

**Reynolds School District 7**  
**Glenfair 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	7
Priority Problem Statements	10
Goals	11
Goal 1: Marginalized Students- By June 2023, all 3rd grade students will increase from 28% to 40% reading at/above benchmark level, students with English Language needs will increase from 14% to 30%, and 3rd grade students who receive special education services will increase from 12% to 34% on STAR-Reading. By June 2023, all Black/African American 3rd grade students will increase from 32% to 38% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 23% to 35% reading at/above benchmark on STAR-Reading. By June 2023, all 5th grade students will increase from 37% to 41% scoring at/above benchmark level, students with English Language needs will increase from 15% to 31% and 5th grade students who receive special education services will increase from 0% to 32% scoring at/above benchmark on STAR-Math. By June 2023, all Black/African American 5th grade students will increase from 23% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 38% to 42% scoring at/above benchmark on STAR-Math.	12
Goal 2: Culturally Responsive Teaching- During the 22-23 school year, 100% of all classroom at Glenfair will utilize the newly adopted ELA curriculum, ELD curriculum, and 13 Culturally Responsive text sets.	13
Goal 3: Student and Staff Wellness- During the 22-23 school year, Glenfair will work to ensure that the building is a safe and respectful place for students and staff as measured by an increase of 10 % CEE perception data in the sections of the school having a welcoming environment that embraces diversity and bullying and harassment is not tolerated at Glenfair.	16
Goal 4: Professional Development- All staff at Glenfair Elementary will participate in meaningful professional development during 80% of late starts during the 22-23 school year, as tracked by our end of year professional development calendar.	20
Goal 5: During the 2023 school year, Glenfair will engage with community and families at least 5 times during the school year to collect information on student sense of belonging and connectedness to school.	23
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	28
3.5: Instructional Strategies	28
3.6: Inclusive Policy and Practice	28

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Glenfair is a diverse community of learners located on the outskirts of the Portland metropolitan area. Our school is comprised of 450 students with a make-up of 35% Latino students, 20% white students, 22% African American students, 11% Asian students, 3% Pacific Islander students, 3% Native American students, and 6% multi-racial students. Glenfair is a Title I school with 100% of our students receiving free lunch services. Our average class size is 23 students and we have 72% of our students meeting the regular attenders requirement.\* While our entire area is not encompassed in the Glenfair community neighborhood, the vast majority of it is. In the Glenfair community neighborhood over 70% of the residents rent their homes. This community is ranked as the 2nd most diverse neighborhood in the city.\*\* Our teaching staff is comprised of 2 administrators, 33 licensed staff and 27 classified staff. We are proud to work with several community partners including: DHS, All Hands Raised, Oregon Food Bank, Trillium, Metropolitan Family Services and Multnomah University. These partnerships are a highlight of our school and bring many resources to our school and community.

\* Data taken from the 2018-19 school report card

\*\* Data from Niche.com

### Demographics Strengths

Glenfair serves a very diverse population. We have both a challenge and opportunity to utilize our different cultures, races, and perspectives to learn and grow from one another. The initial step is for everyone in our community to understand that there are different perspectives. Our goal is to ensure Glenfair is a welcoming environment to all and is prepared to handle any issues in ways that maintain respect, cultural awareness, and celebration of diversity. When issues do arise, we know it is important to help our students examine those differences and try to see things from another student's perspective. We use restorative justice questions to support this understanding lens and work towards solving the problem in ways that bring us together and not pull us apart. We embrace our differences as opportunities for our students to expand their connection with humanity.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Having numerous cultures in our building can lead to misunderstandings and sometimes make it difficult for our students and staff to share perspectives. **Root Cause:** Students and staff need instruction, discussion, and processing of perspectives, cultures, and ideas. This will help them develop a sense of empathy for each other.

**Problem Statement 2:** Our staff demographics do not reflect our diverse student population. **Root Cause:** As a district, hiring practices, recruitment and retention do not yet meet the needs of our district.

