

**Reynolds School District 7**  
**H.B. Lee Middle School**  
**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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

H.B. Lee Middle School is a diverse community of 710 scholars located in the Rockwood neighborhood of East Portland. We are a Title I school with 100% of our students receiving no-cost meals for lunch and breakfast. Our school population is 43% Latino, 16% Black/African American, 16% White, 12% Asian American, and 7% Pacific Islander. 6% of our students identify as Multi-racial and less than 1% as Native American. Our core content classes have 32 students on average. On average for the last two years, 73% of our students have met the regular attenders requirement. Our staff includes four administrators, a dean of students 42 general educators, six learning specialists, three counselors, a school social worker, a librarian, an instructional coach, and a school psychologist. In addition, 26 classified staff are on our team, including secretaries, custodians, educational assistants, a testing coordinator, campus monitors, and kitchen staff. We are partnered with ten community agencies, which add multiple additional staff members to our school.

### Demographics Strengths

Our strength can be found in our diversity. We have students from all over the world with rich shared experiences. The vast majority of Lee students are bilingual with some being multi-lingual. Additionally, we now have the first African-American administrator in school history as well as diversifying both our classified and certified staffs significantly over the past year. A highlight of this is now having three African-American and one Latino campus monitors, two African-American student engagement specialists, three Latina and four Spanish speaking secretaries.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Parents, students, and staff identified a need to elevate and honor the voices of traditionally marginalized students. **Root Cause:** Lack of examples in which students of color can see themselves represented, included, and valued in school leadership, resources, curriculum, and culture of classroom..

# 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
- Prior year improvement plans - Performance objectives (SMART goals)

## **Accountability Data**

- State assessment performance report

## **Student Data: Assessments**

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results

## **Student Data: Student Groups**

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk

## **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback

## **Parent/Family/Community Data**


- Parent/family surveys and/or other feedback

# Goals

**Goal 1:** We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

**Performance Objective 1:** By June 2023, all 8th grade students will increase from 17% to 30% scoring at/above benchmark level, students with English Language needs will increase from 3.9% to 10%, and 8th grade students who receive special education services will increase from 2.6% to 10% scoring at/above benchmark on STAR-Math.

**Evaluation Data Sources:** STAR math assessment

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> All students will be assigned a dreambox lesson each week, with on-going training and PLC work with math teachers.  <b>Strategy's Expected Result/Impact:</b> With more practice in student's zone of proximal development, students will increase in basic numeracy skills and fluency.  <b>Staff Responsible for Monitoring:</b> math teachers, VILS sheltered instruction coach, and assistant principal Aaron Longo  <b>Characteristics:</b> High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> All students will have assignments with IXL to work on grade-level math skills for more practice on class materials.  <b>Strategy's Expected Result/Impact:</b> By having access to grade-level materials students will increase their skills in	Formative			Summative
	Nov	Mar	Mar	June

grade-level content.

**Staff Responsible for Monitoring:** math teachers and assistant principal Aaron Longo.

**Title I Components (ORIS Domains):**

3.5

**- Characteristics:**

High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching

**Funding Sources:** - 201 Title I - \$7,800



No Progress



Accomplished



Continue/Modify









Discontinue



**Goal 1:** We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.






**Performance Objective 2:** By June 2023, all Black/African American 8th grade students will increase from \_\_9% to \_20\_\_% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from \_\_20% to \_30\_\_% scoring at/above benchmark on STAR-Math.

