

Reynolds School District 7
Davis Elementary
2022-2023 Campus Improvement Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

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

Core Beliefs

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Goal 1 Marginalized Students- Reading	11
Goal 2: Goal 2 Marginalized Students-Math	15
Goal 3: Goal 3 Culturally Responsive Teaching: Davis will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.	20
Goal 4: Goal 4 Student and Staff Wellness: Davis will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the CEE data section of Social Supports- Ensuring Psychological Safety and a Sense of Social Belonging.	23
Goal 5: Goal 5 Professional Development: Davis will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.	24
Title I Components (ORIS Domains)	26
Question 1. COMPREHENSIVE NEEDS ASSESSMENT	27
1.1: Comprehensive Needs Assessment	27
Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.	27
Question 3. Please respond to the following:	27
3.1: Leadership	27
3.2: Talent Development	28
3.3: Stakeholder Engagement	28
3.4: Well-Rounded Learning System	29
3.5: Instructional Strategies	29
3.6: Inclusive Policy and Practice	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Davis Elementary is SUN community school serving a diverse community of learners located in the Rockwood neighborhood. Our school is comprised of 381 students with a make-up of 47% Latino students, 19% white students, 15% African American students, 7% Asian students, 3% Native Hawaiian/Pacific Islander students, less than 1% Native American students, and 8% multi-racial students. We have students that speak 23 different languages at our school. Davis is a Title I school with 100% of our students receiving free lunch services. Our average class size is 21 students and we have 77% of our students meeting the regular attenders requirement.* 19% of our students are identified as students with disabilities. 49% are Ever English Language Learners.

Our teaching staff is comprised of 2 administrators, 37 licensed staff and 23 classified staff. We are proud to work with several community partners including DHS, All Hands Raised, Oregon Food Bank, Trillium, Metropolitan Family Services, Every Child a Reader program in partnership with Multnomah County Library, Rockwood Promise Neighborhood, Experience Corps, Reading Results, Growing Gardens, Trillium School-Based Therapy, Juntos Apredemos, CAIRO, and IRCO. Davis is a community school and we are proud of all of our Davis scholars!

* Data taken from the 2020 - 2021 school report card.

Demographics Strengths

Davis is a culturally diverse school that embraces student growth and achievement through community partnerships, culturally responsive teaching practices, social-emotional learning, and highly dedicated staff and family members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff demographics do not reflect our student population. **Root Cause:** Hiring practices and recruitment do not yet meet the needs of our district.

Student Learning

Student Learning Summary

Oregon Report Card

<file:///C:/Users/SHughes/Downloads/2021-Profile-949.pdf>

Student Learning Strengths

OSAS from 2018-2022 (ODE State Report Card)

STAR Data Spring 2022

Early Literacy (K/1): 36.8% Proficient

STAR Reading (2nd-5th): 32.1% Proficient

STAR Math (2nd-5th): 37.5% Proficient

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Increase student achievement. *see attached ODE State Report Card. **Root Cause:** Students not accessing grade level core and not making the gains to achieve at grade level standards.

School Processes & Programs

School Processes & Programs Summary

Co-Teaching for ELD and small groups as needed

Resource room support within the classroom and small groups as needed

Principal observation and feedback

Focus on social and emotional learning through Kimochis curriculum

Full time Music, PE & Library

On-Site RSD CORE Instructional Program: HMH Reading, Bridges

90-minute reading block

75-minute math block

K-5 30 minute WIN (What I Need) Intervention

School Processes & Programs Strengths

-Schoolwide intervention for every student (WIN: What I Need)

-Focus and development of student social and emotional skills (Kimochis)

-Kimochis Social and Emotional Screener

2021 -2022 Green Zone: 24% growth. Yellow Zone: 13% decrease Red Zone: 11% decrease.

-10 staff members have attended IIRP Restorative Practices PD

-CORE Implementation of Benchmark and Bridges including professional development

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students achieving at below state average in reading and math. **Root Cause:** Many students below grade level. Improving the core in order to meet the needs of all students, not just through intervention..

Perceptions

Perceptions Summary

Davis is a culturally diverse school that embraces student growth and achievement through community partnerships, culturally responsive teaching practices, social-emotional learning, and highly dedicated staff and family members.

Davis is committed to show respect, build relationships, and practice rigor with each and every student to ensure student success. Together, we create specific school priorities to address the explicit needs of students, staff, and community to ensure academic achievement.

