

Reynolds School District 7
Margaret Scott 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Margaret Scott is a diverse K-5 school in the Wilkes neighborhood of NE Portland. Currently, there are more than a dozen different languages spoken at Margaret Scott, and 40% of our students are Ever English Language Learners. Currently, our enrollment is 345 students, with a make-up of 29% Hispanic/ Latino students, 19% white students, 24% African American students, 12% Asian students, 6 % pacific islander students, 10% multi-racial students. Margaret Scott is a Title I school, with more than 95% of our families qualifying for free and reduced lunches. Due to this high percentage, Margaret Scott is able to provide free breakfast and lunch to all students, regardless of socio-economic status. 14% percent of students at Margaret Scott are on Individualized Education Plans (IEP) through special education and 2% of Margaret Scott's student are experiencing homelessness. Our teaching staff is comprised of 2 administrators, 26 licensed staff and 14 classified staff, 1 licensed Instructional Coach, and 1 Multi Tiered System of Support Coordinator. We are also supported with a full-time school counselor and social worker to build our capacity for wellness and resources. Margaret Scott is proud to work with Trillium Family Services to provide additional counseling and mental health supports for our school community. Other supporting partnerships include SchoolHouse Supply, Immigrant and Refugee Community Organization (IRCO), and Multnomah County Library.

*Student demographics data taken from 2020-21 ODE School Report Card

Demographics Strengths

The diversity of Margaret Scott Elementary and the surround community is our greatest strength. Margaret Scott actively engages in dialogue with families and community members to explore ways to better support our students and greater school community. Through this process, Margaret Scott has been able to increase and provide support for our families. With growing alliances with community partners, Margaret Scott has been able to extend family & parent resources, grow relationships beyond the school parameters, and lay the foundation for our new families beginning the public school journey.

Margaret Scott reflects our community partnerships within the building by celebrating our diversity and recognizing our school community. We positively recognize our students through school-wide PBIS celebrations and emphasize perseverance - "we can do hard things". By identifying our strengths, acknowledging barriers, and supporting all school community members, Margaret Scott will continue to grow as a safe learning environment for all.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our students do not see their diversity represented by the teachers and staff. **Root Cause:** RSD recruitment efforts have not been able to attract teachers of color. RSD is not yet seen as a district that welcomes and offers ongoing support to staff of color.

Problem Statement 2: Academic Achievement does not meet State average. **Root Cause:** The core curricula are not being accessed by all students equitably. Excellent, differentiated, first-time instruction for all students has not yet been reached.

Problem Statement 3: Having numerous cultures in our building can lead to misunderstandings and sometimes makes it difficult for our students to share perspectives. **Root Cause:** Students need instruction, discussion, and processing of varied perspectives, cultures and ideas. This will help them with developing a sense of empathy for each other. Staff needs professional development in culturally responsive education.

Student Learning

Student Learning Summary

2020-2021 - OSAS not administered due to COVID-19

2021 - 2022 OSAS reports currently embargoed by State of Oregon (Department of Education)

Spring 2022 STAR Results (for 2022 2nd graders & 4th graders) Current 2022-23 3rd & 5th Graders

| STAR Test | Proficiency at Grade Level | Proficiency for ELL's | Proficiency for Students on IEP's | Proficiency for Latinx Students | Proficiency for Black/African American Students |
|-----------|----------------------------|-----------------------|-----------------------------------|---------------------------------|---|
| ELA | 2nd Grade: 36% | 6% | 22% | 7% | 14.3% |
| Math | 4th Grade: 38% | 9.1% | 33% | 21.4% | 50% |

Student Learning Strengths

- Margaret Scott student outcomes are growing each year +5% or more on STAR Benchmark indicators
- Margaret Scott students in marginalized categories are demonstrating increased growth especially in Math.
- Margaret Scott staff designs short-term and long-term goals with students for growth on STAR Reading & Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student growth is not yet meeting grade level standards **Root Cause:** Students struggle to face the challenge of learning new concepts.

Problem Statement 2: Racial achievement gaps remain in place for many groups. Including multilingual learners and students with disabilities. **Root Cause:** The core curricula are not being accessed by all scholars equitably. Excellent, differentiated, first-time instruction for all students has not yet been reached.

