

Reynolds School District 7

Holla School

2022-2023 Campus Improvement Plan



Mission Statement

RSD's Mission: We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

HOLLA School's Mission: To change the academic narratives of Black, Brown and Indigenous youth in schooling by honoring lived experiences, catalyzing genius and centering joy.

Vision

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

HOLLA School's Vision centers culturally responsive pedagogy, practices, and policies, specifically:

- Reflecting on one's cultural lens
- Recognizing and redressing bias in the school system
- Drawing on students' culture to shape curriculum and instruction
- Bringing real-world issues into the classroom
- Modeling high expectations
- Promoting respect for student differences
- Collaborating with families and the local community
- Communicating in linguistically and culturally responsive ways

Core Beliefs

Reynolds School District:

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.

HOLLA School Core Beliefs:

We believe that ALL youth are Abundant, Brilliant and Creative.

We believe in the power, potential and worthiness of Black, Brown and Indigenous youth and that it is our work to create the conditions for their brilliance to shine.

We believe in the positive impact of mentorship; in the ability of connectedness to cultivate racial and cultural identity development, social emotional well being, collective problem solving and liberation of mind, body and spirit.

We believe in implementing a comprehensive and challenging curriculum rooted in historical and current day socio-political lived experiences.

We believe it is our work to apply critical, anti-racist lenses to our pedagogy, policies and practices.

We believe in intentionally developing identity, skills, intellect, criticality and joy (Dr. Ghody Muhammad's Cultivating Genius literacy framework).

We believe in centering love and compassion in all aspects of schooling.

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Goal 2: Marginalized Students: By intentionally holding space for student lived experiences, centering healing and prioritizing inclusion, HOLLA School will increase student 17 engagement and change the schooling narrative for our Black, Brown and Indigenous youth.

Goal 3: Student Achievement: By delivering culturally responsive and robust instruction focused on identified academic skill development, HOLLA School students will 19 demonstrate growth in academic outcomes.

Comprehensive Needs Assessment

Demographics

Demographics Summary

HOLLA School is a public charter school whose mission is to change the academic narrative for youth of color by centering the cultural and socio-political realities of the communities most historically underserved by schooling. The school is located within the Care Oregon Boys and Girls Club HOLLA School in the Rockwood community. It centers a mentorship model which emphasizes relationship and connection to the community. It is our belief that when students, families and staff feel seen, and schools celebrate their identities, they are able to engage in the process of learning in meaningful ways. Through an unwavering belief in the power and potential of Black, Brown and Indigenous youth, and the intentional centering of culturally responsive instruction and curriculum, we believe HOLLA School will create the environment where students will thrive.

We are excited to offer a K-2 educational option in our inaugural year of service within the Reynolds School District, and specifically to the Rockwood community. We plan to add an additional grade to our school each year through grade 5.

Our team includes:

Teachers - 3

Classroom Mentors - 5

Nutrition Services Coordinator - 1

Office Manager/Registrar - 1

School Leadership (Administrator, Curriculum/Instruction & Climate Coach and Director of Partnerships, Mentorship and Development) - 3

Our staff is 92% staff of color including:

Black/African American - 61%

Hispanic/Latina/o - 23%

Native/Indigenous - 8%

White - 8%

Our student community includes:

Black/African American - 58%

Hispanic/Latina/o - 21%

American Indian/Native American - 2%

White - 2%

Two or More - 17%

- Of our students that are multiracial, we have 37 students who identify as Black/African American, 13 who identify as White, 10 students who identify as American Indian/Native American and 3 who identify as Asian.

Demographics Strengths

HOLLA School views its' racial, cultural, linguistic and socioeconomic diversity as a tremendous strength. Research reveals that students that have even one teacher that reflects their race and culture can increase a students high school completion significantly. It is our belief that if we are working toward positively impacting the educational experiences, thus outcomes, it is our responsibility to ensure that our students are surrounded by adults, serving in all positions throughout their school, that look like them; that eat foods like them; that speak languages like them. In addition, we believe that communities that are inclusive of a range of lived experiences cultivate environments rich in diverse perspectives which deepen understanding and strengthen ones orientation in the world.

