Reynolds School District 7

Rockwood Preparatory Academy

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

Established in 2010, Rockwood Preparatory Academy (RPA) is a K-5 public charter school located in the heart of Rockwood.

We currently serve 348 students, 179 boys, and 169 girls. The average class size is 21:1. Our school population includes: 1% American Indian, 5% Asian, 11% Black/African American, 7% Multiracial, 57% Hispanic/Latino, 1% Native Hawaiian/Pacific Islander, and 18% White. Of these students, 43% are Ever English Learners, 13% are Students with Disabilities, 16 languages are spoken, and 100% of students receive free/reduced lunch. Our students come from high rates of poverty, trauma, and unstable housing resulting in high rates of absenteeism; this is also influenced by the school's lack of transportation resources.

RPA's mission is to provide excellence and justice in education by ensuring that ALL students (K-5) can demonstrate rock-solid reading, arithmetic, spelling, and writing skills. RPA provides a model public elementary school (K-5) that dispels the myth that racial background and economic status are determinate factors in a child's ability to reach high-levels of academic achievement. While school leaders emphasize serving the Rockwood community, enrollment is open to all Oregon children. RPA serves all students regardless of academic ability, race, and socioeconomic status. If applications were to exceed available openings, RPA would conduct a lottery as required by law

Demographics Strengths

Rockwood Preparatory Academy students are very diverse in the languages they speak, where they come from, and the cultures they are a part of. Families contribute to the rich culture of Rockwood. They live, work, and actively participate within the community. These family members are also active participants in school activities and events. Parent volunteers contribute hundreds of hours each year to support the students, individual classrooms, and the school at large. Due to COVID-19 vaccination restrictions, volunteering has become more difficult, but families still offer their time and support by gathering uniform or snack donations, and assisting in project preparation for teachers. RPA is a school of choice where families choose to transport their children to and from school based on their true belief in the school's mission.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parents and students are in need of further support related to loss of learning caused during a year and a half of distance learning **Root Cause:** The COVID-19 pandemic caused students to shift from learning at school in person, to learning from home. The level of support available to students at home was not equitable.

Student Learning

Student Learning Summary

As per the 2021-2022 State Report Card, Rockwood Preparatory Academy Elementary School had the following results:

English Language Arts Achievement

	17-18	18-19	21-22
Black/African American	21%	28%	31%
Hispanic/Latino	23%	41%	30%
Multi-Racial	21%	33%	**
White	40%	70%	54%
Economically Disadvantaged	25%	42%	38%
Ever Language Learner	24%	37%	26%
Students with Disabilities	12%	29%	14%

** = <10 students or data unavailable

Language Arts performance was maintained during and after Distance Learning with increased attention to fidelity in instructional delivery, increased practice of computer/test navigation, consistent review of data and student performance, and quarterly STAR testing.

Mathematics Achievement

	17-18	18-19	21-22
Black/African American	14%	8%	31%
Hispanic/Latino	6%	24%	21%
Multi-Racial	>5%	17%	**
White	13%	35%	32%
Economically Disadvantaged	6%	24%	25%
Ever Language Learner	7%	22%	13%
Students with Disabilities	6%	14%	14%

Mathematics performance was maintained during and after Distance Learning with increased attention to fidelity in instructional delivery, increased practice of computer/test navigation, consistent review of data and student performance, and quarterly STAR testing.

Student Learning Strengths

Neighborhood School Comparison of State Testing Performance

	English Language Arts	Mathematics
RPA	38%	25%
Alder Elementary	<5%	6%
Davis Elementary	13%	<5%
Salish Ponds	10%	<5%
Glenfair Elementary	13%	10%
MLA	38%	19%

RPA students were able to maintain above-average levels of performance as compared to neighboring schools within the Reynolds School District.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Low achievement of students from marginalized populations **Root Cause:** Different levels of access, parental support, stability and safety greatly impact academic performance

School Processes & Programs

School Processes & Programs Summary

Personnel – Policy and Procedures:

Teachers are recruited through word-of-mouth from staff and parents as well as through job hosting websites. Many teachers are hired at the start of their careers, with only substitute teaching experience. They are placed based on interest, competency, and performance during demo lessons. All instructional staff receive in-depth curriculum and process training for two weeks each summer. Development is continually supported with in-service training each month as well as PLC (K-2 and 3-5 grade bands) meetings as needed. Instructional staff is informally evaluated for coaching purposes bi-weekly, and formally evaluated quarterly using JET Educator Evaluations. Advancement within the RPA structure is a process that builds longevity among the staff. Instructional Aides have the ability to move into classroom teaching positions, and former teachers compose our Leadership Team.