Our school strives to ensure all students and their parents feel welcome by including bilingual staff in our school office. All communication sent home through the mail, phone, or text is translated for easy access. Interpreters are provided for parent conferences and other school meetings where parents are present

Perceptions Strengths

Schoolwide understanding of Davis Mantra: Show Respect, Build Relationships and Practice Rigor by students, parents, and staff

-100% of staff willing to work at changing the school for the better (*CEE Davis Data 2021 -2022)

-83% of my colleagues are willing to work at changing this school for the better (*CEE Davis Data 2021 2022)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need more equity work for staff. **Root Cause:** Lack of time and resources.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- Homeless data
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

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






Goals

Goal 1: Goal 1

Marginalized Students- Reading

Performance Objective 1: Performance Objective 1

Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 30% to 40% by June 2023.

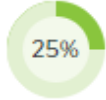




Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicated time for HMH PD Dedicated time for LTRS PLCs Data Team Meetings all students have access to Lexia Implement all district adopted core curriculum (Bridges, Dream box & calendar HMH, etc) Strategy's Expected Result/Impact: We believe that it will increase the speed in which we adopt the new materials. Staff Responsible for Monitoring: Administration Title I Components (ORIS Domains): 3.4, 3.5, 3.6 - Characteristics: Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Formative			Summative
	Nov	Mar	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal 1

Marginalized Students- Reading

Performance Objective 2: Performance Objective 2







Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 14% to 30% by August 2023.

Strategy/Action 1 Details		Reviews			
Strategy/Action 1: All of above plus New ELL curriculum CR text in classrooms and libraries increase text in native languages in library information session etc at open house ELD instructor in PLC cycles dedicated time to analyze and address data at PLC and Data Teams as pertain to this group focused PD on engagement strategies and sheltering instruction affinity groups for parents and/or students Strategy's Expected Result/Impact: Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. Staff Responsible for Monitoring: Administration, PLC teams, Instructional TOSA, ELD Teachers Title I Components (ORIS Domains): 3.4 - Characteristics: High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching		Formative			Summative
		Nov	Mar	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 1: Goal 1
Marginalized Students- Reading

Performance Objective 3: Performance Objective 3






Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 15% to 34% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Open house Dedicated time to analyze and address data at PLC and Data Teams as pertains to this group PD on for engagement strategies and scaffolding instruction for this group staff meeting time dedicated to MTSS process (focus on Tier 1 practices) Title I Components (ORIS Domains): 3.4	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. Strategy's Expected Result/Impact: Thoughtful implementation of new materials Staff Responsible for Monitoring: Administration, PLC teams, Instructional TOSA Title I Components (ORIS Domains): 3.4, 3.5, 3.6 - Characteristics: High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal 1
Marginalized Students- Reading

Performance Objective 4: Performance Objective 4







Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 22% to 38% by August 2023

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicated time to analyze and address data at PLC and Data Teams as pertains to this group Heritage month celebrations Increase CR materials in classrooms and library Affinity groups for staff/students/parents Title I Components (ORIS Domains): 3.3	Formative			Summative
	Nov	Mar	Mar	June
	 15%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal 1
Marginalized Students- Reading

Performance Objective 5: Performance Objective 5

Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 26% to 35% by August 2023.






Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicated time to analyze and address data at PLC and Data Teams as pertains to this group Heritage month celebrations Increase CR materials in classrooms and library Affinity groups for staff/students/parents Title I Components (ORIS Domains): 3.3	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. Strategy's Expected Result/Impact: Thoughtful implementation of new materials Staff Responsible for Monitoring: Administration, PLC teams, Instructional TOSA Title I Components (ORIS Domains): 3.4, 3.5, 3.6 - Characteristics: High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Goal 2

Marginalized Students-Math

Performance Objective 1: Performance Objective 1

Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 20% to 41% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Provide professional development when requested on the technology resource STAR Math Strategy's Expected Result/Impact: Classroom teachers will have access to the tools and resources needed to implement STAR Math Staff Responsible for Monitoring: Administrator Title I Components (ORIS Domains): 3.4, 3.5, 3.6 - Characteristics: Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Goal 2
Marginalized Students-Math

Performance Objective 2: Performance Objective 2

Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 10% to 31% by August 2023.

Goal 2: Goal 2
Marginalized Students-Math

Performance Objective 3: Performance Objective 3

Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 11% to 32% by August 2023.

Goal 2: Goal 2
Marginalized Students-Math

Performance Objective 4: Performance Objective 4

Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 27% to 42% by August 2023.

Goal 2: Goal 2
Marginalized Students-Math

Performance Objective 5: Performance Objective 5

Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 24% to 37% by August 2023.

Goal 3: Goal 3**Culturally Responsive Teaching:**

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

Performance Objective 1: Share decision making with all stakeholders.

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

Goal 3: Goal 3**Culturally Responsive Teaching:**

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

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

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

Goal 3: Goal 3**Culturally Responsive Teaching:**

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

Performance Objective 3: Monthly 1 hour PD sessions focused on our equity work.

Evaluation Data Sources: PD calendar and feedback.






