



Dr. Linda Florence, Superintendent

STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

Target Area: STUDENT ACHIEVEMENT

READING ACHIEVEMENT GOALS:

- The percentage of students at each grade level who complete the school year at the IRLA Benchmark will increase by 10% over the spring 2016 assessment.
- The percentage of students at each grade level who complete the school year at the IRLA Intensive level will decrease by 10% over the spring 2016 assessment.

READING GROWTH GOALS:

- Students in all schools who begin the school year at the IRLA Benchmark level will demonstrate at least one year’s growth in reading.
- Students in all schools who begin the school year at the IRLA Strategic or Intensive levels will demonstrate at least 1.5 year’s growth in reading.

STUDENT ACHIEVEMENT AND GROWTH: READING				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
Implement RSD Literacy Framework K-5—Year 4 and provide targeted intervention based on benchmark data	<ul style="list-style-type: none"> • School Improvement Plans tied to Action Plan and RSD Literacy Framework • Monthly principal supervision site visits and additional targeted support via assistant superintendent • Principals to use the goal setting and monitoring process outlined in the Reynolds School District Teacher Evaluation manual to direct coaching supports and continued professional development aligned with 	<ul style="list-style-type: none"> • Increases in IRLA percentages of students on-track and proficient at each school and grade level • Fall Benchmark students show annual growth of 1 year or more as measured by IRLA. • Fall Strategic and Intensive students show annual growth of 1.5 years or more as measured by IRLA. 	<ul style="list-style-type: none"> • General Fund • Title IA • Title IIA 	<ul style="list-style-type: none"> • Principals • Federal Programs Coordinator • Director of Federal Programs • Assistant Superintendent • Superintendent



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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	coaching plan <ul style="list-style-type: none"> • Adjust instruction and provide targeted intervention according to recommendations from IRLA/ENIL assessment to accelerate learning for students identified as strategic and intensive • Instructional coaches use the Reynolds School District Coaching Cycle with teachers individually and in teams to ensure effective implementation of IRLA and GLAD units • Professional development for new teachers in IRLA at new teacher professional development and ongoing coaching • Coaches provide high-quality professional development to teachers at the Pre-Instructional Conference as well as throughout the school year during early-releases • Elementary Transformation Team time will be designated monthly for implementation and IRLA professional development 			



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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
Implementation, year 1, of academically rigorous, developmentally appropriate kindergarten program	<ul style="list-style-type: none"> Monitor implementation quarterly of redesigned kindergarten program Quarterly meetings for Kindergarten Workgroup ETT monitor/report/discuss implementation quarterly 	<ul style="list-style-type: none"> 80% of 2016-17 kindergarten students enter first grade on-track 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Assistant Superintendent Superintendent
Implement, year 1, Alder two-way bilingual program redesign	<ul style="list-style-type: none"> Kindergarten and first grades implement two-way immersion program Three-year plan for Alder bilingual program redesign 	<ul style="list-style-type: none"> Measurable level gains in ENIL (Evaluación del Nivel Independiente de Lectura) at Alder in bilingual program – the Spanish version of IRLA Increases in ENIL percentages of students on-track and proficient at each school and grade level Fall Benchmark students show annual growth of 1 year or more as measured by ENIL. Fall Strategic and Intensive students show annual growth of 1.5 years or more as measured by ENIL. 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Alder Elementary Principal Director of Equity and ELL Programs Assistant Superintendent Superintendent
Implement RSD Literacy Framework in grades 6-12— Year 3 of three-year implementation plan, and provide targeted intervention based on benchmark data	<ul style="list-style-type: none"> Consistent use of assessment components (screening, progress monitoring, formative) Consistent use of curriculum and scope and sequence aligned to 6-12 Literacy 	<ul style="list-style-type: none"> Increases in IRLA percentages of students on-track and proficient at each school and grade level Fall Benchmark students show annual growth of 1 year or more as measured by 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Director of Secondary Federal Programs Coordinator Director of Federal Programs



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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	<ul style="list-style-type: none"> Framework Instructional coaches use the Reynolds School District Coaching Cycle with teachers individually and in teams to ensure effective implementation of IRLA and GLAD units Adjust instruction and provide targeted intervention according to recommendations from STAR assessment to accelerate learning for students identified as strategic and intensive Coaches provide high-quality professional development to teachers at the Pre-Instructional Conference as well as throughout the school year during early-releases Professional development for instructional coaches in the advanced use of IRLA Revised master schedule at RLA to allow for Action 100 implementation. 	<ul style="list-style-type: none"> IRLA Fall Strategic and Intensive students show annual growth of 1.5 years or more as measured by IRLA Decrease of failing grades at secondary level Increase in credit attainment Increase in number of students meeting the Essential Skills requirements. Increase in graduation rates Decrease the percentage students requiring Extended Assessments 		<ul style="list-style-type: none"> Assistant Superintendent Superintendent
Aligned community partnerships that support academic growth and achievement in literacy	<ul style="list-style-type: none"> All new and pre-existing community partnerships vetted through Academic Unit and/or RSD Cabinet to ensure alignment with all 	<ul style="list-style-type: none"> Increases in IRLA percentages of students on-track and proficient at each school and grade level Fall Benchmark students 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Coordinator for Grants & Partnerships Principals Assistant Superintendent