Professional Practices:

Professional development is based on the needs and strengths of staff and students. Last year teachers expressed their desire for further restorative behavior management tools, more SEL support, and more in-depth curriculum training. Professional development opportunities for this year were planned to support these areas of need. Our school Leadership team has mapped out restorative and trauma informed practice trainings to provide staff with opportunities for coaching, planning, and practicing restorative techniques and solutions. We are also implementing Sources of Strength SEL curriculum. Curriculum training was delivered by a Direct Instruction mentor and a representative from McGraw Hill. Staff will also participate in classroom visits of other staff members to help support individual growth within their own classrooms.

Grade-level bands (testing vs. non-testing grades) meet in PLCs as needed and share out successes and difficulties in these areas to help one another learn and build skills. All RPA staff members meet weekly to discuss what is going well, what areas are in need of improvement, and plans are made to improve. Professional development opportunities are also delivered during these weekly meetings based on student needs and school goals. Principals meet one day each week to review and discuss student progress data, and then meet with teachers to organize plans to best support student achievement. These plans might include tutoring, providing extra practice, partnering up with parents, remediation lessons, or planning for further intervention.

Programs and Opportunities for Students:

RPA uses Direct Instruction programs in the curricular areas of Reading, Mathematics, Spelling, and Language.

The Direct Instruction model focuses on five key philosophical principles:

1. All children can be taught.

2. All children can improve academically and in terms of self-image.

3. All teachers can succeed if provided with adequate training and materials.

4. Low performers and disadvantaged learners must be taught at a faster rate than typically occurs if they are to catch up to their higher-performing peers.

5. All details of instruction must be controlled to minimize the chance of students misinterpreting the information being taught, and to maximize the reinforcing effect of instruction.

At RPA we support all students at every skill level. Student data is collected by teachers for re-teaching and remediation purposes following each lesson, each day. New concepts are not introduced until students have mastered previous concepts. Weekly data regarding student performance, areas of concern, and lesson progress is submitted to Principals weekly. When students exhibit deficits outside of the scope of the prescribed remedies, administration plans for intensive supports for those individual students through tutoring during and after school. Teachers use Tier I interventions frequently as a part of their daily instruction. Through continuous documentation teachers and administration then shift into intensive

Tier II and Tier III interventions to best meet the needs of the students.

Kindergarten and first grade classes have an instructional aid in each classroom allowing for small group instruction in Reading and Language as well as support in whole group Math. Instructional aids are also able to support teachers in pulling students throughout the day to offer additional support for those who are not at mastery.

Ever English Learners at RPA are supported not only through the strong scaffolds presented in our curriculum, but also through the specialized support delivered by our ELD teacher and instructional aide. They also provide a new comers program to help support those who have limited to no English. Students with specialized needs are served on a half-time basis by our SPED teacher. Speech support is delivered to identified students by our Speech Pathologist and Speech Aide. Our school psychologist supports students and staff in the identification of student needs. Regular collaboration between these specialists and classroom teachers encourages the growth, confidence, and progress of our students.

Procedures

Technology is integrated into our Science and Writing blocks to encourage research and typing skills. By providing opportunities for our students to access desktops with mice and navigation practice and instruction starting as early as Kindergarten, our students are confident and comfortable on the computers when it comes to testing in grades 3-5. Students in testing grades also practice standardized test-taking when participating in quarterly interim tests. These tests allow students to build content and navigation skills simultaneously, while also informing teacher practices.

RPA follows a very tight schedule, allowing adequate time for teachers to deliver lessons to mastery before moving on. Staff has preparation time built into their daily schedule so they can plan for re-teaching, pre-teaching, etc., to best fit the needs of students. Those not achieving mastery with teacher-led interventions receive additional support outside of the classroom with specialized curriculum.

RPA's 5th graders participate in a gradual transition from Direct Instruction, to traditional methods before entering into middle school.

Our staff is trained in restorative practices and base their classroom management on these practices. Positive praise is highly used for academic and behavioral expectations. Behaviors are addressed by the teacher using restorative questions that are consistent school-wide, and utilized by all staff. If there is a situation where the student needs to be removed from the classroom, the teacher will meet with the child while administration takes over instruction. Through the combination of positive and restorative practices, teachers are able to build community within their classrooms, and meaningful relationships with students and families. This fosters the positive and inclusive climate found at RPA.

School Processes & Programs Strengths

School Processes and Programs Strengths

- In-depth curriculum and process training for all instructional staff

- Informal evaluation and coaching in the classroom each week

- Direct Instruction meets the needs of all learners in Reading, Math, Writing, and Spelling

- Weekly administrative data and performance monitoring

- Robust ELD program

- Use of restorative and trauma-informed practices

- Use of school-wide Positive Behavior Interventions and Supports (PBIS)

- Staff needs and input influence professional development opportunities

- Organizational health supported by opportunities for advancement

- DIY podcast camps

- School wide counseling support in the classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Chronic absenteeism continues to impact poor attendance outcomes as a school **Root Cause:** Inability for parents to bring students to school. Lack of transportation. Families who are faced with COVID-19 and cold/flu-like symptoms keeping them and or their child out of school and work for numerous days.

