Reynolds School District 7

Reynolds High 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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Root Cause 1: We traditionally marginalize these students because we don't believe they can achieve at high standards.
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Root Cause 4: We do not embrace the wide variety of backgrounds are students come from.
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**Root Cause 5**: We do not understand that it is our job to meet them where they are.
Problem Statement 5 Areas: Student Learning

Goals

Goal 1: Create a focus on serving traditionally marginalized students through increased access to upper level classes, increased on track/ graduation rates and additional methods for input.

Performance Objective 1: Increase access to advanced courses for typically marginalized students

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Lower/ remove grade prerequisites for AP enrollment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More typically marginalized students will have access to AP offerings.	**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment **Problem Statements:** Demographics 1, 2 - Perceptions 1	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.
Perceptions
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

Goal 1: Create a focus on serving traditionally marginalized students through increased access to upper level classes, increased on track/ graduation rates and additional methods for input.

Performance Objective 2: Increase on track rates for 9th grade students who have been traditionally marginalized

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Double the normal amount of interventions aimed at increasing on track ratings and graduation rate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Added interventions will give more attention to persistent issues and catch deficiencies earlier. **Staff Responsible for Monitoring:** Assistant principal and Freshman Success team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching **Problem Statements:** Student Learning 3	Nov	Mar	Mar	June
	45%	50%	55%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 1: Create a focus on serving traditionally marginalized students through increased access to upper level classes, increased on track/ graduation rates and additional methods for input.

Performance Objective 3: Increase the graduation rates for traditionally marginalized students.
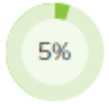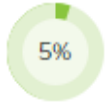
Strategy/Action 1 Details		Reviews			
Strategy/Action 1: Schedule counseling one on ones at double the normal rate for transcript and credit attainment.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Early interventions can focus on possible issues before they become a problem. **Staff Responsible for Monitoring:** Assistant principal and counseling team		**Nov**	**Mar**	**Mar**	**June**
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment **Problem Statements:** Student Learning 3		45%	45%	45%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 1: Create a focus on serving traditionally marginalized students through increased access to upper level classes, increased on track/ graduation rates and additional methods for input.

Performance Objective 4: Offer at least four opportunities for traditionally marginalized students to offer input and feedback.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Create at least four opportunities for traditionally marginalized students to give input to the school regarding school climate and systems. **Strategy's Expected Result/Impact:** We will actually know the student experience rather than relying on what we think and see. **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - School Processes & Programs 1	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
	5%	5%	5%	

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.
School Processes & Programs
Problem Statement 1: Many students do not understand our systems. **Root Cause**: We forget that many of our students did not start out in our system.

Goal 2: Create opportunities for culturally responsive teaching through a review of courses offered and a review of course offerings and descriptions.

Performance Objective 1: Review course offerings and course descriptions in course description catalogue.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Have the equity team review the CDC for content and course offerings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Course offerings and descriptions need to be written in such a way that they are accessible to all.	Nov	Mar	Mar	June
Staff Responsible for Monitoring: Assistant principal and Equity team **Characteristics:** Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment **Problem Statements:** Student Learning 2 - School Processes & Programs 1	0%	0%	0%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.
School Processes & Programs
Problem Statement 1: Many students do not understand our systems. **Root Cause**: We forget that many of our students did not start out in our system.

Goal 2: Create opportunities for culturally responsive teaching through a review of courses offered and a review of course offerings and descriptions.

Performance Objective 2: Create new course offerings that are relevant and of interest to our diverse student population.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Use the master schedule committee and department heads to propose new culturally relevant courses for the 2022-2023 academic year.	Formative			Summative
	Nov	Mar	Mar	June
Strategy's Expected Result/Impact: Students will be able to achieve core credit in courses that are culturally relevant. **Staff Responsible for Monitoring:** Assistant principal and master schedule committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment **Problem Statements:** Demographics 2	70%	70%	70%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.

Goal 2: Create opportunities for culturally responsive teaching through a review of courses offered and a review of course offerings and descriptions.

Performance Objective 3: Perform a thorough review of curricular offerings at RHS.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Use the department head structure to review all courses and publications specific to the course offerings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Remove non-relevant courses and replace them with others that are more appropriate for the school demographic.	**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and department heads **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards **Problem Statements:** School Processes & Programs 1	90%	90%	90%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Many students do not understand our systems. **Root Cause**: We forget that many of our students did not start out in our system.

Goal 3: Create a focus on staff and students wellness through additional SEL opportunities, added staff events and increased culturally specific student/ family events.

Performance Objective 1: Continue to offer and support SEL opportunities to staff and students.
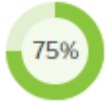
Strategy/Action 1 Details		Reviews			
Strategy/Action 1: Utilize MTSS staff for staff and student trainings and opportunities to participate in targeted SEL opportunities.		**Formative**			**Summative**
		Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff and students continue to need SEL supports, will help folks focus and create a work balance. **Staff Responsible for Monitoring:** MTSS TOSAs **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment **Problem Statements:** Student Learning 3		40%	40%	40%	
	0% No Progress	100% Accomplished		Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 3: Create a focus on staff and students wellness through additional SEL opportunities, added staff events and increased culturally specific student/ family events.