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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	<ul style="list-style-type: none"> School Improvement Plans Partners provide professional development for certified staff at Pre-Instructional Conference Continue Pre-K programs utilizing partnerships at Alder Elementary and Davis Elementary All Hands Raised kinder transition demonstration site at Davis Elementary 	<ul style="list-style-type: none"> show annual growth of 1 year or more as measured by IRLA Fall Strategic and Intensive students show annual growth of 1.5 years or more as measured by IRLA Analyze Kinder Assessment for kinder students who attended preschool at Alder and Davis 		<ul style="list-style-type: none"> Superintendent
Transition from GLAD units to Integrated Literacy Units (ILU)	<ul style="list-style-type: none"> Elementary and 6th grade classrooms implement Integrated Literacy Units with focus on GLAD strategies Additional K-6 Integrated Literacy Units developed per grade level for CCSS instruction Principals ensure fidelity to ILU implementation through walkthroughs and classroom observations. Effective use of late starts for professional learning communities to allow teacher collaboration. Instructional coaches provide real-time professional development in GLAD and CIELD strategies 	<ul style="list-style-type: none"> Increases in IRLA percentages of students on-track and proficient at each school and grade level Fall Benchmark students show annual growth of 1 year or more as measured by IRLA. Fall Strategic and Intensive students show annual growth of 1.5 years or more as measured by IRLA Increases in breadth and depth of fidelity to GLAD components over 14-15 baseline 	<ul style="list-style-type: none"> General Fund Title I 	<ul style="list-style-type: none"> Principals Professional Development Coordinator Director of Federal Programs Director of Elementary and Curriculum Director of Secondary Assistant Superintendent Superintendent



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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
High-Quality Professional Development provided to teachers around Literacy Instruction	<ul style="list-style-type: none"> Teachers will participate in Pre-Instructional Conference Teachers will participate in job alike planning and professional development Teachers will work in collaborative grade level teams for planning of integrated instruction and academic interventions Instructional coaches will provide support and instruction through co-teaching and modeling Teachers will access resources provided on Schoology. 	<ul style="list-style-type: none"> Professional development plans with agendas will be provided 	<ul style="list-style-type: none"> General Fund Title I Title IIA 	<ul style="list-style-type: none"> Principals Professional Development Coordinator Director of Federal Programs Director of Secondary Assistant Superintendent Superintendent Executive Director of Student Services
Student Services Supports for K-12 Academic Achievement and Growth in Reading				
Increase consistency and capacity across RSD in implementing an equitable Literacy Framework for students with significant cognitive delays – (Life Skills/Functional Life Skills)	<p>CONSISTENCY:</p> <ul style="list-style-type: none"> Utilize Unique Learning System (ULS) curriculum, K-12 IEPs for students in Life Skills and Functional Life Skills classrooms reflect goals aligned to Common Core State Standards <p>CAPACITY:</p> <ul style="list-style-type: none"> Provide training for teachers 	<ul style="list-style-type: none"> 10% increase in skills as shown by progress monitoring data from ULS Utilize SPR & I process to evaluate progress of implementation against 2015-16 baseline 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> TOSA support for training and implementation Student Services Program Administrators Executive Director of Student Services Assistant Superintendent Superintendent



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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	<ul style="list-style-type: none"> of Life Skills/Functional Skills classes on implementation of ULS • Provide ongoing coaching for Teachers of Life Skills/ Functional Skills classes to Implement Unique Learning System (ULS) curriculum K-12 • Aligned community partnerships that support academic growth and achievement in literacy 			
<p>Increase consistency and capacity across RSD in implementing an equitable Response to Intervention (RTI) process addressing reading interventions with rigor and fidelity</p>	<p>CONSISTENCY:</p> <ul style="list-style-type: none"> • Integrate best practices with an equity lens into the RTI process and handbook • Delineate core programs, and Tier 2 & 3 interventions for each building, level, and district wide • Provide training to school based behavior intervention Tier 2 & 3 teams <p>CAPACITY:</p> <ul style="list-style-type: none"> • Provide training for administrators on RTI process and handbook • Provide ongoing coaching for principals on RTI process 	<ul style="list-style-type: none"> • Increases in IRLA percentages of students on-track and proficient at each school and grade level • Fall Benchmark students show annual growth of 1 year or more as measured by IRLA • Fall Strategic and intensive students show annual growth of 1.5 years or more as measured by IRLA • Fall Benchmark students in sub groups show annual growth of 1 year or more as measured by IRLA 	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Student Services Program Administrators • Executive Director of Student Services • Assistant Superintendent • Superintendent



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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
Implement RSD Talented and Gifted (TAG) Education Plan	<ul style="list-style-type: none"> Implement COGAT screener for all third grade students Implement restructured TAG calendar including nomination, testing, notification deadlines Scale up Oregon Battle of the Books districtwide Hold three TAG parent & game nights 	<ul style="list-style-type: none"> Plan completed and approved by the ODE expected November 2016 Implementation planned and budgeted 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> TAG TOSA Assistant Superintendent Superintendent
Implement Technology Plan to Support Student Achievement and Growth in Reading				
Implement and monitor RSD Technology Plan	<ul style="list-style-type: none"> Expand usage of Schoology learning management system 	<ul style="list-style-type: none"> In 2015-16, Schoology hosted 201 groups, 4,535 courses, and 15,430 users; compared to 15 groups, 697 courses and 122 users in 2014-15. 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology TOSA Director of Assessment Assistant Superintendent Superintendent
	<ul style="list-style-type: none"> Award Technology Innovation Grants to teacher applicants 	<ul style="list-style-type: none"> Ongoing monitoring and support of Technology Innovation grant award winners 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology Committee Technology Coordinator CFO/COO Superintendent
	<ul style="list-style-type: none"> Conduct monthly Technology Committee meetings 	<ul style="list-style-type: none"> Meeting notes 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology Coordinator CFO/COO Superintendent
	<ul style="list-style-type: none"> Increase and maintain district wireless and wired networks 	<ul style="list-style-type: none"> Reliable access internet from all district sites 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology Coordinator CFO/COO Superintendent