Perceptions

Perceptions Strengths

Perceptions Strengths

- Use of PBIS and Restorative practices to support student conflict and learning

- Ongoing training centered around trauma-informed practices

- Reduction in number of suspensions and documented misbehavior

- Students feel a sense of belonging, trust for school staff, and safe

- Improved teacher retention rates

- High levels of individual support for students, teachers, and families from Principals

- High family turnout for school events

- Use of Community Circles with students, staff, and families

- Regular feedback garnered from families

Priority Problem Statements

Goals

Goal 1: Student Achievement

Performance Objective 1: Students K-5 will make personal growth in Language Arts on star assessment comparing fall to spring data

    Evaluation Data Sources: STAR assessment Quarterly progress monitoring, reading mastery tests (every 10th lesson), remediations-retesting

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Delivery of Reading Mastery Curriculum with fidelity in all classrooms with support of weekly instructional coaching.	Formative			Summative
Strategy's Expected Result/Impact: Ensure students are receiving instruction with fidelity to grant equal access and exposure to learning in all academic settings schoolwide **Staff Responsible for Monitoring:** Leadership team, teachers **Title I Components (ORIS Domains):** 3.2, 3.4 - **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, Focused Professional Development, Supportive Learning Environment	Nov	Mar	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Intervention and skill remediation planning when students are not at mastery on lessons or unit tests.	Formative			Summative
Strategy's Expected Result/Impact: Ensuring all students are receiving instructional support at their independent level to master content. **Staff Responsible for Monitoring:** Leadership, teachers, IAs **Title I Components (ORIS Domains):** 3.2, 3.4 - **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, Focused Professional Development, Supportive Learning Environment	Nov	Mar	Mar	June

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Students will practice ability-based skills using programs such as Freckle and Lalilo which are aligned with STAR data	Formative			Summative
	Nov	Mar	Mar	June
Strategy's Expected Result/Impact: Increase student knowledge and abilities at independent levels. Fill in gaps for missing foundational academic concepts **Staff Responsible for Monitoring:** Leadership , teachers, Title team **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Student Achievement

Performance Objective 2: Students K-5 will make personal growth in Math on star assessment comparing fall to spring data

    Evaluation Data Sources: STAR assessment Quarterly progress monitoring, reading mastery tests (every 10th lesson), remediations-retesting

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Delivery of Connecting Math Concepts Curriculum with fidelity in all classrooms with support of weekly instructional coaching.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**

Strategy's Expected Result/Impact: Ensure students are receiving instruction with fidelity to grant equal access and exposure to learning in all academic settings schoolwide
    Staff Responsible for Monitoring: Leadership team, teachers
 	
    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, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Intervention and skill remediation planning when students are not at mastery on lessons or unit tests.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**

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    Characteristics:
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0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Safety

Performance Objective 1: Document Tier II and Tier III interventions during 2022-2023 school year for students with whom Tier I interventions fail to reduce documented, unsafe, misbehavior (referrals, suspensions, restorative work)

Evaluation Data Sources: Lesson Progress Chart (LPC) reviewed by principals weekly, 6-week Student intervention logs, behavior trackers

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: SEL Coordinator will observe students of concern, collaborate with teachers on strategy implementation to support students in and out of the classroom.	**Formative**			**Summative**
	Nov	Mar	Mar	June
Strategy's Expected Result/Impact: Staff will work together to provide students with the correct tools and supports needed to be successful while at school				
Staff Responsible for Monitoring: leadership and teachers				
Characteristics: High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: SEL Coordinator will teach monthly lessons using Sources of Strength curriculum focusing on positive friends, generosity, mentors, healthy activities, mental health, physical health, family support, and spirit	**Formative**			**Summative**
	Nov	Mar	Mar	June
Strategy's Expected Result/Impact: Students will apply skills learned from lessons taught from Sources of Strength curriculum				
Staff Responsible for Monitoring: Leadership and teachers				
Characteristics: High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

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

Goal 2: Safety

Performance Objective 2: Increase staff and student preparedness related to emergencies

Evaluation Data Sources: Evaluating emergency clipboards for monthly/quarterly drills, staff/student surveys

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Saftey Committee will meet bi-weekly to discuss needs and concerns of staff and students and how best to support	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff and students will feel the sense of saftey while on campus, students and staff will be able to participate in emergency drills quickly and safely				
Staff Responsible for Monitoring: Safety Committee				
Characteristics:				
Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Community Involvment