Performance Objective 2: Create staff events to encourage positive mental health.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Create at least three activities that focus on staff interacting and socializing together in a non-work setting.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: This opportunity to let off some steam and be with one another will create bonds and allow for some much needed venting. **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	75%	75%	75%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: Create a focus on staff and students wellness through additional SEL opportunities, added staff events and increased culturally specific student/ family events.

Performance Objective 3: Offer culturally specific events for students and families.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Create at least four culturally specific events for both students and families throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By recognizing and valuing our community we can build relationships to enhance instruction.	**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 2, 3	50%	50%	50%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 4: Use professional development time for added inclusive practice training, new PLC groups and continued equity training.

Performance Objective 1: Continue to focus on PD around inclusive practice strategies.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Design a PD calendar the includes at least monthly inclusive practice training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff who dense loads of students with unique needs can get better at inclusive practice.	Nov	Mar	Mar	June
Staff Responsible for Monitoring: Assistant principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development **Problem Statements:** Demographics 2 - Student Learning 1, 2	90%	90%	90%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.
Student Learning
Problem Statement 1: Not all students come to school with the same amount of preparation. **Root Cause**: Our students are extremely diverse.
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.

Goal 4: Use professional development time for added inclusive practice training, new PLC groups and continued equity training.

Performance Objective 2: Continue PLC work at RHS.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Continue with PLC groups in PD focusing on at least one new PLC group.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PLC groups allow us to not only look at student data, but also to examine our own practice improving curriculum and instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Student Learning 3 - School Processes & Programs 1	**Nov**	**Mar**	**Mar**	**June**
	70%	70%	70%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.
School Processes & Programs
Problem Statement 1: Many students do not understand our systems. **Root Cause**: We forget that many of our students did not start out in our system.

Goal 4: Use professional development time for added inclusive practice training, new PLC groups and continued equity training.

Performance Objective 3: Continue equity training at RHS.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Offer equity training as part of professional development on an at least a monthly basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Our continued equity training must continue in order to ensure that we are meeting all students where they are at.	**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and equity team **Characteristics:** Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1, 2 - Student Learning 2 - Perceptions 1	40%	40%	40%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.

Student Learning
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.

Perceptions
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

Goal 5: Increase the building wide on track rating by 5%.

Performance Objective 1: Continue with Freshman Success program.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Continue to produce the Raider Report and other functions of the Freshman Success program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: When students are able to look at attendance, grades and behavior records on a more regular basis, they are more likely to make changes for the better.	Nov	Mar	Mar	June
Staff Responsible for Monitoring: Assistant principal and data team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 2, 3	40%	40%	40%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 5: Increase the building wide on track rating by 5%.

Performance Objective 2: Create formative landmarks for progress checks.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Create a calendar for formative landmarks covering both counseling one on ones as well as reporting for Freshman Success deliverables.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: More frequent interventions catch problems quicker and offer a wider range of solutions and interventions. **Staff Responsible for Monitoring:** Principal, counselors and data team **Characteristics:** Clear and Shared Focus, 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, Supportive Learning Environment **Problem Statements:** Demographics 1 - Student Learning 1, 3 - Perceptions 1	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

Student Learning
Problem Statement 1: Not all students come to school with the same amount of preparation. **Root Cause**: Our students are extremely diverse.
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Perceptions
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

Goal 5: Increase the building wide on track rating by 5%.

Performance Objective 3: Create calendar for Raider Reports, team meetings and formative data pulls.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Use the formative calendar that has been created to distribute Raider Reports and share with families.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More frequent interventions catch problems quicker and offer a wider range of solutions and interventions.	**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, counselors and data teams **Characteristics:** Clear and Shared Focus, 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, Supportive Learning Environment **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

School Processes & Programs
Problem Statement 1: Many students do not understand our systems. **Root Cause**: We forget that many of our students did not start out in our system.

Perceptions
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

Goal 6: Increase the building wide graduation rate by 10%.

Performance Objective 1: Form new cohort team to clean up November data.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Ensure that a diverse group of educators and identified and trained to sort November cohort data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: We need to be certain that we do not artificially lower our grad rate because we missed some students in our counts.	**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Characteristics:** Effective School Leadership, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	0%	0%	0%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Not all students come to school with the same amount of preparation. **Root Cause**: Our students are extremely diverse.

Goal 6: Increase the building wide graduation rate by 10%.

Performance Objective 2: Continue using Freshman Success strategies for all seniors.

Strategy/Action 1 Details	Reviews			

Strategy/Action 1: Utilize Freshman Success strategies that have proven effective with our 9th grade students during the senior year.
 	
    Strategy's Expected Result/Impact: Senior students will benefit from more frequent audits.
    Staff Responsible for Monitoring: Pricipal
 	
    Characteristics:
    Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement
    Problem Statements: Student Learning 1, 3
	Formative			Summative

	Nov	Mar	Mar	June
	100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Not all students come to school with the same amount of preparation. **Root Cause**: Our students are extremely diverse.
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.