Another strength comes from the wealth of knowledge that we have accessed from our diverse demographic that has informed our pedagogy, policies and practices. During our development stages, we gathered information from the community through surveys and community forums. Our analysis of their input identified four areas that they felt would be critical for a school seeking to change the academic narratives for Black, Brown and Indigenous youth in school. These areas are: culturally responsive curriculum, educators of color, mentoring and support services and a restorative justice approach to discipline. This critical feedback from the people we serve, that stems from personal experiences, has allowed us to be responsive to the needs of the community as we build the foundation of HOLLA School.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some HOLLA School students and families report not having positive experiences and/or trusting relationship with schools. **Root Cause:** Many BIPOC students and families - at local, state, and national levels - have a history of negative experiences with schooling and have not felt successful in school.

Problem Statement 2: Many HOLLA School students arrived this September with low foundational literacy skills and needing significant support with social interactions and emotional regulation. **Root Cause:** Possible causes might include the disproportionate social and economic impact of the pandemic on communities of color, the disruption in schooling and home life due to the pandemic, and the potential need for more impactful cultural responsiveness within the school community.

Student Learning

Student Learning Summary

Given that this is our first year, we do not have access to comprehensive academic achievement data from previous years for our school. We are using Reynolds School District and ODE data as our benchmark until current data is available. These data reveal a significant need for a focus on literacy and skill development, particularly during the K-2 foundational skill building years.

Grade 3 Reynolds and ODE ELA data from the 2018 - 2019 school year indicate the following:

45.5% of Grade 3 students in the State were meeting ELA standards

30% of Grade 3 students in RSD were meeting ELA standards

Grade 3 RSD and ODE ELA data disaggregated by race indicates the following:

63.8% of Grade 3 Asian students in the State were meeting ELA standards ~ 46% of Grade 3 Asian students in RSD were meeting ELA standards

53.3% of Grade 3 White students in the State were meeting ELA standards ~ 39% of Grade 3 White students in RSD were meeting ELA standards

28.1% of Grade 3 Hispanic/Latina/o students in the State were meeting ELA standards ~ 22% of Grade 3 Hispanic/Latina/o students in RSD were meeting ELA standards

26.3% of Grade 3 Black/African American students in the State were meeting ELA standards ~ 21% of Grade 3 Black/African American students in RSD were meeting ELA standards

26.6% of Grade 3 Native Hawaiian/Pacific Islander students in the State were meeting ELA standards ~ 20% of Grade 3 Native Hawaiian/Pacific Islander students in RSD were meeting ELA standards

29.9% of Grade 3 American Indian/Alaska Native students in the State were meeting ELA standards ~ N/A% of Grade 3 American Indian/Alaska Native students in RSD were meeting ELA standards

49.7% of Grade 3 Multiracial students in the State were meeting ELA standards ~ 30% of Grade 3 Multiracial students in RSD were meeting ELA standards

Student Learning Strengths

At HOLLA School our belief is that ALL students are Abundant, Brilliant and Creative! We believe that all students already embody everything that they need to be successful and that it is our work to create the conditions for their abundance, brilliance and creativity to surface. The learning strengths of our students include their cultural heritage, their ancestral legacies, their innate desire to learn and their intrinsic joy.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Many students do not perceive themselves as 'smart' and lack confidence in academic risk taking. **Root Cause:** Many students have not had consistent school

experiences that center their cultural identities or that view these aspects of their cultural identities as assets.

School Processes & Programs

School Processes & Programs Summary

A key component of HOLLA School's mission is to systematize the use of a comprehensive anti-racist, culturally and historically responsive instructional framework that centers multiple forms of literacy. At the core of this framework is an intentional focus on establishing, building and maintaining relationships among and between staff, students and families. Our instructional pedagogy specifically centers the racial, cultural and linguistic assets of traditionally marginalized students in order to heighten engagement and foster social, emotional and academic growth.