# Student Learning

## Student Learning Summary

Glenfair State Report Card Information:

**2020-21:** In that year, data was not taken from the state test or attendance the due to the COVID pandemic; in the future we will include that info here.

### 2021-22 STAR Benchmark Results:

	Fall	Winter	Spring
Reading	19.3	23	31
Math	19.9	24	31

## Student Learning Strengths

Glenfair outcomes are growing each year +5% ELA/+6% mathematics.

Glenfair students are making average growth as identified on the 2018-19 state report card.

Glenfair staff designs short-term and long-term goals with students for growth on STAR reading and math.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students growth is not significant enough to meet grade level standards **Root Cause:** Students struggle to face the challenge of new learning.

**Problem Statement 2:** Racial achievement gaps remain in place. Academic achievement is not at the state average; and there is a gap between white students achievement and achievement for students of color. The disparity also exists for students with disabilities and multilingual learners. **Root Cause:** The core curricula are not being accessed by all scholars equitably. Excellent, differentiated first time instruction for all students has not yet become a reality. We are hoping that our new curriculum will make gains in this area.

# School Processes & Programs

## School Processes & Programs Summary

RSD CORE Instructional Program:

HMH Reading (new adoption), ECRI (K-1), Heggerty (K-1), Bridges, The Great Body Shop, Lexia, Dreambox.

Seasaw, Nearpod, Schoology will continue to be used as educational platforms within the district.

Instructional Design:

110-minute reading block whole group 60-85 minutes (lesson, reading and lexia time combined here), Foundational Skills 15-30 minutes, Read to self 10-15 minutes, Vocabulary 10-15 minutes.

90-minute math block whole group 20 minute lesson, 30 minute practice (workplaces), 20 minutes calnedar, 15 minutes dreambox.

30 minute daily class meeting/SEL content

CORE instruction includes: whole group, small group, intervention (as needed), and independent work

Student Supports:

Universal Design for Learning to support all students

Language supports offered through instructional planning, co-teaching, or small group (as needed)

SDI minutes served through instructional planning, co-teaching, or small group (when needed)

Principal observation and feedback

Digital Citizenship - Common Sense Media

Weekly protects 1 hour PLC time

Focus on social and emotional learning through Kimochis curriculum

Applied Activities offered- Growing Garden lessons, SEL lessons, additional music options, technology lessons.

## School Processes & Programs Strengths

Glenfair Elementary School focuses on serving the whole child through comprehensive academics, attention to social emotional needs, and supports families in meeting basic needs.

Glenfair specific students supports: Trillium Therapist, Kimochis SEL support lessons, well-being team student connection, lunch bunch. studnet diversity club

Glenfair specific parent supports: DHS self-sufficiency worker on campus, Trillium wrap-around therapist, Oregon Food Bank site, Clothing Closet, Pacer bully prevention monthly lessons, Monthly parent newsletters, monthly parent meetings, individual student goal incentives and attendance iniatives.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our transition back from distance learning proved to be more of a challenge for our students and families than anticipated. **Root Cause:** Students need additional instruction in social interactions, dealing with difficult issues, and expressing themselves that would usually occur naturally in the educational process. Now we have to focus on catching those skills up for our students to be successful in their academic day.

# Perceptions

## Perceptions Summary

Taken from the Spring 2022 CEE Glenfair Elementary Report:

### High Levels of Collaboration and Communication

#### *Areas of Confidence*

*Students* 96% I get help from teachers or other adults in this school when I need it

*Staff* 98% There is a willingness to address conflict in this school

*Staff* 98% When there is a problem in my school, we talk about how to solve it

*Parents* 98% I am informed about what is going on at this school

*Parents* 98% This school communicates with me about my child's progress

*Parents* 98% Parents/families and employees at this school talk respectfully with one another