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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	<ul style="list-style-type: none"> Conduct annual survey of technology to assess needs and identify professional development for area weaknesses 	<ul style="list-style-type: none"> Results from analysis 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology Committee Technology Coordinator CFO/COO Superintendent
	<ul style="list-style-type: none"> Host “Know IT” fair during spring conferences featuring instructional technologies and equipment 	<ul style="list-style-type: none"> Event held to inspire the use of new technology in the classroom 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology Committee Technology Coordinator CFO/COO Superintendent
Transform teacher-directed instruction to student-centered	<ul style="list-style-type: none"> Continue differentiated instruction, training, and support of instructional technology in the classroom 	<ul style="list-style-type: none"> Increase in staff’s effective utilization of technology as an instructional tool – IE use of Office 365 and other digital tools 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology TOSA Director of Assessment Assistant Superintendent Superintendent
	<ul style="list-style-type: none"> Instructional technology TOSA provides professional development training and support to teachers 	<ul style="list-style-type: none"> Increases in staff’s effective utilization of technology and applications 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Director of Assessment TOSA support for training and implementation
	<ul style="list-style-type: none"> Increase Synergy training materials and opportunities for teachers 	<ul style="list-style-type: none"> Training materials available on Intranet and training sessions available to attend 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology Coordinator CFO/COO Superintendent



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Behavior Supports to Support Student Achievement and Growth in Reading																																												
<p>Increase attendance and reduce chronic absenteeism</p>	<ul style="list-style-type: none"> Attendance teams at each school review and plan interventions for chronically absent students Maintain weekly attendance monitoring by teacher for early identification of at-risk students Continue use of district wide truancy protocol 	<ul style="list-style-type: none"> Increase in percentage of students with at least 90% attendance over 2015-16 by school <p><u>2015-16 Chronically Absent</u></p> <table border="0"> <tr><td>Reynolds SD 7</td><td>24.10%</td></tr> <tr><td>Alder</td><td>23.90%</td></tr> <tr><td>Davis</td><td>23.20%</td></tr> <tr><td>Fairview</td><td>19.50%</td></tr> <tr><td>Glenfair</td><td>21.00%</td></tr> <tr><td>Hartley</td><td>18.90%</td></tr> <tr><td>HB Lee</td><td>21.50%</td></tr> <tr><td>KNOVA</td><td>29.60%</td></tr> <tr><td>Margaret Scott</td><td>20.20%</td></tr> <tr><td>MLA</td><td>20.40%</td></tr> <tr><td>Reynolds Arthur</td><td>5.80%</td></tr> <tr><td>Reynolds High</td><td>31.20%</td></tr> <tr><td>Reynolds Learning</td><td>69.50%</td></tr> <tr><td>Reynolds Middle</td><td>27.80%</td></tr> <tr><td>Salish Ponds</td><td>16.90%</td></tr> <tr><td>Sweetbriar</td><td>16.40%</td></tr> <tr><td>Troutdale</td><td>16.90%</td></tr> <tr><td>Walt Morey</td><td>17.10%</td></tr> <tr><td>Wilkes</td><td>12.90%</td></tr> <tr><td>Woodland</td><td>17.50%</td></tr> </table> <ul style="list-style-type: none"> Renew agreements with Pathfinders of Oregon, SEI, Northwest Family Services, Latino Network, ImpactNW, and IRCO to mitigate at-risk behavior 	Reynolds SD 7	24.10%	Alder	23.90%	Davis	23.20%	Fairview	19.50%	Glenfair	21.00%	Hartley	18.90%	HB Lee	21.50%	KNOVA	29.60%	Margaret Scott	20.20%	MLA	20.40%	Reynolds Arthur	5.80%	Reynolds High	31.20%	Reynolds Learning	69.50%	Reynolds Middle	27.80%	Salish Ponds	16.90%	Sweetbriar	16.40%	Troutdale	16.90%	Walt Morey	17.10%	Wilkes	12.90%	Woodland	17.50%	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Coordinator for Grants & Partnerships Director of Secondary Assistant Superintendent Superintendent
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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	<ul style="list-style-type: none"> Attendance teams at each school review and plan interventions for chronically absent students Maintain weekly attendance monitoring by teacher for early identification of at-risk students Continue use of district wide truancy protocol 			
<p>Reinstate “Fusion Week” at Reynolds High School with activities aimed at bullying recognition and prevention as well as equity practices.</p>	<ul style="list-style-type: none"> Identified Fusion Week on RHS calendar. Activities selected for week with students and staff input. RHS student CORE team leaders continue in lead role for week’s activities. All students at RHS participate in activities. 	<ul style="list-style-type: none"> 10% reduction in incidents of bullying as compared to 2015-2016. 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> RHS Principal Assistant Superintendent Superintendent
<p>Continue use of restorative practices to reduce exclusionary discipline</p>	<ul style="list-style-type: none"> Elementary Level: Restorative Justice interventionists at Alder & Hartley Elementary schools Secondary Level: Partnerships with East Metro Mediation Services, Jackson and Associates, IRCO, Northwest Family Services, Playworks, Portland State University Social Work Program 	<ul style="list-style-type: none"> Decrease in in-school and out-of-school suspensions at these schools. Alder 2015-16: ISS: 37, OSS: 35 Hartley 2015-16: ISS: 16, OSS: 30 	<ul style="list-style-type: none"> Title I 	<ul style="list-style-type: none"> Principals Director of Equity and Compliance Assistant Superintendent Superintendent