School Processes & Programs

School Processes & Programs Summary

RSD Core Instructional Program (Elementary):

- HMH Reading (K-5)
- ECRI (K-1)
- Heggerty (K-1)
- Bridges Math (K-5)
- The Great Body Shop (K-5)
- Lexia (On-Line Reading Support)
- Dreambox (On-Line Math Support)

Instructional Design (Elementary): Core instruction includes: whole group, small group, tiered intervention (as needed), and independent work

- Daily: 110 minutes ELA
- Daily: 90 minutes Math
- Daily: 30 minutes SEL/Class Community Building
- Weekly: 30 minutes Health (Great Body Shop)

Student Supports

- Universal Design for Learning
- Language supports offered through instructional planning, co-teaching, or small group
- SDI (Specially Designed Instruction) minutes served through instructional planning, co-teaching, or small group
- Administrative observation and feedback
- 1 hour weekly protected PLC team time
- Focus on SEL using Mindfulness, Zones of Regulation and Community Building activities

School Processes & Programs Strengths

- Margaret Scott Elementary School focuses on meeting the needs of the whole child through comprehensive academics, attention to social-emotional needs and supporting families to help meet basic needs.
- Margaret Scott specific student supports include: School wide PBIS, Trillium Therapist, classroom & counselor led SEL, MTSS referral process
- Margaret Scott specific family supports include: full-time social worker, Trillium Therapist, encouraging participation in MS Parent Group, minimum of 3 school-based family events for the school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Recovery from the Pandemic has created multiple experiences at varying levels of traumatic influence. These differences cause a higher need for individualized instructional planning. **Root Cause:** Positive social and emotional states of mind will be required for real learning to occur.

Perceptions

Perceptions Summary

Taken from the Spring 2022 CEE Margaret Scott Elementary Report: Areas of Confidence

Collaboration & Communication

- Staff: 80% Staff in our school do not manipulate others to achieve their goals
- Parents: 94% Parents/Families and employees at this school talk respectfully with one another.

Clear & Shared Focus

- Students: 88% My teacher(s) believe student learning is important.
- Staff: 90% My performance goals are set based on the goals of the school.
- Parents: 87% This school has equitable behavior rules for all students.

High Standards & Expectations

- Students: 89% My teacher(s) expects me to do my best.
- Staff: 90% Academic placement is not influenced by race, gender or socioeconomic status.
- Parents: 88% Teachers in this school are dedicated to helping all students succeed.

Effective Leadership

- Students: 86% The principal of this school believes student learning is most important
- Staff: 100% My principal/administrator cares about me as a person.
- Parents: 86% Actions of school leaders promote a shared commitment for equity.

Supportive Learning Environment

- Students: 81% The rules against bullying are enforced by all adults in the school.
- Staff: 95% Staff at this school value and respect all students.
- Parents: 92% Adults in this school value and respect my race/cultural identity.

Parent & Community Involvement

- Staff: 89% The school encourages parent involvement in the child's learning.
- Parents: 89% I feel welcome in this school.

Monitoring of Teaching and Learning

- Staff: 87% Assessment data is used to identify student needs and appropriate instructional intervention.
- Parents: 90% I am given an opportunity to discuss my student's progress at school.

Perceptions Strengths

Perception Strengths are articulated in the area of confidence by staff, parents and students as stated above.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School is under State average on achievement assessments. **Root Cause:** Growth, while improving, is not rapid enough to meet grade level standards on all public reports focused on achievement.

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
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System 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
- Parent/family engagement, opportunities, attendance, and participation
- 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: Marginalized Students - Reading

Focus: 3rd Grade Reading - STAR

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 1: By June 2023, all 3rd grade students will increase from 36% to 46% reading at/above benchmark level on STAR Reading.

| Strategy/Action 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy/Action 1: With support from dedicated diagnostic data review through grade level PLC/s, targeted small group interventions, and other district supported intervention programs including: Heggerty, ECRI, and Lexia, students are expected to obtain goals as set by June 2023. This strategy/action will be executed for all Performance Objectives related to this goal. Strategy's Expected Result/Impact: See Objective 1 Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teacher | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: Marginalized Students - Reading

Focus: 3rd Grade Reading - STAR

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 2: By June 2023, 3rd grade students with English Language needs will increase from 6% to 14% reading at/above benchmark level on STAR Reading.