### Clear and Shared Focus

#### *Areas of Confidence*

*Students* 100% My teacher(s) believe student learning is important

*Staff* 98% Staff share a high sense of urgency around the need to improve

*Parents* 96% I am informed about progress toward the improvement goals of this school

*Parents* 96 % The schoolwork my child is assigned is relevant to his/her future success

### High Standards and Expectations



### *Areas of Confidence*

*Students 100% My teacher(s) expect me to do my best*

*Staff 92% This district places emphasis on social emotional learning in addition to core academic learning*

*Parents 96% Teachers in this school are dedicated to helping all students succeed*

### **Effective Leadership**

#### *Area of Confidence*

*Students 98% If I want to talk with my teacher(s), he/she is available to me*

*Staff 92% My principal (or supervisor) regularly talks to me about my instructional improvement (or professional growth)*

*Staff 92% I am comfortable expressing my ideas or concerns to the administrator(s) of this school*

### **Supportive Learning Environment**

#### *Area of Confidence*

*Students 98% I enjoy coming to this school*

*Staff 98% Students in this school are engaged in learning*

*Parents 96% I believe adults in this school care about my child*

### **Parent and Community Involvement**

#### *Areas of Confidence*

*Students 96% This school respects student differences*

*Staff 91% This school encourages parent involvement in their child's learning*

*Parents 93% The improvement goals of this school are shared with all parents*

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** School is under-performing on achievement assessments. **Root Cause:** Growth is not rapid enough to meet grade level standards and all public reports focus on achievement.

# Priority Problem Statements

# Goals

**Goal 1: Marginalized Students-** By June 2023, all 3rd grade students will increase from 28% to 40% reading at/above benchmark level, students with English Language needs will increase from 14% to 30%, and 3rd grade students who receive special education services will increase from 12% to 34% on STAR-Reading.






By June 2023, all Black/African American 3rd grade students will increase from 32% to 38% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 23% to 35% reading at/above benchmark on STAR-Reading

By June 2023, all 5th grade students will increase from 37% to 41% scoring at/above benchmark level, students with English Language needs will increase from 15% to 31% and 5th grade students who receive special education services will increase from 0% to 32% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 23% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 38% to 42% scoring at/above benchmark on STAR-Math.

**Performance Objective 1:** Implement new districted adopted reading curriculum and integrate culturally relevant text throughout the building.

**Evaluation Data Sources:** Teacher Observations, PLC team notes, and data team meetings.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. <b>Strategy's Expected Result/Impact:</b> We believe that it will increase the speed in which we adopt the new materials. <b>Staff Responsible for Monitoring:</b> Administration  <b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Formative			Summative
	Nov	Mar	Mar	June
	 45%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1: Marginalized Students-** By June 2023, all 3rd grade students will increase from 28% to 40% reading at/above benchmark level, students with English Language needs will increase from 14% to 30%, and 3rd grade students who receive special education services will increase from 12% to 34% on STAR-Reading.








By June 2023, all Black/African American 3rd grade students will increase from 32% to 38% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 23% to 35% reading at/above benchmark on STAR-Reading

By June 2023, all 5th grade students will increase from 37% to 41% scoring at/above benchmark level, students with English Language needs will increase from 15% to 31% and 5th grade students who receive special education services will increase from 0% to 32% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 23% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 38% to 42% scoring at/above benchmark on STAR-Math.

**Performance Objective 2:** Display our brand new materials in the classrooms to ensure a smooth transition to new curriculum.






**Evaluation Data Sources:** Laminated and displayed materials in classrooms seen during building walkthroughs and teacher evaluations.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Purchase laminator for school to assist in protecting new materials for use in the classroom <b>Strategy's Expected Result/Impact:</b> Align classroom displays throughout the building <b>Staff Responsible for Monitoring:</b> PLC groups and administration  <b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Culturally Responsive Teaching- During the 22-23 school year, 100% of all classroom at Glenfair will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.