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STUDENT ACHIEVEMENT AND GROWTH: READING				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	<ul style="list-style-type: none"> Restorative Justice practices utilizing community partners at secondary level to provide additional supports to students with behavior concerns Implement revised District Student Rights and Responsibilities Handbook through equity lens District and school administrators identify viable disciplinary alternatives to expulsions and out-of-school suspensions 	<ul style="list-style-type: none"> Training peer mentors in the high school to help support students. Track data and monitor Restorative Justice practice resulting in decrease of minor and major referrals (including suspensions and expulsions) 10% decrease district wide and school wide in expulsions and in- and out-of-school suspensions 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Director of Equity and Compliance Assistant Superintendent Superintendent
Continue Insight classes for first time drug/alcohol offenses	<ul style="list-style-type: none"> Insight class for first time drug/alcohol offenses for all students in middle and high school held twice per month 	<ul style="list-style-type: none"> 100% of first time drug/alcohol offenders at secondary level attend Insight program 100% of participants complete the program. All students who successfully complete Insight program do not re-offend 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Director of Equity and Compliance Assistant Superintendent Superintendent
Continue Implementation of Positive Behavior Intervention and Supports (PBIS)	<ul style="list-style-type: none"> All elementary schools to record all minor and major incidents Align data reporting among all elementary schools Annual school audits performed at all district schools with the use of the 	<ul style="list-style-type: none"> 10% decrease district wide and school wide in expulsions and out-of-school suspensions Measureable reduction in elementary minor and major referrals by teacher/school Measurable increases in site 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> PBIS Facilitator Principals Executive Director of Student Services Assistant Superintendent Superintendent



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Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	Tiered Fidelity Inventory. <ul style="list-style-type: none"> • 100% of elementary PBIS school teams collaborate with district PBIS facilitator • School teams attend NW PBIS conference • PBIS facilitator and school PBIS team members meet quarterly • Continue use of PBIS GLAD units housed in Schoology 	audit scores <ul style="list-style-type: none"> • Tier II and Tier III intervention proportions aligned to RTI model of 80% Benchmark, 15% Strategic, and 5% Intensive • 100% elementary school participation in SWIS data collection 		



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Target Area: STUDENT ACHIEVEMENT

MATHEMATICS ACHIEVEMENT GOALS:

- The percentage of students at each grade level who complete the school year at the STAR benchmark will increase by 10% over the spring 2016 assessment.
- The percentage of students at each grade level who complete the school year at the STAR intensive level will decrease by 10% over the spring 2016 initial assessment.

MATHEMATICS GROWTH GOALS:

- Students in all schools who begin the school year at the STAR benchmark level will demonstrate at least one year’s growth in mathematics.
- Students in all schools who begin the school year at the STAR strategic or intensive level will demonstrate at least 1.5 year’s growth.

STUDENT ACHIEVEMENT AND GROWTH: MATHEMATICS				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
Implement math curriculum in grades K-10.	<ul style="list-style-type: none"> • Implement Bridges, GO Math, and Walch Integrated Mathematics curricula according to scope and sequence recommendations • Provide ongoing professional development and coaching support • Launch math intervention course and classroom based supports at RLA using Accelerated Math. 	<ul style="list-style-type: none"> • Schoology used to house math framework committee work products • Passing rates 10% above those achieved in 2015-16 year. • One year’s growth from September to May for students who are at benchmark as measured by STAR • One and a half year’s growth from September to May for students who start the year at 	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Principals • Federal Programs Coordinator • Director of Secondary • Assistant Superintendent • Superintendent



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STUDENT ACHIEVEMENT AND GROWTH: MATHEMATICS				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
		strategic or benchmark as measured by STAR <ul style="list-style-type: none"> Positive feedback from staff and students regarding effectiveness of curriculum. 		
Continue STAR Math Assessment, and provide targeted intervention based on benchmark data	<ul style="list-style-type: none"> Train all new math teachers in STAR assessment during new teacher professional development days Screen students using STAR assessment in September, January and May Adjust instruction and provide targeted intervention according to recommendations from STAR assessment to accelerate learning for students identified as strategic and intensive 	<ul style="list-style-type: none"> Increase of 10% over 2015-16 baseline scores in all grades. One year's growth from September to May for students who are at benchmark as measured by STAR One and a half year's growth from September to May for students who start the year at strategic or benchmark as measured by STAR 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Federal Programs Coordinator Director of Secondary Assistant Superintendent Superintendent
Implementation, year 1, of academically rigorous, developmentally appropriate kindergarten program	<ul style="list-style-type: none"> Monitor implementation quarterly of redesigned kindergarten program Quarterly meetings for Kindergarten Workgroup ETT monitor/report/discuss implementation quarterly 	<ul style="list-style-type: none"> 80% of 2016-17 kindergarten students enter first grade on-track 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Assistant Superintendent Superintendent