Goal 1: Marginalized Students - Reading

Focus: 3rd Grade Reading - STAR

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 3: By June 2023, 3rd grade students who receive special education services will increase from 22% to 30% reading at/above benchmark level on STAR Reading

Goal 1: Marginalized Students - Reading

Focus: 3rd Grade Reading - STAR

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 4: By June 2023, all Black/African American 3rd grade students will increase from 14.3% to 23% reading at/above benchmark level on STAR Reading.

Goal 1: Marginalized Students - Reading

Focus: 3rd Grade Reading - STAR

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.






Performance Objective 5: By June 2023, all Latinx/o/a 3rd grade students will increase from 7% to 15% reading at/above benchmark on STAR Reading.

Goal 2: Marginalized Students - Math

Focus: 5th Grade Math - STAR

In order to give voice to our marginalized population, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 1: By June 2023, all 5th grade students will increase from 38% to 48% scoring at/above benchmark level on STAR Math.

| Strategy/Action 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy/Action 1: With support from dedicated diagnostic data reivew through grade level PLC/s, targeted small group interventions, and other district supported intervention programs incuding: Bridges Interventions and Dreambox, students are expected to obtain goals as set by June 2023. This strategy/action will be executed for all Performance Objectives related to this goal. | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: Marginalized Students - Math

Focus: 5th Grade Math - STAR

In order to give voice to our marginalized population, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 2: By June 2023, all 5th grade students with English Language needs will increase from 9.1% to 17% scoring at/above benchmark level on STAR Math.

Goal 2: Marginalized Students - Math

Focus: 5th Grade Math - STAR

In order to give voice to our marginalized population, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 3: By June 2023, all 5th grade students who receive special education services wil increase from 33% to 41% scoring at/above benchmark on STAR Math.

Goal 2: Marginalized Students - Math

Focus: 5th Grade Math - STAR

In order to give voice to our marginalized population, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 4: By June 2023, all Black/African American 5th grade students will increase from 50% to 58% scoring at/above benchmark level on STAR Math.

Goal 2: Marginalized Students - Math

Focus: 5th Grade Math - STAR






In order to give voice to our marginalized population, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 5: By June 2023, all Latinx/o/a 5th grade students will increase from 21.4% to 29% scoring at/above benchmark on STAR Math.

Goal 3: Culturally Responsive Teaching:
We will interrupt bias and microaggression in instructional practices.

Performance Objective 1: Licensed staff will have the opportunity to continue in LETRS training, implement newly adopted ELA curriculum (HMH Intro to Reading), utilize Culturally Relevant Texts to support core curriculum, deliver instruction for SB 13 Native History/Shared History, ELD Curriculum (National Geographic Reach for the Stars) and build capacity and understanding for incorporating Ethnic Studies Standards.

Evaluation Data Sources: Classroom observations, Teacher walk-throughs, PLC's, MTSS and grade level data teams.






| Strategy/Action 1 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy/Action 1: Attend and monitor PLC meetings and notes for implementation of new curriculum and supporting materials. | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
| | |  | | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Goal 4: Student and Staff Wellness:

We will promote a healthy learning and working environment that provides students and staff with the skills, social emotional support, and environmental reinforcement they need to adopt long-term, healthy behaviors. Student engagement liaison will support student and family connectiveness to school community.

Performance Objective 1: Building Sunshine & Wellness committee will recognize and honor staff throughout the year by celebrating key dates, accolades and cultural recognitions in a variety of formats.






