AVID classes at all grade levels
- We have a thriving arts program that includes full-year Orchestra for 7th and 8th grade students.
- We provide a daily Advisory class to start the day that focuses on socio-emotional learning.
- Our professional development focuses on technology, AVID, culturally responsive teaching strategies, and MTSS practices.
- We partner with multiple culturally specific community agencies that provide 1-1 and group support for students.
- Our Professional Learning Communities collaborate to create curricular units using Universal Design for Learning framework that ensures all students can learn.
- We have increased the racial, cultural, and linguistic diversity of our staff to better represent our community.
- Our Student Engagement Team meets weekly

GOALS

Opportunities for growth



- We will create a strong academic culture where classroom instruction is aligned to standards and is differentiated and enriched to accelerate student learning.
- We will increase the frequency and consistency of SEL opportunities in our school.
- We will create an inclusive culture where all our school practices and programs are culturally responsive.
- We will create a strong culture of community engagement where students and families have a voice and feel connected to the school.
- We will use multiple data points to determine our progress toward our goals.

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Reynolds Middle School



ABOUT OUR SCHOOL

The RMS Family is built on relationships. We foster growth through collaborative, culturally-rich, relevant, and challenging instruction. We promote passionate learning to inspire productive members of humanity who positively contribute to a changing world.

Reynolds Middle School serves a diverse, low-income community in East Multnomah County. Currently, we are 55% Latino, 22% White, 8% African-American 8% Asian, 4% Asian Pacific Islander, 5% Two Or More Races, and less than 1% Native American. Currently, we have 992 students grades 6-8. Our diversity is a strength with the vast majority of our students speaking more than one language.

The RMS Family is built on relationships. We foster growth through collaborative, culturally-rich, relevant, and challenging instruction. We promote passionate learning to inspire productive members of humanity who positively contribute to a changing world. Our school staff is comprised of 3 administrators, 47 teachers, 26 classified staff, 1 school psychologist, 3 counselors, and 2 social workers.

STRENGTHS

Pride points



- Sixth through eighth grade Unified Arts Program that will help provide a creative and integrated exploratory experience in the Fine Arts, Music and Life Skills.
- We were showcased by All Hands Raised for our diversity
- Foundations is a culturally-relevant SLE program that frontloads the day for our students and “lays the foundation” for daily success.
- We have continued to reduce disproportionate discipline through Foundations, Restorative Practice, and work with a diverse array of community partners.
- Strong, caring relationships and very high levels of collaboration among/between staff with our Professional Learning Community
- Positive Behavior Interventions and Support (PBIS) with a focus on the traits of being respectful, responsible, and safe.

GOALS

Opportunities for growth



- Communication: By the end of the 2020-21 school year, the percentage of parents who feel that the school communicates with them about their child's progress will increase from 69% to 80% on the annual CEE survey.
- Equity: To ensure the success of all students, Reynolds Middle School will continue to enhance, refine and communicate its comprehensive multi-tiered system of supports as a framework to improve student outcomes in academics, social emotional competencies, and cultural competency.
- Social Emotional: By the end of the school year, the percentage of parents and staff who believe that the RMS places an emphasis on social emotional learning in addition to core academic instruction will increase by 5%.
Parents: Increase from 63% to 75%% Staff: increase from 47% to 70%

Walt Morey Middle School



ABOUT OUR SCHOOL

Walt Morey is a diverse community of learners located in Troutdale, Oregon. Our school is comprised of 605 students with a make-up of 43% Latino, 42% white, 6% two or more ethnicities, 7% Asian, 1.6% Black/African American, 0.3% Pacific Islander, 0.6% American Indian/Alaskan Native. 49% of our student body speaks a native language other than English, with a total of 19 different home languages being represented. A majority of students at Walt Morey experience poverty. 60% of the student body qualifies for free and reduced lunch. Our average class size is 30 students.

Our school staff is comprised of 2 administrators, 31 teachers, 25 classified staff, 1 speech pathologist, .5 school psychologist, 1.5 counselors, and a social worker. 97% of our staff have 3 or more years of experience. The turn over rate for staff at Walt Morey is only 7%. The school staff is not as diversified as the student body, with 94% identifying as white.

STRENGTHS

Pride points



- "Positive School culture with strong focus on building and maintaining relationships
- "Collaborative leadership culture with shared decision making, as well as all PD planned and delivered by teacher leaders
- "Professional development focus on technology, sheltered instruction, AVID, Equity, and restorative practices
- "Daily homeroom lessons for students that focus on empowering student voice and teaching empathy, growth mindset, digital citizenship, and restorative practices
- "Student Outreach Team meets weekly to plan supports, implement interventions, and provide resources for struggling students and families.
- "Staff CEE survey shows high degree of organizational trust.
- "Staff survey percent positive results exceed national and high performing schools" 2019

GOALS

Opportunities for growth



- Student Achievement: We will increase the number of students with grade level literacy skills.
- Student Achievement: We will increase the number of students with grade level math skills.
- Equity: We will increase the percentage of students who are regular attenders.
- Equity: We will increase teacher awareness and implementation of culturally responsive teaching practices.
- Social Emotional Learning: We will increase the amount of school wide social emotional learning lessons being delivered.
- Communication: We will increase the quality and quantity of communication between school and home.