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STUDENT ACHIEVEMENT AND GROWTH: MATHEMATICS				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
Student Services Supports for K-12 Academic Achievement and Growth in Mathematics				
<p>Increase consistency and capacity across RSD in implementing an equitable Literacy Framework for students with significant cognitive delays – (Life Skills/Functional Life Skills)</p>	<p>CONSISTENCY:</p> <ul style="list-style-type: none"> Utilize Unique Learning System (ULS) curriculum, K-12 IEPs for students in Life Skills and Functional Life Skills classrooms reflect goals aligned to Common Core State Standards <p>CAPACITY:</p> <ul style="list-style-type: none"> Provide training for teachers of Life Skills/Functional Skills classes on implementation of ULS Provide ongoing coaching for Teachers of Life Skills/ Functional Skills classes to Implement Unique Learning System (ULS) curriculum K-12 Aligned community partnerships that support academic growth and achievement in literacy 	<ul style="list-style-type: none"> 10% increase in skills as shown by progress monitoring data from ULS Utilize SPR & I process to evaluate progress of implementation against 2015-16 baseline 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> TOSA support for training and implementation Student Services Program Administrators Executive Director of Student Services Assistant Superintendent Superintendent
<p>Increase consistency and capacity across RSD in implementing an equitable Response to Intervention (RTI) process addressing reading interventions with rigor and fidelity</p>	<p>CONSISTENCY:</p> <ul style="list-style-type: none"> Integrate best practices with an equity lens into the RTI process and handbook Delineate core programs, and Tier 2 & 3 interventions 	<ul style="list-style-type: none"> Increases in IRLA percentages of students on-track and proficient at each school and grade level Fall Benchmark students show annual growth of 1 year or more as measured by 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Student Services Program Administrators Executive Director of Student Services Assistant Superintendent Superintendent



Dr. Linda Florence, Superintendent

STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

STUDENT ACHIEVEMENT AND GROWTH: MATHEMATICS				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	for each building, level, and district wide <ul style="list-style-type: none"> Provide training to school based behavior intervention Tier 2 & 3 teams CAPACITY: <ul style="list-style-type: none"> Provide training for administrators on RTI process and handbook Provide ongoing coaching for administration towards implementation of RTI process 	IRLA <ul style="list-style-type: none"> Fall Strategic and intensive students show annual growth of 1.5 years or more as measured by IRLA Fall Benchmark students in sub groups show annual growth of 1 year or more as measured by IRLA 		
Implement RSD Talented and Gifted (TAG) Education Plan	<ul style="list-style-type: none"> Implement COGAT screener for all third grade students Implement restructured TAG calendar including nomination, testing, notification deadlines Scale up Oregon Battle of the Books districtwide Hold three TAG parent & game nights 	<ul style="list-style-type: none"> Plan completed and approved by the ODE expected November 2016 Implementation planned and budgeted 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> TAG TOSA Assistant Superintendent Superintendent
Implement Technology Plan to Support Student Achievement and Growth in Mathematics				
Implement and monitor RSD Technology Plan	<ul style="list-style-type: none"> Professionally develop and expand usage of Schoology learning management system 	<ul style="list-style-type: none"> In 2015-16, Schoology hosted 201 groups, 4,535 courses, and 15,430 users; compared to 15 groups, 697 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology TOSA Director of Assessment Assistant Superintendent



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STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

STUDENT ACHIEVEMENT AND GROWTH: MATHEMATICS				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
		courses and 122 users in 2014-15.		<ul style="list-style-type: none"> • Superintendent
	<ul style="list-style-type: none"> • Award Technology Innovation Grants to teacher applicants 	<ul style="list-style-type: none"> • Ongoing monitoring and support of Technology Innovation grant award winners 	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Technology Committee • Technology Coordinator • CFO/COO • Superintendent
	<ul style="list-style-type: none"> • Conduct monthly Technology Committee meetings 	<ul style="list-style-type: none"> • Meeting notes 	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Technology Coordinator • CFO/COO • Superintendent
	<ul style="list-style-type: none"> • Increase and maintain district wireless and wired networks 	<ul style="list-style-type: none"> • Reliable access internet from all district sites 	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Technology Coordinator • CFO/COO • Superintendent
	<ul style="list-style-type: none"> • Conduct annual technology need analysis to assess needs and identify professional development for area weaknesses 	<ul style="list-style-type: none"> • Results from analysis 	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Technology Committee • Technology Coordinator • CFO/COO • Superintendent
	<ul style="list-style-type: none"> • Host “Know IT” fair featuring instructional technologies and equipment 	<ul style="list-style-type: none"> • Event held to inspire the use of new technology in the classroom 	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Technology Committee • Technology Coordinator • CFO/COO • Superintendent
Transform teacher-directed instruction to student-centered	<ul style="list-style-type: none"> • Continue differentiated instruction, training, and support of instructional technology in the classroom 	<ul style="list-style-type: none"> • Increases in staff’s effective utilization differentiated instruction using technology 	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Technology TOSA • Director of Assessment • Assistant Superintendent • Superintendent



Dr. Linda Florence, Superintendent

STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

STUDENT ACHIEVEMENT AND GROWTH: MATHEMATICS				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	<ul style="list-style-type: none"> Instructional technology TOSAs provide professional development training and support to teachers 	<ul style="list-style-type: none"> Increases in staff's effective utilization of technology and applications 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> TOSA support for training and implementation Director of Assessment
	<ul style="list-style-type: none"> Increase Synergy training materials and opportunities for teachers 	<ul style="list-style-type: none"> Training materials available on Intranet and in-district training sessions available 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Technology Coordinator CFO/COO Superintendent
Implement Mt. Hood Cable Regulatory Grant	<ul style="list-style-type: none"> Continue three year phased roll-out of MHCRC Math Grant at the secondary schools 	<ul style="list-style-type: none"> Use of the technology and training provided as part of the grant 	<ul style="list-style-type: none"> MHCRC Grant 	<ul style="list-style-type: none"> Technology TOSA Director of Secondary Technology Coordinator CFO/COO Assistant Superintendent Superintendent
Behavior Supports to Support Student Achievement and Growth in Mathematics				
Increase attendance and reduce chronic absenteeism	<ul style="list-style-type: none"> Attendance teams at each school review and plan interventions for chronically absent students Maintain weekly attendance monitoring by teacher for early identification of at-risk students Continue use of district wide truancy protocol 	<ul style="list-style-type: none"> Increase in percentage of students with at least 90% attendance over 2014-15 Renew agreements with Pathfinders of Oregon, SEI, Northwest Family Services, Latino Network, ImpactNW, and IRCO to mitigate at-risk behavior 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Coordinator for Grants & Partnerships Director of Secondary Assistant Superintendent Superintendent



