Reynolds School District 7

Salish Ponds 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-leaners 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Salish Ponds Elementary is a diverse community of learners located in Fairview, just outside of Portland. Our enrollment has decreased over the past two year due to the pandemic with a current enrollment of approximately 350 students. Salish Ponds Elementary school is a Title 1 school. Our school qualifies for 100% free lunch and breakfast.

Students:

- 56% Hispanic/Latinx, 22% white, 7% multiracial, 6% Black/African American, 5% Asian, 4% Native Hawaiian/Other Pacific Islander
- 11 languages spokes
- 38% Ever English Learners (current & former English Learners)
- 33% of students currently receive English Language Services
- 23% with IEPs (Individualized Education Plan) for academics or communications
- Less than 1% qualify as TAG (Talented and Gifted)

Staff:

- 27 teaching staff
- 5 educational assistants
- 2 counselors/1 social worker
- 2 administrators
- 94% white, 3% Latinx, 3% Asian

Community:

We are a SUN (Schools Uniting Neighborhoods) Community School and partner with MFS (Metropolitan Family Services). MFS provides a variety of services to our families and students including food and help with utilities and/or housing. We offer roughly 75-90 students the opportunity to engage in academic and enrichment programming after school and on the weekends.

MFS also helps us promote and facilitate numerous family engagement activities throughout the year that are culturally relevant to our community. We have a program that serves children birth to pre-kindergarten, providing both the child and parents education preparing them for kindergarten.

Demographics Strengths

The Salish Ponds community serves a culturally diverse community. The school community is dedicated to creative problem solving to meet the needs of students. One positive result of the pandemic is how the school and community partners have worked together to support students.

We are highly committed to equitable practices, social-emotional learning, and the wellness of staff and students. Staff development times are focused on culturally responsive teaching practices and student/staff wellness.

Salish Ponds is working to grow its community engagement. Community members and several caregivers have been partners in this work.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our staff demographics do not reflect our diverse student population. **Root Cause:** RSD recruitment efforts have not been able to attract teachers of color. Reynolds is not yet seen as a district that welcomes and offers ongoing support to staff of color.

Problem Statement 2: Having numerous cultures in our building can lead to misunderstandings and sometimes make it difficult for our students and staff to share perspectives. **Root Cause:** Students need instruction, discussion, and processing of perspectives, cultures, and ideas, This will help them with developing a sense of empathy for each other. Teachers need professional development in culturally responsive education.

Problem Statement 3 (Prioritized): Academic Achievement is not at the 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 become a reality.

Problem Statement 4: Increase student achievement. 3rd grade reading from (21-22) at 21% to 31% in 2022-23. **Root Cause:** Students not accessing grade level core and not making the gains to achieve at grade level standards.

Student Learning

Student Learning Summary

ODE Report Card from 2020-2021:

https://www.ode.state.or.us/data/reportcard/reports.aspx?id=3989

STAR Data for Spring 2022:

Early Literacy: 56.5% at or above benchmark

Kinder: 57% at or above benchmark

1st Grade: 56% at or above benchmark

At or above benchmark demographics breakdown: 0% Asian, 20% Black, 31.3% Latinx, 0% Multiracial, 29.2% white

At or above emerging bilingual demographics breakdown: 21.1% EL, 24.4% non EL

At or above benchmark SpEd breakdown: 16.7% SpEd, 25.0% non SpEd

STAR Reading: 17% at or above benchmark

2nd Grade: 56% at or above benchmark

3rd Grade: 17% at or above benchmark

4th Grade: 17% at or above benchmark

5th grade: 19% at or above benchmark

At or above benchmark demographics breakdown: 40% Asian, 17.0% Black, 33.3% Latinx, 26.1% Multiracial, 36.1% white

At or above emerging bilingual demographics breakdown: 10.2% EL, 32.4% non EL

At or above benchmark SpEd breakdown: 15.4% SpEd, 25.9% non SpEd

STAR Math: 44% at or above benchmark

2nd Grade: 0% at or above benchmark

3rd Grade: 5% at or above benchmark

4th Grade: 14% at or above benchmark

5th grade: 25% at or above benchmark

At or above benchmark demographics breakdown: 36.4% Asian, 20.0% Black, 14.0% Latinx, 12.5% Multiracial, 18.4% white

At or above emerging bilingual demographics breakdown: 7.0% EL, 22.9%% non EL

At or above benchmark SpEd breakdown: 11.1% SpEd, 18.5% non SpEd

Student Learning Strengths

Students at Salish Ponds are in-person for the 2022-2023 school year.