**Evaluation Data Sources:** STAR Math

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> During PLC work, teachers will receive scaffolding and professional development on culturally responsive instruction and equity-focused data analysis. <b>Strategy's Expected Result/Impact:</b> With scaffolds, professional development, and data analysis teachers will see patterns of unequitable outcomes and address these as a team. This will increase teacher efficacy and be translated into equitable student gains for our BIPOC students. <b>Staff Responsible for Monitoring:</b> math teachers, assistant principal Aaron Longo, Principal Jenna Guertin-Davis.  <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
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> HB Lee's BLT and staff will work on a building-level equity plan. A component of the equity plan will be to have staff self-assessment, training, and a feedback cycle focused on equity and culturally responsive pedagogy. <b>Strategy's Expected Result/Impact:</b> by focusing on PD to increase culturally responsive education, teachers will have greater tools to address unequitable outcomes in the classroom that are a result of lack of culturally responsive instructional tools, classroom and behavior management, and relational tools. <b>Staff Responsible for Monitoring:</b> Principal Guertin-Davis, Building Leadership Team  <b>Title I Components (ORIS Domains):</b> 3.5 <b>- Characteristics:</b> High Levels of Collaboration and Communication <b>Funding Sources:</b> - 100 General Fund - \$2,000, - 201 Title I - \$2,000	Formative			Summative
	Nov	Mar	Mar	June
				
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**Goal 1:** We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

**Performance Objective 3:** By June 2023, all 8th grade students will increase from 23.9% to 30% scoring at/above benchmark level, students with English Language needs will increase from 1.9% to 10%, and 8th grade students who receive special education services will increase from 2.6% to 10% scoring at/above benchmark on STAR-Reading

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Teachers will receive training and scaffolding on lexia for student-specific literacy practice. <b>Strategy's Expected Result/Impact:</b> By having 1:1 training and practice in literacy, their knowledge and fluency in reading will increase. <b>Staff Responsible for Monitoring:</b> language arts teachers and assistant principal Stacy Talus	Formative			Summative
	Nov	Mar	Mar	June
				
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**Goal 2:** In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase student, family, and community voice in our school.

**Performance Objective 1:** The percentage of parents/guardians who answer Almost Always True or Often True to the CEE Survey Question: I believe adults in this school care about my student will increase from 74% to 79%

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> We will add two student engagement liaisons to focus on increasing connection between school staff and guardians as well as focusing on decreasing chronic absenteeism. <b>Strategy's Expected Result/Impact:</b> With two staff members to focus on students struggling with attendance, students and families will receive more support and school staff attention when they need it, and student's and families feelings of care will increase along with attendance. <b>Staff Responsible for Monitoring:</b> Student engagement liaisons, assistant principal Jonicia Shelton  <b>Characteristics:</b> High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement <b>Funding Sources:</b> - 201 Title I - \$51,684	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Staff and students will be trained in basic restorative practices and restorative questions. <b>Strategy's Expected Result/Impact:</b> If students and staff have a common way to discuss problems and voice concerns, both students and staff will feel more connected and heard when/if problems arise. <b>Staff Responsible for Monitoring:</b> Franky Gomez, MTSS TOSA, Jonicia Shelton, Jenna Guertin-Davis  <b>Title I Components (ORIS Domains):</b> 3.6 <b>- Characteristics:</b> Focused Professional Development, Supportive Learning Environment <b>Funding Sources:</b> - 201 Title I - \$1,758	Formative			Summative
	Nov	Mar	Mar	June
				
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**Goal 2:** In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase student, family, and community voice in our school.






**Performance Objective 2:** Students who answer Almost Always True or Often True to question: "Students are Involved in Solving Problems in this School" on the CEE survey will increase from 73% to 78%.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> There will be a digital media leadership class that focuses on creating community <b>Strategy's Expected Result/Impact:</b> By having students make a weekly news show, students will be able to discuss problems and advocate for solutions in a visible way. <b>Staff Responsible for Monitoring:</b> Digital media leadership teacher, principal Jenna Guertin-Davis <b>Funding Sources:</b> - 100 General Fund - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
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**Goal 3:** To ensure student wellness and success, we will increase the opportunities for students to receive social-emotional support and instruction and to be celebrated for their successes.

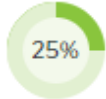


**Performance Objective 1:** Students who answer Almost Always True or Often True to question: "Most students are respectful to others in this school, " on the CEE survey will increase from 56% to 61%.






Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Our PBIS committee will help create lessons for students in advisory that focus on the respectful and inclusive parts of PRIDE. Students will make posters and signs for the school using their own language to explain how to treat each other.  <b>Title I Components (ORIS Domains):</b> 3.6 <b>- Characteristics:</b> Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement <b>Funding Sources:</b> - 201 Title I - \$1,778	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Students will receive lesson on and opportunities to use restorative questions to resolve classroom and school conflicts  <b>Strategy's Expected Result/Impact:</b> Students will have tools to communicate their feelings, resolve conflict, and ask for what they need to make things better. <b>Staff Responsible for Monitoring:</b> PBIS committee, instructional coach, MTSS coach  <b>Characteristics:</b> Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement <b>Funding Sources:</b> - 201 Title I - \$949	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Staff will receive training on restorative practices, affective questions, and how to increase opportunities for non-violent communication to resolve classroom conflicts.  <b>Strategy's Expected Result/Impact:</b> if students and staff have a framework to resolve conflict, conflict can be	Formative			Summative
	Nov	Mar	Mar	June

<p>resolved at a lower level, with less time away or distracted in the classroom as well as increase the feeling of respect within the classroom and school.</p> <p><b>Staff Responsible for Monitoring:</b> Building leadership team, instructional coach, MTSS coach</p> <p><b>Funding Sources:</b> - 201 Title I</p>				
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**Goal 3:** To ensure student wellness and success, we will increase the opportunities for students to receive social-emotional support and instruction and to be celebrated for their successes.

**Performance Objective 2:** The percentage of students who answer Almost Always True or Often True to the question: "Student Success is celebrated in this school, " on the annual CEE survey will increase from 69% to 74%.



Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Our School's PBIS committee will continue our honor roll program and post names of students with excellent grades. <b>Strategy's Expected Result/Impact:</b> by celebrating success in academic achievement, we center the act of high academics achievement as a valued part of the community, both helping students to continue their success and modeling its possibility to others. <b>Staff Responsible for Monitoring:</b> Instructional Coach, AVID site committee, principal Jenna Guertin-Davis  <b>Funding Sources:</b> - 201 Title I - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> School's AVID Team will continue our annual Awards Night. <b>Strategy's Expected Result/Impact:</b> An Awards nights creates a climate where success and the qualities of AVID and PRIDE are celebrated, helping to maintain success in students and support others to attain it. <b>Staff Responsible for Monitoring:</b> Instructional coach, AVID site coordinator, assistant principal Stacy Talus  <b>Characteristics:</b> Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement <b>Funding Sources:</b> - 201 Title I - \$2,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Two times during the school year, we will hold a HB Lee Arts Night to celebrate the projects students make and music performances each semester. <b>Strategy's Expected Result/Impact:</b> We will create a supportive environment by celebrating the successes in all areas of school and students who find success in the arts. It will also increase community engagement. <b>Staff Responsible for Monitoring:</b> elective teachers, assistant principal Stacy Talus  <b>Funding Sources:</b> - 100 General Fund - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				






Strategy/Action 4 Details	Reviews			
<b>Strategy/Action 4:</b> The building will institute "Talons" for targeted prosocial behaviors that will go into raffles for prizes. We will also have grade level assemblies and schoolwide rewards days as students, as a collective, earn Talons. <b>Strategy's Expected Result/Impact:</b> By rewarding positive behavior, we will see an increase in positive school behaviors and a decrease in negative behaviors leading to a more rigorous school environment that feels more supportive. <b>Staff Responsible for Monitoring:</b> instructional coach, MTSS coach, principal Jenna Guertin-Davis.  <b>Funding Sources:</b> - 201 Title I - \$2,500	Formative			Summative
	Nov	Mar	Mar	June
				
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**Goal 4:** In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase opportunities for students to participate in challenging and engaging courses.