Dr. Linda Florence, Superintendent

STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

STUDENT ACHIEVEMENT AND GROWTH: MATHEMATICS																																												
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<p>Increase attendance and reduce chronic absenteeism</p>	<ul style="list-style-type: none"> Up to six partners to provide culturally specific middle/high school case management assistance to African American, Hispanic/Latino and multiple immigrant communities in support of attendance initiative including IRCO, Northwest Family Services, NAYA, Jackson & Associates, Metropolitan Family Services, Latino Network 	<ul style="list-style-type: none"> 10% increase in percentage of students with at least 90% attendance over 2014-15 <p><u>2015-16 Chronically Absent</u></p> <table border="0"> <tr><td>Reynolds SD 7</td><td>24.10%</td></tr> <tr><td>Alder</td><td>23.90%</td></tr> <tr><td>Davis</td><td>23.20%</td></tr> <tr><td>Fairview</td><td>19.50%</td></tr> <tr><td>Glenfair</td><td>21.00%</td></tr> <tr><td>Hartley</td><td>18.90%</td></tr> <tr><td>Hauton B Lee</td><td>21.50%</td></tr> <tr><td>KNOVA</td><td>29.60%</td></tr> <tr><td>Margaret Scott</td><td>20.20%</td></tr> <tr><td>MLA</td><td>20.40%</td></tr> <tr><td>Reynolds Arthur</td><td>5.80%</td></tr> <tr><td>Reynolds High</td><td>31.20%</td></tr> <tr><td>RLA</td><td>69.50%</td></tr> <tr><td>Reynolds Middle</td><td>27.80%</td></tr> <tr><td>Salish Ponds</td><td>16.90%</td></tr> <tr><td>Sweetbriar</td><td>16.40%</td></tr> <tr><td>Troutdale</td><td>16.90%</td></tr> <tr><td>Walt Morey</td><td>17.10%</td></tr> <tr><td>Wilkes</td><td>12.90%</td></tr> <tr><td>Woodland</td><td>17.50%</td></tr> </table> <ul style="list-style-type: none"> Renew agreements with Pathfinders of Oregon, SEI, Northwest Family Services, Latino Network, ImpactNW, and IRCO to mitigate at-risk behavior 	Reynolds SD 7	24.10%	Alder	23.90%	Davis	23.20%	Fairview	19.50%	Glenfair	21.00%	Hartley	18.90%	Hauton B Lee	21.50%	KNOVA	29.60%	Margaret Scott	20.20%	MLA	20.40%	Reynolds Arthur	5.80%	Reynolds High	31.20%	RLA	69.50%	Reynolds Middle	27.80%	Salish Ponds	16.90%	Sweetbriar	16.40%	Troutdale	16.90%	Walt Morey	17.10%	Wilkes	12.90%	Woodland	17.50%	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Coordinator for Grants & Partnerships Director of Secondary Assistant Superintendent Superintendent
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<p>Reinstate “Fusion Week” at Reynolds High School with activities aimed at bullying recognition and prevention as well as equity practices.</p>	<ul style="list-style-type: none"> Identified Fusion Week on RHS calendar. Activities selected for week with students and staff input. RHS student CORE team 	<ul style="list-style-type: none"> 10% reduction in incidents of bullying as compared to 2015-2016. 10% reduction in referrals directly related to equity 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> RHS Principal Assistant Superintendent Superintendent 																																								



Dr. Linda Florence, Superintendent

STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

STUDENT ACHIEVEMENT AND GROWTH: MATHEMATICS				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	<p>leaders continue in lead role for week's activities.</p> <ul style="list-style-type: none"> All students at RHS participate in activities. 	<p>issues.</p>		
Continue use of restorative practices to reduce exclusionary discipline	<ul style="list-style-type: none"> Elementary Level: Restorative Justice interventionists at Alder & Hartley Elementary schools Secondary Level: Partnerships with East Metro Mediation Services, Jackson and Associates, IRCO, Northwest Family Services, Playworks, Portland State University Social Work Program 	<ul style="list-style-type: none"> Decrease in expulsions and out-of-school suspensions at these schools. Alder 2015-16: ISS: 37, OSS: 35 Hartley 2015-16: ISS: 16, OSS: 30 	<ul style="list-style-type: none"> Title I 	<ul style="list-style-type: none"> Principals Director of Federal Programs Director of Equity and Compliance Assistant Superintendent Superintendent
	<ul style="list-style-type: none"> Restorative Justice practices utilizing community partners at the secondary level to provide additional supports to students with behavior concerns Implement revised District Student Rights and Responsibilities Handbook through equity lens District and school administrators identify viable disciplinary alternatives to expulsions and out-of-school suspensions 	<ul style="list-style-type: none"> Training peer mentors in the high school to help support students. Track data and monitor Restorative Justice practices resulting in decrease of minor and major referrals (including suspensions and expulsions) Decrease district wide and school wide in expulsions and out-of-school suspensions 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Director of Equity and Compliance Assistant Superintendent Superintendent