Evaluation Data Sources: CEE Staff results.

| Strategy/Action 1 Details | | Reviews | | | |
|--|--|--|-----|---|-----------|
| Strategy/Action 1: Provide year long calendar of dates for cultural celebrations, building specific dates for staff recognition. Recieve feedback as to staff response and recommendations for additional celebratory opportunities. Staff Responsible for Monitoring: Committee members Funding Sources: - 100 General Fund - \$10,000 | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
| | |  | | | |
|  No Progress | |  Accomplished | |  Continue/Modify | |
| | | | |  Discontinue | |

Goal 4: Student and Staff Wellness:

We will promote a healthy learning and working environment that provides students and staff with the skills, social emotional support, and environmental reinforcement they need to adopt long-term, healthy behaviors. Student engagement liaison will support student and family connectiveness to school community.






Performance Objective 2: SEL lessons facilitated by classroom teachers and/or school counselor will enhance a supportive learning environment across all grade levels and address PBIS focused character traits, problem solving skills, school & classroom community, and school-wide systems of support.

| Strategy/Action 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy/Action 1: SEL & PBIS focus will improve school culture and climate. School based Culture & Climate committee is charged with PBIS fairs, celebrations, assembly recognitions. Funding Sources: - 100 General Fund - \$2,500 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: Professional Development:

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.






Performance Objective 1: Margaret Scott will committ to 1 hour per week of PLC grade level planning which will allow instructors the opportunity to collaborate on content, discuss instructional delivery strategies, development of assessments and plans to support all students based on outcomes.

| Strategy/Action 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| Strategy/Action 1: PLC notes will be kept in an interactive notebook for administrative review/response. 3x year grade level data teams for progress monitoring, results to be shared to all staff for vertical data reivew. |  | | | |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 5: Professional Development:

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 2: For new hiring of staff, Margaret Scott will build capacity for the recruitment and retention of BIPOC educators.

| Strategy/Action 1 Details | | Reviews | | | |
|---|--|--|-----|-----|-----------|
| Strategy/Action 1: Strengthen networking alliances for outreach in the recruitment effort. MSES equity team and affinity group representation, professional development presentations to all staff. | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
| | |  | | | |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

Margaret Scott reviews several kinds of data annually to assist in our needs assessment. We look at student achievement data, as well as community 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 review includes:

- review of annual CEE community, student and staff survey results
- review of state summative data
- review of district benchmark assessments
- classroom formative assessments
- collection of family feedback at building events
- collection of 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

- Monday late start: LETRS, HMH, UDL
- 1 hour per week dedicated PLC time: DuFour Model (text for reference)
- Grade level data teams 3x year
- New MTSS TOSA Position
- New CARES team to identify family & student resource needs, address attendance concerns at the earliest evidence

3.3: Stakeholder Engagement

- Video message presented at Open House (Sept 2022)
- Title I compact to parents during November Conferences
- Building & classroom newsletters
- Parent Square as source of electronic communication

3.4: Well-Rounded Learning System

- Varied instructional practices to ensure student learning at all levels is taking place: focus on gradual release model
- ELD scaffolded instruction
- SEL focus on emotional recognition and regulation and problem solving
- Targeted intervention supported by Instructional Coach
- Referral process for all areas (academic, behavior, attendance) supported by MTSS TOSA

3.5: Instructional Strategies

- 1 FTE School Counselor
- 1 FTE School Site Social Worker
- .5 MTSS TOSA
- Trillium Services
- (New) SMART Partnership

3.6: Inclusive Policy and Practice

Our focus at Margaret Scott will be to calibrate PLC meeting expectations and the review of student data at both horizontal grade levels, and the sharing of school-wide data to vertical teams to create the sense of shared learning across all grades.

- 3x yearly data teams (literacy focused)
- Tiered system of support for those students not meeting performance expectations at their grade level (small groups, targeted intervention, SST tiers 2 & 3 with MTSS coordinated supports)

- Weekly review of classroom assessment data at PLC's (classroom assessments, Lexia, Dreambox) and instructional strategies adjustments made based on diagnosis of lagging skills.
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Campus Funding Summary

| 100 General Fund | | | | | |
|------------------|-----------|-----------------|------------------|--------------|-------------|
| Goal | Objective | Strategy/Action | Resources Needed | Account Code | Amount |
| 4 | 1 | 1 | | | \$10,000.00 |
| 4 | 2 | 1 | | | \$2,500.00 |
| Sub-Total | | | | | \$12,500.00 |