Salish Ponds is focusing on social-emotional learning to support students. This layer of support will address students' social-emotional needs, which will support them to fully engage in academic instruction and activities.

A new MTSS (Multi-Tiered Systems of Support) TOSA has been hired to support Salish Ponds to refine its processes to gather data, examine data, plan interventions, and determine the effectiveness of interventions. School-wide data review will begin to look at the current levels of all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Racial achievement gaps remain in place. Academic achievement is not at the state average; and there is a gap between white students achievement and achievement for students of color. The disparity also exists for students with disabilities and multilingual learners. **Root Cause:** The core curricula is not being accessed by all students equitably. Excellent first-time instruction for all students has not become a reality.

Problem Statement 2: Increase student achievement. 3rd grade reading from (21-22) at 21% to 31% in 2022-23. **Root Cause:** Students not accessing grade level core and not making the gains to achieve at grade level standards.

Problem Statement 3: Our staff demographics do not reflect our diverse student population. **Root Cause:** RSD recruitment efforts have not been able to attract teachers of color. Reynolds is not yet seen as a district that welcomes and offers ongoing support to staff of color.

School Processes & Programs

School Processes & Programs Summary

RSD Core Instructional Programs:

Literacy/ELA: HMH (K-5), Heggerty (phonemic awareness for K-1), ECRI (phonics instruction for K-1), Lexia (online)

Math: Bridges, Number Corner, Dreambox (online)

Health: Great Body Shop

Digital Citizenship: Commonsense Media

Online: Seesaw, Schoology, Nearpod

Social Emotional: Kimochis, Second Step, Zones of Regulation

Instructional Design:

 135-minute reading block whole group 45 min/small group 15 min

 85-minute math block whole group 45 min/ small group 15 min

5 day a week 30 minute specials: Music, library, and PE. A,B, C rotations.

30 minute daily class meeting/SEL content

 CORE instruction includes: whole group, small group, intervention (as needed), and independent work

Student Supports:

Universal Design for Learning to support all students

Language supports offered through instructional planning, co-teaching, or small group (fro designated ELs or as needed)

SDI minutes served through instructional planning, co-teaching, or small group (as indicated in IEPS or when needed)

Principal observation and feedback

Digital Citizenship through Common Sense Media

Weekly 1 hour PLC time with specialists pushing in for planning support

Focus on social and emotional learning through Kimochis and Second Step curricula

School Processes & Programs Strengths

Focus and development of student social and emotional skills (Kimochis)

Kimochis Social and Emotional Screener

LETRS training to support universal literacy instruction K-5

Increased instructional minutes

committed 60 minutes of PLC weekly

Systems are in place for reinforcing and celebrating desired behaviors.

CORE Implementation of HMH and Bridges including professional development

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students achieving at below state average in reading and math. **Root Cause:** Many students below grade level. Improving the core in order to meet the needs of all students, not just through intervention..

Problem Statement 2: Our staff demographics do not reflect our diverse student population. **Root Cause:** RSD recruitment efforts have not been able to attract teachers of color. Reynolds is not yet seen as a district that welcomes and offers ongoing support to staff of color.

Problem Statement 3: Increase student achievement. 3rd grade reading from (21-22) at 21% to 31% in 2022-23. **Root Cause:** Students not accessing grade level core and not making the gains to achieve at grade level standards.

Perceptions

Perceptions Summary

As a Salish Ponds, we are committed to equity and providing and inclusive learning environment for all students.

Our school care and climate team will be examining current systems with an equity lens and learn to dirsupt racism.

Administration will provide ongoing professional development in the areas of excellent, first-time instruction and will work to refine tier 1 interventions to build capacity within the classroom.

Perceptions Strengths

Salish Ponds has been hiring BIPOC staff members and male identified at birth individuals. Several staff have expressed interest in and have joined the equity committee. May staff are well-versed in culturally responsive teaching and deeply knowledgable of anti-racism work.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the CEE Survey, a significant percentage of staff feel the school is not talking about how to solve problems in the school. **Root Cause:** High administration runover has resulted in lack of communication and common followings of procedures and policies.