Goal 4: Goal 4

Student and Staff Wellness:

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

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

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

Strategy/Action 1 Details		Reviews			
Strategy/Action 1: Davis will implement a team will support students and staff faced with difficult or stressful situations Strategy's Expected Result/Impact: Get better data from families and staff regarding belong and support from Davis Elementary. Staff Responsible for Monitoring: Administration Characteristics: Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement		Formative			Summative
		Nov	Mar	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Goal 5: Goal 5

Professional Development:

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

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

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

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: PLC time to discuss and implement strategies learned through LETRS training. Strategy's Expected Result/Impact: Increased Staff Responsible for Monitoring: Teachers, Instructional Coach, Principal Title I Components (ORIS Domains): 3.2, 3.5 - Characteristics: Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
<div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 5: Goal 5**Professional Development:**

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

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

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

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

During the 2022-2023 school year students will be back in school full time. As a school and district our goal is to support students with social and emotional needs and the learning loss experienced due to be out of school during COVID. Davis will continue the work that was started to increase parent engagement, increase attendance, and increase quality of excellent first time instruction with a focus on Culturally Responsive Teaching and using an Equity lens.

In order to write our plan this year our team looked at current student data, CEE data, and the district strategic plan to inform our goals.

Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.

Question 3. Please respond to the following:

3.1: Leadership

Reynolds SD uses Plan4Learning, a software system to create, monitor and evaluate school improvement plans. Plan4Learning offers a comprehensive needs assessment process, that includes deep dives into Demographics, Student Learning, Perceptions, and Processes and Programs. It also allows for Real-Time Improvement Plan Monitoring (that can be done by either the Principal, Site Council or District Directors) as well as an Automated Formative & Summative Review Process.

To support schools in implementation of their plans, the district has developed the following systems:

- The Chief Academic Officer and Executive Director of Schools ensure that all School Improvement Plans include goals focused on the four Strategic Plan Goals: Marginalized Students, Culturally Responsive Teaching, Student and Staff Wellness and Professional Development. They read each plan and give suggestions for improvement, following the guidance of what is tight and what is loose.
- Learning Walks happen monthly in each building with district leaders visiting classrooms with principals and coaching them on how to have coaching conversations with teachers to create intentionality in teacher feedback. Building principals will increase capacity to recognize and inform best practices within each classroom to strengthen first time instruction. Teachers will be better supported to know how to improve their practice. Similarly, the district has added managerial supports to buildings to ensure that principals have more time to spend in classrooms, observing and offering feedback.
- We focus our principal meetings on "Excellence in First Time Instruction." We are creating a shared understanding of what good first time (Tier 1) instruction should look like when a principal is observing in a classroom, and what type of feedback principals need to be giving teachers.
- Formative Reviews in Plan 4 Learning occur in November and March with a summative Review in June.
- Building leaders check meet monthly with Departments of Schools and Academics to review updated data and determine if adjustments need to be made in Plan 4 Learning.

Annually, the Director of Federal Programs reviews the plans through the Title I lens and ensures compliance with Title I requirements, providing feedback on both narrative and budget.

3.2: Talent Development

Scheduled Monday Professional Development focused on LETRS, Universal Design for Learning, Culturally Responsive Teaching/Equity, STEAM, and Technology.

PLC time with scheduled specialist support- 1 hour each week

Wednesday staff meetings to support training needs

Schoolwide Culturally Responsive Teaching and The Brain Book Study

SEL Training and Support

Coaching (MTSS/Instructional)

ELD Collaboration Teams

Technology Training

Committee Structure (Safety, School Improvement, Equity, Culture of Care, and Staff Wellness)

Subs provided to support with PD, observing each other, and working with instructional coach

Here is our PD schedule for the 2022 -2023 school year: [Work Schedule .docx](#)

3.3: Stakeholder Engagement

"Welcome Back to School" Celebration on August 31st 2022 on site

Grade level family nights TBD

Schoolwide Assemblies

Family Nights on sight – TBD

Annual Title 1A meeting will be done through video/Zoom in October

3.4: Well-Rounded Learning System

LETRs training provided for all classroom teachers, ELD, and SPED staff

Full time instructional building on site to support teachers with tier 1 instruction

Half time MTSS coach on site to support teachers with MTSS (tier 2/3)

Master schedule to prioritize SEL, play, core instruction, and intervention

Academic and Behavior Resource Supports

Social Communication Classroom

SEL supports with counselors

STEAM

Lexia and Dreambox

3.5: Instructional Strategies

Two full time counselors

A full time social worker will work with children needing more intense therapy.

MTSS system with coaching support for implementation

Trillium

DHS Family Coach

3.6: Inclusive Policy and Practice

CORE instruction and access for all students.

Weekly support team to support students and families.

Data team to review performance 3 times per year.

Tiered system of support for those students who are not performing within their grade level band