**Performance Objective 1:** Teacher will fully implement the foundational skills and reading components of HMH and supplemental Culturally Responsive texts throughout the year.






**Evaluation Data Sources:** Classroom lesson observation, new materials posted in classrooms, teacher lesson plans, staff PD, and data team meetings.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. <b>Strategy's Expected Result/Impact:</b> Thoughtful implementation of new materials <b>Staff Responsible for Monitoring:</b> Administration, PLC teams, Instructional TOSA  <b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Formative			Summative
	Nov	Mar	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Culturally Responsive Teaching- During the 22-23 school year, 100% of all classroom at Glenfair will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.

**Performance Objective 2:** Teachers will explore the new ELD curriculum and be prepared to make recommendations on next steps by the end of the 22-23 school year.






**Evaluation Data Sources:** PLC team notes, completion of end of year materials to district

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Check in with ELD teachers at data team meetings in regards to the new ELD curriculum is going and how it corresponds to classroom instruction and how it is going as a whole. <b>Strategy's Expected Result/Impact:</b> Meaningful notes of how to integrate the new ELD curriculum and the new ELA thereby improving teacher collaboration. <b>Staff Responsible for Monitoring:</b> ELD teachers, Instructional TOSA  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication	Formative			Summative
	Nov	Mar	Mar	June
	 10%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Culturally Responsive Teaching- During the 22-23 school year, 100% of all classroom at Glenfair will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.

**Performance Objective 3:** Glenfair will ensure that 4th grade students will meet all state required aspects of SB13.

**Evaluation Data Sources:** Lesson plans, Teacher observations, PLC team notes






Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Lean on our in-house teacher expert that helped design the curriculum to share key components and ideas with her team. <b>Strategy's Expected Result/Impact:</b> 4th grade team will understand the expected outcome of the curriculum to better instruct our students around SB13 <b>Staff Responsible for Monitoring:</b> 4th grade team, Administrators  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	Formative			Summative
	Nov	Mar	Mar	June
	 30%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3:** Student and Staff Wellness- During the 22-23 school year, Glenfair will work to ensure that the building is a safe and respectful place for students and staff as measured by an increase of 10 % CEE perception data in the sections of the school having a welcoming environment that embraces diversity and bullying and harassment is not tolerated at Glenfair.

**Performance Objective 1:** Glenfair will implement the school-wide Pacer bullying curriculum






**Evaluation Data Sources:** Monthly Pacer lessons, family newsletter, Parentsquare announcements

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Shared bullying definition, establish protocols for dealing with bullying, educate staff, students and parents with what to do if bullying occurs. <b>Strategy's Expected Result/Impact:</b> Decrease in CEE data around bullying and safety at Glenfair <b>Staff Responsible for Monitoring:</b> Administration, teachers, Instructional TOSA  <b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Student and Staff Wellness- During the 22-23 school year, Glenfair will work to ensure that the building is a safe and respectful place for students and staff as measured by an increase of 10 % CEE perception data in the sections of the school having a welcoming environment that embraces diversity and bullying and harassment is not tolerated at Glenfair.

**Performance Objective 2:** Glenfair will focus on students identifying their feelings and emotions, solving small problems, and playing together through the use of Kelso's Wheel, Kimochis, Zones of Regulation, and Playworks lessons.






**Evaluation Data Sources:** Students engaging in Kelso's wheel, Kimochis, and Zones of Regulation materials throughout the building.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Students are taught specifics of how to use coping strategies to deal with low-level behaviors. <b>Strategy's Expected Result/Impact:</b> Reduction in adult time used to fix small problems throughout the school day. Student improved confidence in solving problems which will lead to an increase of student satisfaction at school on the CEE survey. <b>Staff Responsible for Monitoring:</b> Administration, teachers, counselors,  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Student and Staff Wellness- During the 22-23 school year, Glenfair will work to ensure that the building is a safe and respectful place for students and staff as measured by an increase of 10 % CEE perception data in the sections of the school having a welcoming environment that embraces diversity and bullying and harassment is not tolerated at Glenfair.