HOLLA School utilizes the research based practices of Zaretta Hammond and Gholdy Muhammad. Zaretta Hammond's work focuses on what the human brain requires, through the lens of culture, in order to engage, sustain and retain learning. Gholdy Muhammad's instructional model centers history and culture and includes a framework that is built around identity development, skill development, intellectual development, criticality and joy.

At HOLLA School we:

- Examine normed pedagogy, policies and practices through the lens of equity, race, culture and other identities
- Use research based instructional frameworks
- Provide intentional culturally responsive professional development
- Center curriculum that is de-centers whiteness and reflects accurate representations of the students we serve
- Engage in weekly Student Support Team meetings utilizing specific protocols (MTSS)
- Hold space for staff, student and family voice
- Follow a daily schedule that centers multiple forms of literacies
- Ensure staff receive culturally responsive instructional coaching

School Processes & Programs Strengths

HOLLA School's strengths lie in the unanimous belief and support of our staff in our mission to intentionally focus on the needs of, and responsiveness to, Black, Brown and Indigenous scholars in schooling. Regardless of emerging diversity, inclusion and equity initiatives, communities of color continue to experience exclusion, marginalization and oppression in our school systems. As a new charter school, we have created a foundation of pedagogies, policies and practices that reflect our beliefs and that work to produce more equitable academic outcomes.

We consider our inclusion of classroom mentors as a tremendous strength for HOLLA School. HOLLA originated as a mentorship program for youth of color and HOLLA School is an expansion on that original model.

Our diverse student and staff populations strengthen us, enrich our environment and fill our school with beauty and joy each day.

Additionally, as a small school, we have been able to maintain our focus on our priorities without distraction and/or derailment. Included in those priorities is our professional development scope and sequence, our daily schedule focused on various forms of literacy, our weekly Student Support Meetings (MTSS), the support of our families and community partners, and finally, our abundant, brilliant and creative staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communities of color have a long history of exclusion from schooling and have not consistently received culturally responsive instruction. **Root Cause:**

Traditional school processes and programs are complex, deeply entrenched, and tend to center White culture.

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
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Male/Female
- Special education
- EL
- Section 504 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

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data






- Master schedule
- Processes and procedures for teaching and learning, including program implementation

- Study of best practices

Goals






Goal 1: Professional Practices: By centering consistent and intentional culturally responsive professional practices, HOLLA School staff will more effectively meet the needs of our diverse community.

Performance Objective 1: All HOLLA School staff will participate in bi-monthly Professional Development intended to develop the knowledge, skills and capacity to embody and implement culturally responsive pedagogy, policies and practices.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: The team will meet for PD every other Wednesday from 2:45 - 4:00. Professional Development will include (but is not limited to): -Gary Howard's Triangle Framework -Grounding in your Beliefs and Your Why -Our Schooling Stories -The Role & Presence of Whiteness in Schools -Culturally Responsive Teaching & The Brain -Understanding the role of Power in Teaching & Learning -Culturally & Historically Responsive Literacy Instruction -Understanding Behavior Through a Culturally responsive Lens -Culturally Responsive Assessment & Grading -Culturally Responsive Restorative Practices -Tribal History/Shared History -Project Based Learning -Critical Lenses & Anti-Racist/Anti-Biased Pedagogy -Other topics as surfaced by HOLLA School staff Staff Responsible for Monitoring: Curriculum, Instruction & Climate Coach Administrator	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 1: Professional Practices: By centering consistent and intentional culturally responsive professional practices, HOLLA School staff will more effectively meet the needs of our diverse community.

Performance Objective 2: HOLLA School will hold weekly Student Support Team (SST/MTSS) Meetings to increase confidence for academic risk taking and to heighten engagement.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: HOLLA School staff will meet every other Wednesday after school from 2:45 - 4:00. HOLLA School staff will use protocols that identify student strengths, student challenges and interventions for staff to implement. HOLLA School staff will focus on Tier 2 and Tier 3 students during these meetings. Staff Responsible for Monitoring: Curriculum, Instruction & Climate Coach Administrator	Formative			Summative
	Nov	Mar	Mar	June
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Goal 1: Professional Practices: By centering consistent and intentional culturally responsive professional practices, HOLLA School staff will more effectively meet the needs of our diverse community.