Problem Statement 2 (Prioritized): According to the CEE Survey, a significant percentage of students don't see the learning environment as supportive in their learning. **Root Cause:** Students have not had enough rigor and levels of engagement to show their understandings and build off of instructional understandings.

Problem Statement 3: According to the CEE Survey, a significant percentage of families do not feel they are collaborated with in regards to their students learning. **Root Cause:** Staff don't have up to date contact information and families do not feel valued as a member of the learning team for their student.

Problem Statement 4: Our staff demographics do not reflect our diverse student population. **Root Cause:** RSD recruitment efforts have not been able to attract teachers of color. Reynolds is not yet seen as a district that welcomes and offers ongoing support to staff of color.

Problem Statement 5: Increase student achievement. 3rd grade reading from (21-22) at 21% to 31% in 2022-23. **Root Cause:** Students not accessing grade level core and not making the gains to achieve at grade level standards.

Priority Problem Statements

Problem Statement 2: Students achieving at below state average in reading and math.

Root Cause 2: Many students below grade level. Improving the core in order to meet the needs of all students, not just through intervention..

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: According to the CEE Survey, a significant percentage of students don't see the learning environment as supportive in their learning.

Root Cause 3: Students have not had enough rigor and levels of engagement to show their understandings and build off of instructional understandings.

Problem Statement 3 Areas: Perceptions

Problem Statement 1: Academic Achievement is not at the state average

Root Cause 1: The core curricula are not being accessed by all students equitably. Excellent, differentiated first-time instruction for all students has not yet become a reality.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies

Accountability Data

- State assessment performance report

Student Data: Assessments

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

Goals

Goal 1: Marginalized Students- Reading

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: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 21% to 40% by June 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Salish Ponds staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: New curriculum will strengthen Tier 1 instruction **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development **Funding Sources:** Two Title I EA's to support reading groups and interventions. - 201 Title I - $30,000	30%			
Strategy/Action 2 Details	**Reviews**			
Strategy/Action 2: Salish Ponds staff will be offered dedicated time to engage in LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction--phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. All staff will engage in asynchronies learning for 13 Late Start sessions. Additional trainings are also provided based on which strand a teachers is participating in.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: LETRS will calibrate and train all staff on fundamentals of reading instruction. Implementation of this information will strengthen instruction and student outcomes. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administrator. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Marginalized Students- Reading

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: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 7% to 17% by August 2023.

Evaluation Data Sources: Offer assessments in native language.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Salish Ponds ELD staff will implement National Geographic to lead small group instruction for our multilingual learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen instruction and outcomes for multilingual learners. **Staff Responsible for Monitoring:** ELD staff, Building Administrator **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development	Nov	Mar	Mar	June
	40%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Marginalized Students- Reading

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: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 14% to 24% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: We are recommitting to inclusive practices. Ensuring that instruction throughout the day is planned to support students served in special education. Staff must know student accommodations and goals and must work with case managers and support staff to design instruction to best support student needs. Collaboration time with case manager will be necessary. Administrator evaluation will also focus on inclusion.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**

Strategy's Expected Result/Impact: Strengthen student engagement and success in general education
    Staff Responsible for Monitoring: Classroom Teachers, Case Managers, Building Administration
 	
    Characteristics:
Clear and Shared Focus, 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
    Funding Sources: 3 days of sub coverage to meet with staff. - 201 Title I - $736.44
	50%			

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

Goal 1: Marginalized Students- Reading

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: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 0% to 10% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	0%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: Marginalized Students- Reading

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: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 4.2% to 14% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: Strengthen student engagement and outcomes **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	20%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Marginalized Students-Math

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: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 13% to 20% by August 2023.