**Performance Objective 3:** Glenfair will implement a Sunshine Committee to organize events and activities for staff throughout the year.






**Evaluation Data Sources:** Monthly staff activities calendar

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Events and activities will be scheduled to build staff relationships <b>Strategy's Expected Result/Impact:</b> In order to feel connected to each other as shown on the CEE staff survey <b>Staff Responsible for Monitoring:</b> Administration, Sunshine Committee  <b>Characteristics:</b> Effective School Leadership, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Student and Staff Wellness- During the 22-23 school year, Glenfair will work to ensure that the building is a safe and respectful place for students and staff as measured by an increase of 10 % CEE perception data in the sections of the school having a welcoming environment that embraces diversity and bullying and harassment is not tolerated at Glenfair.

**Performance Objective 4:** Staff will utilize in-building supports, such as: MTSS TOSA, Instructional TOSA, counselors/ social worker, and administrators to assist in supporting in stressful situations.

**Evaluation Data Sources:** CEE survey

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

**Goal 4: Professional Development-** All staff at Glenfair Elementary will participate in meaningful professional development during 80% of late starts during the 22-23 school year, as tracked by our end of year professional development calendar.






**Performance Objective 1:** On designated days, classroom teachers, ELL specialists, and instructional coach will participate in LETRS training, while all other staff will participate in district-led professional development.

**Evaluation Data Sources:** staff attendance at meetings

**Goal 4: Professional Development-** All staff at Glenfair Elementary will participate in meaningful professional development during 80% of late starts during the 22-23 school year, as tracked by our end of year professional development calendar.

**Performance Objective 2:** All Glenfair staff will participate in equity based professional development focused on marginalized students facilitated by the Glenfair Equity Committee.






**Evaluation Data Sources:** calendar of specific trainings, power points or materials from those trainings

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Recruit an equity team at Glenfair to design specific professional development focused on marginalized students.  <b>Strategy's Expected Result/Impact:</b> Better staff understanding of issues on equity and systems analysis in the building.  <b>Staff Responsible for Monitoring:</b> Administration, Equity Team  <b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
	 30%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4: Professional Development-** All staff at Glenfair Elementary will participate in meaningful professional development during 80% of late starts during the 22-23 school year, as tracked by our end of year professional development calendar.

**Performance Objective 3:** School based Instructional TOSA will facilitate professional development opportunities connected to academic standards, district adopted curriculums, and SEL supports.






**Evaluation Data Sources:** lessons created by Instructional TOSA for use with staff

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Design and offer individualized training for staff members during late start PD, staff meetings and after school opportunities <b>Strategy's Expected Result/Impact:</b> Staff will be more unified in building wide approaches to behavior, instruction, and systems <b>Staff Responsible for Monitoring:</b> Administrations, Instructional TOSA  <b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
	 30%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** During the 2023 school year, Glenfair will engage with community and families at least 5 times during the school year to collect information on student sense of belonging and connectedness to school.

**Performance Objective 1:** Glenfair will conduct 2 rounds of empathy interviews with 5th graders in order to gauge connection with the school and all of the staff and students.

**Evaluation Data Sources:** Student empathy interviews and CEE data






Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Design a new student interview tool and use it with our 5th graders twice a year. <b>Strategy's Expected Result/Impact:</b> Student voice will be considered in systems at school which will increase satisfaction on the CEE survey <b>Staff Responsible for Monitoring:</b> Administration, Equity Team  <b>Characteristics:</b> Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 5:** During the 2023 school year, Glenfair will engage with community and families at least 5 times during the school year to collect information on student sense of belonging and connectedness to school.