Performance Objective 3: HOLLA School staff will utilize Culturally Responsive Instruction in order to create a climate of inclusion and in an effort to change the narrative for Black, Brown and Indigenous students.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: HOLLA School will use Gholdy Muhammad's historically and culturally responsive instructional framework which includes: identity development, skill development, intellectual development, criticality and joy. HOLLA School will create and use culturally responsive curriculum that is reflective of our students' cultural identities (e.g. Shared History/Tribal History Curriculum). HOLLA School will research and use equitable and culturally responsive grading and assessment practices. Staff Responsible for Monitoring: Curriculum, Instruction & Climate Coach Administrator	Formative			Summative
	Nov	Mar	Mar	June
	 0%			
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Goal 1: Professional Practices: By centering consistent and intentional culturally responsive professional practices, HOLLA School staff will more effectively meet the needs of our diverse community.

Performance Objective 4: The HOLLA School Curriculum, Instruction and Climate Coach and Administrator will engage in coaching sessions with classroom teams and individuals on a weekly basis.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: HOLLA Staff will meet weekly either with individuals or with classroom teams to reflect on pedagogy, policies and practices. The inquiry model will be used during coaching and will include the prompts: -What did you notice? -What do you wonder? Coaching sessions will include the opportunity to participate in bi-monthly peer observations. Staff Responsible for Monitoring: Curriculum, Instruction & Climate Coach Administrator	Formative			Summative
	Nov	Mar	Mar	June
				
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Goal 2: Marginalized Students: By intentionally holding space for student lived experiences, centering healing and prioritizing inclusion, HOLLA School will increase student engagement and change the schooling narrative for our Black, Brown and Indigenous youth.

Performance Objective 1: HOLLA School will actively seek student voices each quarter in order to best understand and meet student needs.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: HOLLA School students will participate in morning meetings and beginning/end of the day classroom check ins where they will use their voices to check in about how they are feeling. HOLLA School students will provide narrative self-reflections at the end of each quarter. These self-reflections will be placed on student quarterly progress notes. Staff Responsible for Monitoring: Curriculum, Instruction & Climate Coach Administrator	Formative			Summative
	Nov	Mar	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 2: Marginalized Students: By intentionally holding space for student lived experiences, centering healing and prioritizing inclusion, HOLLA School will increase student engagement and change the schooling narrative for our Black, Brown and Indigenous youth.

Performance Objective 2: HOLLA School staff will use Restorative Practices as a tool for proactive healing and as a response to discipline/conflict resolution 80% of the time.

Strategy/Action 1 Details		Reviews			
Strategy/Action 1: HOLLA Staff will use Restorative Practices including: -building authentic relationships -proactively reduce and prevent harmful behavior -address the needs of the community -center lived experiences of the community -Examine harm through the lens of others in addition to our own -Repair harm through facilitated conversations -Re-connect with the community Staff Responsible for Monitoring: Curriculum, Instruction & Climate Coach Administrator		Formative			Summative
		Nov	Mar	Mar	June
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<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Goal 3: Student Achievement: By delivering culturally responsive and robust instruction focused on identified academic skill development, HOLLA School students will demonstrate growth in academic outcomes.

Performance Objective 1: HOLLA School's K-2 students will make positive growth toward meeting grade level Math and Reading standards/pursuits by the end of the 2022-2023 school year.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Math: 70% of K-2 students will meet Math standards/pursuits as reported by DRA3 assessment results, evidence from portfolios (formative) and summative assessments. Reading: 65% of K-2 students will meet Reading standards/pursuits as reported by DRA3 assessment results, evidence from portfolios (formative) and summative assessments. Staff Responsible for Monitoring: Curriculum, Instruction & Climate Coach Administrator	Formative			Summative
	Nov	Mar	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				