Reynolds High School



ABOUT OUR SCHOOL

Reynolds High School is located in Troutdale, Oregon and serves the municipalities of Gresham, Portland, Troutdale, Fairview and Wood Village. The school is located in a suburban area and serves approximately 2,700 students.

Hispanic/Latino students make up the bulk of the enrollment accounting for 45% of the total while White students make up 30%, Asian students 9%, Black/African American students 7%, Multiracial students 5%, Native Hawaiian students 2% and American Indian/ Alaskan Natives comprise 1% of the population.

The school is extremely diverse with 44 languages spoken by students from a wide range of backgrounds. 53% of the school population are ever English learners and students with disabilities make up 14% of the student body. Of the students enrolled, 64% qualify for free or reduced lunches and the mobility rate for the school is 21%.

STRENGTHS

Pride points



The diversity that exists at Reynolds High School has always been our strength. Students who attend our school experience an environment that includes learners and families from a wide range of backgrounds. There are a significant number of events and activities at the school that seek to not only capitalize on our diverse population, but also honor and celebrate the origins of our students and families.

Over the past seven years, RHS has seen a 16% growth in the overall graduation rate and experienced a three point jump for the last calculated year, reaching an overall rate of 76%. Included in those gains for the previous year, our migrant population attained a graduation rate of 86% and our economically disadvantaged students climbed to 72%. The Hispanic/Latino graduation rate, which has been a key area of focus for the past five years

GOALS

Opportunities for growth



Many of our goals this year have shifted as we move to a Comprehensive Distance Learning model (CDL). While we have not changed the focus within our School Improvement Plan, we have added goals around CDL and amended several sections to reflect new challenges and needs.

The most important goal this year is to become adept at CDL and find ways to ensure that all students at RHS experience a holistic, relevant and effective educational experience. CDL could very well be something that persists for many months and could, in fact, return at a future date.

Equity has been a focus in the Reynolds School District, but it has never been more imperative than now. Not only is our district made up of students and families who traditionally experience inequitable practices in

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Reynolds Learning Academy

REYNOLDS LEARNING ACADEMY



ABOUT OUR SCHOOL

Reynolds Learning Academy is the alternative high school for the Reynolds School District, serving students in grades 10-12. The great majority of our students enroll because they have experienced significant challenges engaging with school and earning the credits they need to complete their high school diploma. When they enroll at RLA, almost all students are significantly behind on credits and they are seeking RLA's small school environment, which provides increased individual academic support from teachers and greater access to counselors, social workers and other support staff. In addition, we offer the following special programs:

- Trading Up Career and Technical Education (CTE) Program
- Multnomah Youth Cooperative (MYC) CTE Program
- Young Parent Program/Head Start
- Supportive Behavior Program
- Turnaround Center Credit Recovery
- Night School Credit Recovery and Graduation Support

STRENGTHS

Pride points



RLA is an effective intervention for students who are not making adequate progress towards graduation in the traditional high school setting with 77% of students showing an increase in credit attainment rates.

RLA offers a robust system of tiered interventions and supports to address students' individual needs as they progress towards high school graduation. This includes access to a dedicated social worker, Trillium counselors, support for young parents and night school.

The alternative Hexter schedule piloted in 2019-2020 was successful in supporting student academic success, resulting in an increase of 12% in credit attainment rates prior to CDL.

GOALS

Opportunities for growth



RLA serves students who experienced significant barriers to school engagement prior to the global pandemic and they experience unique challenges when engaging in distance learning. Our goals this year are focused on identifying and eliminating those barriers and reconfiguring our programs so that we can continue to provide the same or better levels of support to our students through CDL.

- Increase credit attainment rates in CDL to or above pre-CDL levels for all students and subgroups.
- Increase engagement/attendance rates in CDL to or above pre-CDL levels for all students and subgroups.
- Eliminate barriers for students accessing school-based supports to bring engagement with these resources to or above pre-CDL levels.

- II. **6:05p - School and Department Improvement Plans: Breakout 1**
- III. **6:35p - School and Department Improvement Plans: Breakout 2**
- IV. **7:05p - School and Department Improvement Plans: Breakout 3**
- V. **7:35p - School and Department Improvement Plans: Breakout 4**
- VI. **8:05p - Adjourn**