**Performance Objective 2:** Glenfair will conduct 2 rounds of questions for families during conferences






**Evaluation Data Sources:** Family surveys and CEE data

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Design a new family interview tool and use it with our families at conferences twice a year <b>Strategy's Expected Result/Impact:</b> Get a better sense of our families opinions of school systems and barriers to their engagement <b>Staff Responsible for Monitoring:</b> Administration, Leadership team, Classroom teachers  <b>Characteristics:</b> Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Nov	Mar	Mar	June
	 30%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** During the 2023 school year, Glenfair will engage with community and families at least 5 times during the school year to collect information on student sense of belonging and connectedness to school.

**Performance Objective 3:** Glenfair will create exit tickets for families to answer during family nights

**Evaluation Data Sources:** Exit ticket responses

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Design an exit ticket for consistent use during parent nights <b>Strategy's Expected Result/Impact:</b> More input from families which will improve our CEE data at year's end <b>Staff Responsible for Monitoring:</b> Administration, Leadership team  <b>Characteristics:</b> Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I Components (ORIS Domains)

## Question 1. COMPREHENSIVE NEEDS ASSESSMENT

### 1.1: Comprehensive Needs Assessment

Glenfair reviews several different kinds of data annually to assist in our needs assessment. We look at student achievement data, community input data and staff input data to attempt to get a clear understanding of how to best serve our community and our families. Some of the data we look at includes:

- review annual CEE community, student, and staff survey data
- review state summative data
- review district benchmark assessments and classroom formative assessments
- collect parent feedback at monthly evening events
- collect staff feedback for on-going system and program review

**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**

Glenfair provides many tiers of professional development for our staff in an ongoing and continuous process. Both last year and this year we have invested in the LETRS training for all staff district wide. This brain-based reading instruction program is a district program and all classroom staff participates in the training. In addition, we offer specialist specific PD in curricular or specialty areas for staff not in the classroom. This can include cross collaboration with teachers at other schools, and individual specific trainings for specialists. We also have individual building specific PD which this year has three focuses at Glenfair. 1. PLC work and defining and refining our practices. 2. Equity work focused on systems and beliefs in the building and how we can combat obstacles for family engagement at Glenfair. 3. Student Study Teams processes and meetings to refine how we serve students who need additional support.

### **3.3: Stakeholder Engagement**

At Glenfair we start all family events with a title one announcement and a brief discussion about what that means for our school. In addition, we hold an annual Title One meeting in October to focus on our programs and have families sign our parent compact and ask questions. We also include that we are a title one school on our monthly family newsletters. This year our meeting will be on October 11<sup>th</sup>.

### **3.4: Well-Rounded Learning System**

We use a variety of instructional strategies at Glenfair to ensure student learning is taking place. We use whole group learning with a focus on gradual release model. We scaffold lessons for our ELD students. We use a variety of SEL and coping curriculums to help kids with big feelings and problems solving. We also use a WIN time daily to individualize student instruction.

### **3.5: Instructional Strategies**

Glenfair has a robust set of strategies to address student and family needs. We partner with a variety of community partners that assist with meeting needs. Our community partnerships include Trillium mental health services, DHS Self Sufficiency Office, The Oregon Food bank and El Programa Hispano to name a few. We also run our own clothes closet and yearly raise funds to support families around the holidays. Internally we have 2 school counselors to meet individual student needs daily. A School Social Worker and an MTSS TOSA round out our team to help provide necessary services for our community.

### **3.6: Inclusive Policy and Practice**

Most of our efforts this year will center around our PLC work and the individuation of student learning goals for the entire school. WE are focusing on knowing what every child's next step for reading and math is, helping them to understand their goals, then providing them with the instruction to reach them. When goals are reached, we will celebrate not only at school and communicate with home that a goal is accomplished and that a new goal will be on the way tomorrow. Helping to articulate individual goals for kids in the room and celebrating success combined with our new approach to our PLC process will help us to close gaps in our programs.