Dr. Linda Florence, Superintendent

STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

STUDENT ACHIEVEMENT AND GROWTH: MATHEMATICS				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
Continue Insight classes for first time drug/alcohol offenses	<ul style="list-style-type: none"> Insight class for first time drug/alcohol offenses for all students in middle and high school held twice per month 	<ul style="list-style-type: none"> 100% of first time drug/alcohol offenders at secondary level attend Insight program 100% of participants complete the program. All students who successfully complete Insight program do not re-offend 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> Principals Director of Equity and Compliance Assistant Superintendent Superintendent
Continue Implementation of Positive Behavior Intervention and Supports (PBIS)	<ul style="list-style-type: none"> All elementary schools to record all minor and major incidents Align data reporting among all elementary schools Annual school audits performed at all district schools. with the use of the Tiered Fidelity Inventory 100% of elementary PBIS school teams collaborate with district PBIS facilitator School teams attend NW PBIS conference PBIS facilitator and school PBIS team members meet quarterly Continue use of PBIS GLAD units housed in Schoology 	<ul style="list-style-type: none"> 10% decrease district wide and school wide in- and out-of-school suspensions and expulsions Measureable reduction in elementary minor and major referrals by teacher/school Measurable increases in site audit scores Tier II and Tier III intervention proportions aligned to RTI model of 80% Benchmark, 15% Strategic, and 5% Intensive 100% elementary school participation in SWIS data collection 	<ul style="list-style-type: none"> General Fund 	<ul style="list-style-type: none"> PBIS Facilitator Principals Executive Director of Student Services Assistant Superintendent Superintendent



Dr. Linda Florence, Superintendent

STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

Target Area: STUDENT ACHIEVEMENT

GRADUATION GOALS:

- All high schools will increase graduation rates by 10% for all students
- All high schools will increase graduation rates by 10% for all student groups

STUDENT ACHIEVEMENT: GRADUATION				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
<p>Monitor student schedules, master schedule course array, and class failure rates to identify systemic barriers to student graduation</p>	<ul style="list-style-type: none"> • Comprehensive failure rate analysis at each grading period • Consult with teachers aimed at identifying why students are not meeting standards in their classes 	<ul style="list-style-type: none"> • 10% decrease in course failure rates as evidenced by transcript review • 10% improvement in student credit acquisition as evidenced by transcript review 	<ul style="list-style-type: none"> • Administrative time commitment • Teacher release time if training is necessary 	<p>Reynolds High School:</p> <ul style="list-style-type: none"> • Administrators supervising individual teachers through departments and reporting all data to principal. • Principal • Assistant Superintendent • Superintendent <p>Reynolds Learning Academy:</p> <ul style="list-style-type: none"> • Principal and counselor • Director of Secondary • Assistant Superintendent • Superintendent
<p>Utilize a monitoring system to identify students on track and those in danger of not graduating, including intervention plans for credit recovery</p>	<ul style="list-style-type: none"> • Continue dedicated to tracking system of student progress toward graduation, including interventions in progress 	<ul style="list-style-type: none"> • Students identified as needing interventions will show progress in credit attainment toward graduation throughout the year • Targeted interventions will be utilized for specific coursework needed including face-to-face credit recovery, online credit recovery, referral 	<ul style="list-style-type: none"> • Counselor time for individual student meetings aimed at identifying needed credit as well as planning toward graduation • Administrator time for creation and monitoring of progress 	<p>Reynolds High School:</p> <ul style="list-style-type: none"> • Counselors responsible for student meetings and enrollment in courses. • Administrators responsible for trend data and reporting back to district staff • Principal • Assistant Superintendent



Dr. Linda Florence, Superintendent

STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

STUDENT ACHIEVEMENT: GRADUATION				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
		to community partners for mentoring and family supports, after school study supports		<ul style="list-style-type: none"> Superintendent Reynolds Learning Academy: <ul style="list-style-type: none"> Principal Director of Secondary Assistant Superintendent Superintendent
Implement articulated support systems to keep students on track to graduate	<ul style="list-style-type: none"> Renew agreements with SUN, Pathfinders of Oregon, Northwest Family Services, Latino Network, ImpactNW, College Possible, and IRCO Coordinate with case management wrap-around services of community partner organizations to mitigate at-risk behavior including face-to-face credit recovery, online credit recovery, referral to community partners for mentoring and family supports, after school study supports 	<ul style="list-style-type: none"> 10% decrease in course failure rates as evidenced by transcript review 10% improvement in student credit acquisition as evidenced by transcript review 10% increase in number of students meeting the Essential Skills requirements 	<ul style="list-style-type: none"> General Fund In-kind services from partners 	Reynolds High School: <ul style="list-style-type: none"> Administrators supervising individual teachers through departments and reporting all data to principal Principal Assistant Superintendent Superintendent Reynolds Learning Academy: <ul style="list-style-type: none"> Principal and counselor Principal Assistant Superintendent Superintendent
Effective RTI/Data Teaming	<ul style="list-style-type: none"> Teacher teams conduct ongoing universal screening and progress monitoring to provide information on student learning rates and levels of achievement Teacher teams analyze student data to gauge 	<ul style="list-style-type: none"> Implementation checklists show regular meetings of teacher teams with specialist support at intervals of no less than 8 weeks. Implementation Checklists indicate regular weekly RTI/Data team meetings to 	<ul style="list-style-type: none"> In adopted budget or within early release and contract hours 	Reynolds Learning Academy: <ul style="list-style-type: none"> Principal Director of Secondary Assistant Superintendent Superintendent