**Performance Objective 1:** By June, 2023, students who answer Almost Always True or Often True to question: "All students have access to rigorous courses and supports" on the CEE survey will increase from 68% to 73%

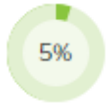




Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Students will have access to three CTE courses with pathways that continue into high school: introduction into engineering, introduction into computer and design, and introduction into culinary. <b>Strategy's Expected Result/Impact:</b> By increasing elective offerings into CTE articulated courses, we increase relevant and rigorous opportunities for our students. <b>Staff Responsible for Monitoring:</b> CTE teachers, assistant principal Aaron Longo  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students <b>Funding Sources:</b> - 274 Measure 98, - 201 Title I - \$7,250	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Two times during the school year, we will hold a HB Lee Arts Night to celebrate the projects students make and music performances each semester. <b>Strategy's Expected Result/Impact:</b> We will create a supportive environment by celebrating the successes in all areas of school and students who find success in the arts. It will also increase community engagement. <b>Staff Responsible for Monitoring:</b> elective teachers, assistant principal Stacy Talus  <b>Funding Sources:</b> - 201 Title I - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Twice a year, students will engage in a local performance task in content areas to practice critical thinking, presentation skills, and the skills necessary to engage in high stake tests in the future <b>Strategy's Expected Result/Impact:</b> if students are challenged and then analyze their performance as well as share it	Formative			Summative
	Nov	Mar	Mar	June

<p>with their family, students will understand more where they are academically, their strengths and where they need to grow</p> <p><b>Staff Responsible for Monitoring:</b> building leadership team, instructional coach, principal Jenna Guertin-Davis</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards</p> <p><b>Funding Sources:</b> - 100 General Fund</p>				
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**Goal 4:** In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase opportunities for students to participate in challenging and engaging courses.

**Performance Objective 2:** By June, 2023, the percentage of families who answer Almost Always True to Often True to the annual CEE Survey Question: "My student is challenged with a rigorous course of study at this school," will increase from 52% to 57%.

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Students will have access to three CTE courses with pathways that continue into high school: introduction into engineering, introduction into computer and design, and introduction into culinary. <b>Strategy's Expected Result/Impact:</b> By increasing elective offerings into CTE articulated courses, we increase relevant and rigorous opportunities for our students. <b>Staff Responsible for Monitoring:</b> CTE teachers, assistant principal Aaron Longo  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students <b>Funding Sources:</b> - 274 Measure 98, - 201 Title I - \$7,250	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Two times during the school year, we will hold a HB Lee Arts Night to celebrate the projects students make and music performances each semester. <b>Strategy's Expected Result/Impact:</b> We will create a supportive environment by celebrating the successes in all areas of school and students who find success in the arts. It will also increase community engagement. <b>Staff Responsible for Monitoring:</b> elective teachers, assistant principal Stacy Talus  <b>Funding Sources:</b> - 201 Title I - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Twice a year, students will engage in a local performance task in content areas to practice critical thinking, presentation skills, and the skills necessary to engage in high stake tests in the future <b>Strategy's Expected Result/Impact:</b> if students are challenged and then analyze their performance as well as share it	Formative			Summative
	Nov	Mar	Mar	June

<p>with their family, students will understand more where they are academically, their strengths and where they need to grow</p> <p><b>Staff Responsible for Monitoring:</b> building leadership team, instructional coach, principal Jenna Guertin-Davis</p> <p><b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards</p> <p><b>Funding Sources:</b> - 100 General Fund</p>				
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# Title I Components (ORIS Domains)

## Question 1. COMPREHENSIVE NEEDS ASSESSMENT

### 1.1: Comprehensive Needs Assessment

**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

### 3.3: Stakeholder Engagement

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

### **3.5: Instructional Strategies**

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

# Campus Funding Summary

100 General Fund					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	2	2			\$2,000.00
2	2	1			\$1,000.00
3	2	3			\$1,000.00
4	1	3			\$0.00
4	2	3			\$0.00
Sub-Total					\$4,000.00
274 Measure 98					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
201 Title I					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	1	2			\$7,800.00
1	2	2			\$2,000.00
2	1	1			\$51,684.00
2	1	2			\$1,758.00
3	1	1			\$1,778.00
3	1	2			\$949.00
3	1	3			\$0.00
3	2	1			\$1,000.00
3	2	2			\$2,000.00
3	2	4			\$2,500.00
4	1	1			\$7,250.00
4	1	2			\$1,000.00
4	2	1			\$7,250.00
4	2	2			\$1,000.00

201 Title I					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
Sub-Total					\$87,969.00