   Evaluation Data Sources: Offer assessment in native language- spanish.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Salish Ponds staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: New curriculum will strengthen Tier 1 instruction **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	30%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Marginalized Students-Math

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: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 10% to 25% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Salish Ponds ELD staff will implement adopted ELA curriculum. We are in year 1 of implementation of the ELA curriculum. Professional Development time will be dedicated throughout the year for training and collaboration with other ELD instructors in the district and district ELD/ELA team meetings.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: New curriculum will strengthen ELD instruction **Staff Responsible for Monitoring:** ELD instructors and Building Administration **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development	30%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Marginalized Students-Math

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: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 10% to 25% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: We are recommitting to inclusive practices. Ensuring that instruction throughout the day is planned to support students served in special education. Staff must know student accommodations and goals and must work with case managers and support staff to design instruction to best support student needs. Collaboration time with case manager will be necessary. Administrator evaluation will also focus on inclusion.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**

Strategy's Expected Result/Impact: Universal design to learning, interventions, and accommodation of supports will support out 5th grade special education students.
    Staff Responsible for Monitoring: Special education instructors and Building administration
 	
    Characteristics:
High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment
Funding Sources: 3 Days of sub coverage, for a rotating sub - 201 Title I - $736.44
	30%			

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

Goal 2: Marginalized Students-Math

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: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 0% to 10% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Black/African American students to ensure instructional model and supports are strengthening student reading.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: Black/African Americans are supported in understandings of math and want to grow mathematically **Staff Responsible for Monitoring:** Classroom teachers, instructional coach, MTSS Coach, and building administrator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Marginalized Students-Math

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: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 17% to 27% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Latinx students to ensure instructional model and supports are strengthening student math work and understandings.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: Strengthen student engagement and outcomes **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 1: We will improve the academic and social experience for BIPOC students and families at Salish Ponds

    Evaluation Data Sources: Salish Ponds will perform empathy interviews with our students and families at least two times a year.

Strategy/Action 1 Details			Reviews			
Strategy/Action 1: Community feedback and empathy interviews.			**Formative**			**Summative**
Funding Sources: - 201 Title I - $1,122			**Nov**	**Mar**	**Mar**	**June**
			15%			

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

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

Performance Objective 2: Salish Ponds Elementary School will recruit, hire, and retain BIPOC educators and staff to represent our student demographics.

Evaluation Data Sources: Salish Ponds will look at the demographics of educators in the building and recruit staff that represent the population of educators in our building.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: We will diversify the staffing at Salish Ponds by recruiting, hiring, and retaining BIPOC educators	**Formative**			**Summative**
Strategy's Expected Result/Impact: To hire and retain BIPOC educators for long term career success	**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: Hiring committee and building administrator, BIPOC leadership **Characteristics:** Effective School Leadership **Funding Sources:** 10 hours of additional pay to meet with BIPOC mentors and support - 201 Title I - $1,800	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: Salish Ponds Elementary School will increase focus on Heritage Month Celebrations to ensure representation of focus group in displays and teaching practices.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Salish Ponds Elementary School will engage students, staff, and families with Heritage month celebrations to uplift and acknowledge all our students and cultures with month themes, family engagements, and culturally diverse books.	**Formative**			**Summative**
	Nov	**Mar**	**Mar**	**June**
Strategy's Expected Result/Impact: Students see themselves represented in instruction and environment. **Staff Responsible for Monitoring:** Counselor, Social Worker, Culture of Care Leadership team, and Building Administrator **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Funding Sources:** - 201 Title I - $1,122	50%			
0% No Progress 100% 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 support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Performance Objective 1: We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Evaluation Data Sources: Salish Ponds School will create a teacher led Culture or Care Committee encompassing our MTSS and PBIS programming, and lead 5 schoolwide events and 3 building Professional Development session related to the benefits and needs for Self-Care, Wellness, and Mindful Behaviors.

Strategy/Action 1 Details		Reviews			
Strategy/Action 1: Salish Ponds will integrate the district wellness plan into the structure of their systems.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Gather data from families and staff regarding engagement, communication, and support from Salish Ponds.		**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: Staff wellness team, staff members, and building administration **Characteristics:** Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement **Funding Sources:** Staff and student incentives to lead healthy lives - 201 Title I - $2,000		30%			
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

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: In order to better to ensure all students are given high-quality first-time instruction in Reading at Salish Ponds Elementary School will dedicate 41% of our late start Monday building Professional Development in 2022-23 to LETRS and tools to better become culturally adept Warm Demanders.

> **Evaluation Data Sources:** Late start calendar, attendance meetings, exit tickets, assessments, district benchmark increases, and observable outcomes during observations and walkthroughs.