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STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

STUDENT ACHIEVEMENT: GRADUATION				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
	<ul style="list-style-type: none"> effectiveness of curriculum Teacher teams identify, implement and adjust instructional interventions based on student needs Teacher teams adjust and differentiate instruction based on multiple data points Care Team will review data, make recommendations for intervention, and monitor student progress in order to determine when to refer students for consideration of Special Education Services. 	<ul style="list-style-type: none"> review formative assessment data and make instructional adjustments based on findings Tier II and Tier III intervention proportions aligned to RTI model of 80% Benchmark, 15% Strategic, and 5% Intensive 		
Utilize online credit recovery options before, during and after school	<ul style="list-style-type: none"> Online credit recovery courses scheduled before, during and after school Enrollment options for online credit recovery that are comprehensive enough to serve all students in need (focus on seniors) 	<ul style="list-style-type: none"> Credit remediation trending will show increased number of students moving toward graduation Tracking spreadsheet will show evidence of students needed credit make-up earning credit through online option 	<ul style="list-style-type: none"> Purchase of online credit recovery program available to all high school students Budget for credit recovery instructors before, during and after school 	Reynolds High School: <ul style="list-style-type: none"> Counselors make referrals and register students for credit recovery Supervising staff ensure that students complete recovery in timely manner Administration responsible for tracking data for reporting Principal Assistant Superintendent Superintendent
Offer face to face credit recovery options for courses with the largest need according to student transcripts	<ul style="list-style-type: none"> Face to face credit recovery classes are scheduled no later than the first week of October 	<ul style="list-style-type: none"> 10% increase in number of students on-track toward graduation Tracking spreadsheet should 	<ul style="list-style-type: none"> Budget for face to face credit recovery teachers General fund for small amount of materials as 	Reynolds High School: <ul style="list-style-type: none"> Counselors make referrals for credit recovery Supervising staff ensure that



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STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

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	<ul style="list-style-type: none"> Courses offered are based on need as evidenced by student transcripts 	<ul style="list-style-type: none"> show evidence of students needing credit make-up earning credit through face to face option 	<ul style="list-style-type: none"> they apply to certain subject areas (i.e. science chemicals) 	<ul style="list-style-type: none"> students meet standards using a proficiency model Administration responsible for tracking data for reporting Principal Assistant Superintendent Superintendent 														
<p>Remediate senior students early in order to work with juniors and sophomores aimed at a proactive approach to credit recovery rather than a reactive/ triage system</p>	<ul style="list-style-type: none"> Utilize tracking data for seniors early and affect trend data early in school year in order to focus attention on junior and sophomore students Remediate core credit for freshmen and sophomores prior to their junior year 	<ul style="list-style-type: none"> 10% increase in number of students on track to graduate Credit remediation trending should show increased number of students moving toward graduation Tracking spreadsheet should show evidence of students needing credit make-up earning credit through face to face option 	<ul style="list-style-type: none"> General Fund 	<p>Reynolds High School:</p> <ul style="list-style-type: none"> Counselors responsible for student meetings and enrollment in courses Administrators responsible for trend data and reporting back to district staff Principal Assistant Superintendent Superintendent 														
<p>Increase attendance and reduce chronic absenteeism</p>	<ul style="list-style-type: none"> RHS & RLA attendance committees conduct ongoing attendance monitoring year-round Reynolds High School letter delivered to home outlining attendance expectations. Court appearance as final step. Up to six partners to provide culturally-specific case management assistance in support of attendance 	<ul style="list-style-type: none"> Administrators monitor monthly and year-end attendance rates by grade level Increase in percentage of students with at least 90% attendance. <p>2015-16 Chronically Absent</p> <table border="1"> <tr> <td>Reynolds SD 7</td> <td>24.10%</td> </tr> <tr> <td>Alder</td> <td>23.90%</td> </tr> <tr> <td>Davis</td> <td>23.20%</td> </tr> <tr> <td>Fairview</td> <td>19.50%</td> </tr> <tr> <td>Glenfair</td> <td>21.00%</td> </tr> <tr> <td>Hartley</td> <td>18.90%</td> </tr> <tr> <td>HB Lee</td> <td>21.50%</td> </tr> </table>	Reynolds SD 7	24.10%	Alder	23.90%	Davis	23.20%	Fairview	19.50%	Glenfair	21.00%	Hartley	18.90%	HB Lee	21.50%	<ul style="list-style-type: none"> Postage costs for attendance intervention In-kind services from partners letters 	<p>Reynolds High School:</p> <ul style="list-style-type: none"> Administrators supervising individual teachers through departments Principal Assistant Superintendent Superintendent <p>Reynolds Learning Academy:</p> <ul style="list-style-type: none"> Principal Assistant Superintendent Superintendent
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STUDENT ACHIEVEMENT Goals & Action Plan 2016-2017

STUDENT ACHIEVEMENT: GRADUATION				
Action (Steps to Accomplish Goal)	Evidence of Implementation	Evidence of Impact (Outcomes)	Resources/ Budget Impact	Person Responsible
		KNOVA 29.60% Margaret Scott 20.20% MLA 20.40% Reynolds Arthur 5.80% Reynolds High 31.20% RLA 69.50% Reynolds Middle 27.80% Salish Ponds 16.90% Sweetbriar 16.40% Troutdale 16.90% Walt Morey 17.10% Wilkes 12.90% Woodland 17.50% • Coordinate attendance interventions with partners		