

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

Outcome A: Facilitating more supportive learning environments will result in students in focal groups and all students, as well as parents and caregivers reporting an increased sense of belonging and engagement based on annual survey results and improved chronic absentee rates.

Strategy A3: Provide increased supports to help students successfully transition from middle school to high school through Freshman Success Teams and Access class focusing building relationships, study skills, time management, graduation requirements/four-year plan and career exploration.

Through our Ninth Grade teams, Access classes for all freshman, commitment to AVID strategies, and an increase in counselors, we have seen an almost 10% increase in Ninth Grade on Track from our baseline 5 year average and exceeding the stretch goal set for 2023-24.

Outcome B: Increased dedicated time for professional learning to ensure staff have the knowledge and skills they need to support the needs of focal groups and all students.

This is the fourth and final year of LETRS training for all elementary teachers. Teachers participate in LETRS professional development during Monday late starts and designated days throughout the year. LETRS provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student. LETRS is unique from any other professional development program because every single concept and skill is solidly based in scientific research about how reading and language acquisition work. The Bridge to Practice component allows teachers to practice their new learning with a small group of students, then reflect upon the experience by examining what went well and how instruction can be refined.

Outcome C: Increase reading and math achievement through comprehensive academic and instructional strategies based on collaborative data-driven systems.

Strategy C4: Increase opportunities for extended day and year learning, as well as flexible and personalized learning.

RHS hosted twice as many neurodivergent students in SY 2024 summer programming specifically supporting the transition from middle school to high school compared to SY 2023. We braided State Summer Learning Grant funding and SSA funding to host Freedom Schools program at four of our schools summer 2023 and summer 2024. This program not only engages student participating in literacy based summer school program (using research-based Integrated Reading Curriculum) but a large part of the model is hiring 10-15 high school and college-aged Black and brown young adults and provide them with dynamic training and ongoing mentorship and coaching by certified classroom teachers from our community to work in the program. This is integral in our grow-your-own pathway. Freedom Schools centers joy, culturally reflective curriculum and instruction, social action, and positive identity formation.

Outcome E: Historically and currently marginalized students participate in college and career activities and courses and earn industry credentials and college credits (or combinations of credentials) at the same rate as all students, and concrete plans are in place to keep rates proportional.

Strategy E1: Continued development of programs of study that reflect student and industry demand.

Responding to diverse student voice in high school engagement, Reynolds High School renovated space, hired a teacher, and purchased curriculum, equipment, and supplies to open a new CTE Program of Study in Cosmetology starting fall 2024. More than 200 students are enrolled in Introduction to Cosmetology. Over 70% of students enrolled identify as low-income, students of color, or both. This will only strengthen our On Track to Graduation data that currently shows that 77.7% of CTE Participants and 92.86% of CTE Concentrators graduate within four years.

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Outcome C: Increase reading and math achievement through comprehensive academic and instructional strategies based on collaborative data-driven systems.

Strategy C5: Professional Learning Communities effectively focus on student learning and collaborate on data.

A barrier to Professional Learning Communities and Data Teams is lack of access to timely and disaggregated data. Particularly the Acadience data dashboard does not allow a school or grade level team to look at data disaggregated by race/ethnicity or English language proficiency to consider whether there is an achievement gap and therefore select appropriate instructional strategies. We could use support and leverage from other districts, ODE and ORTLi with Acadience to enhance their data dashboard.

Strategy C1: Intensive or targeted instruction in reading and math to accelerate those who are reading below grade level.

We are still seeing the impact of the pandemic on student learning and social-emotional behavior. There is a need to balance addressing lagging prerequisite skills while moving forward with grade-level content. Teachers need time to assess pre-requisite skills and determine how to address them within the pacing in the core instruction."

Outcome-A	Facilitating more supportive learning environments will result in students in focal groups and all students, as well as parents and caregivers reporting an increased sense of belonging and engagement based on annual survey results and improved chronic absentee rates.
A1	Reduce class size averages at elementary and middle school to better approximate QEM.
A2	Provide increased and equitable access for students and families to social, mental and behavioral health supports.
A3	Provide increased supports to help students successfully transition from middle school to high school through Freshman Success Teams and Access class focusing building relationships, study skills, time management, graduation requirements/four-year plan and career exploration.
A4	Increase student and family representation and inclusivity and reduce barriers, in partnership with culturally-specific community based organizations, to collectively provide a caring, supportive environment.
A5	Decrease rates of chronic absenteeism and students who drop out through universal and targeted attendance supports and interventions.
Outcome-B	Increased dedicated time for professional learning to ensure staff have the knowledge and skills they need to support the needs of focal groups and all students.
B1	Provide professional learning and team-planning time on curriculum implementation, culturally-responsive instructional practices, restorative practices and social-emotional learning to support teachers in applying those practices with confidence and efficacy.
B2	Support instruction by coaching and modeling instructional strategies and provide job-embedded professional learning opportunities in critical reading, math strategies, academic language and literacy, learning through writing.
Outcome-C	Increase reading and math achievement through comprehensive academic and instructional strategies based on collaborative data-driven systems.
C1	Intensive or targeted instruction in reading and math to accelerate those who are reading below grade level.
C2	Enhance academic achievement for students through creating rich resources to support both structured learning in classrooms, as well as individualized
C3	Provide additional social, emotional, language and literacy supports in primary grade classrooms for aiding in transitions.
C4	Increase opportunities for extended day and year learning, as well as flexible and personalized learning.
C5	Professional Learning Communities effectively focus on student learning and collaborate on data.
Outcome-D	Students, staff, and families report an increased sense of safety in each school.
D1	Respond effectively to the complex needs of students, including emotional and behavioral needs, while coaching and/or evaluating staff to ensure that their
D2	Ensure that students are healthy, have their medical and dental needs met, and necessary vision correction.
Outcome-E	Historically and currently marginalized students participate in college and career activities and courses and earn industry credentials and college credits (or combinations of credentials) at the same rate as all students, and concrete plans are in place to keep rates proportional.
E1	Continued development of programs of study that reflect student and industry demand.
E2	Increase in certification earning opportunities, dual credit opportunities, and pre-apprenticeship offerings.
E3	Continued development of industry partnerships that allow for the addition of work based learning opportunities within a wide variety of pathways.
E4	CTE and Career Connected Learning marketing, including family engagement, and middle school and freshman outreach.
E5	Articulated CTE programming grades 6-12.