Strategy/Action 1 Details		Reviews		
Strategy/Action 1: Salish Pond staff will implement LETRS training with fidelity to students.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Staff will become proficient in LETRS and culturally adept Warm Demanders.	**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and instructional coach **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 **Funding Sources:** Coaching and sub time time for staff to be proficient in LETRS instruction - 201 Title I - $1,500	30%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

Salish Ponds will work to increase student achievement, eliminate exclusionary practices, increase community engagement, and improve the physical and mental safety of our community. In addition, Salish Ponds Administration will work to rectify the issues addressed in the problem statements. All of this work is being done while using an equity lens. We worked with the elementary principal team and our school improvement team to create goals for 22-23 that support our students and families as well as a new administration with over ten new staff members in our building. We also reviewed out CEE Survey results to focus our goals.

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

We used the Reynolds School District strategic plan as guidance for creating our goals.

The Reynolds School District uses the Plan4Learning software to address and monitor progress of the school improvement plan. Plans are monitored for progress throughout the year and include a midyear and summative evaluation. We will also work with our school improvement team to monitor our progress toward meeting our goals.

All district administrators meet twice, monthly. During that time, district level administration provide ongoing professional development to ensure criteria for school and department improvement plans are met. Principals meet with their supervisor regularly. During those times, the school improvement plan is discussed.

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 Strtegic 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

Salish Ponds staff will have a variety of ways to engage in learning and reflection to support student success.

- Monday morning Professional Development from 7:30-8:30. Focus topics will include the successful implementation of our new Language Arts curriculum and building Climate and Culture in our classrooms, as a school, and with our families.
- Professional Learning Communities (PLC) time is every Tuesday from 7:30-8:30 for K-2 and every Thursday from 7:30-8:30 for grades 3-5. Teams meet to plan instruction that builds a UDL framework and embeds structures for multi-lingual and neurodiverse learners school-wide. Specialists join all PLCs to collaborate with teachers to ensure that all students have access to grade level core instruction and the supports to succeed.
- We will continue to use our instructional Coach and MTSS TOSA to support reflective teaching, a system-wide approach to teaching and learning, and ongoing review of and response to our data. Administrators will provide regular feedback to staff in the areas of instruction.

We will strive to hire and develop staff from communities and cultures that reflect the diversity and experiences of our student body.

3.3: Stakeholder Engagement

Salish Ponds administration and staff are committed to improving our stakeholder engagement in authentic ways.

- Monthly newsletter will be sent to caregivers
- ParentSquare will be used to update families and send messages
- Facebook and our school website will be used to share news and resources
- Annual Title I meeting in September
- At least three school wide events

3.4: Well-Rounded Learning System

Our approach to education is centered around a well-rounded learning system that supports student growth both academically and socially.

Academic Structures

- PLCs meet weekly to review data and respond to meet instructional needs of students
- SST meets weekly for teachers to collaborate with specialists around students who are not responding to instruction
- Consistent and aligned curriculums for math and reading across the grade levels
- Emphasis on multiple modes of learning and Universal Design for Learning
- Defined curriculum for English Language Learners as well as support throughout the learning day using sheltered instruction protocols

Social-Emotional Structures

- School-wide expectations and systems for positive reinforcement and restorative practices
- K-5 SEL curriculum (Kimochis) with additional supports (Second Steps, Zones of Regulation)
- Two counselors and social worker collaborate with staff to indentify and support student needs
- Goal of partnering with outside agencies within the school to support student mental health needs (i.e. Triliium or Multnomah County)
- UDL, brain-based learning, and design principles will support student engagement in learning that is developmentally, socially, and individually responsive

3.5: Instructional Strategies

Academic: A range of instructional approaches anchored in evidenced based practices will be utilized to support the academic growth of our students. The UDL framework will be utilized to plan grade-level instruction that is accessible for all students. Specialists (ELD, SPED, Instructional Coach, and MTSS TOSA) will collaborate during planning time. Continued work around the Science of Reading using the LETRS training, as well as building support for new teachers, will ensure students are developing their foundational and critical thinking skills in all core areas.

Social-Emotional: Universal support for the social-emotional well-being and growth of our students is done through a universal curriculum and language (Kimochis) and school-wide expectations and are consistent across the building and staff. Additional curriculum is available to supplement the core using Zones of Regulation and Second Steps. Salish Ponds employs two full-time counselors and one full-time social worker. Time will be designated throughout the week for counselors to meet with small groups of students. The social worker will help support attendance. All student services staff collaborate with school and partner staff to address student needs.

Tiered Systems of Support are present and will continue to be developed and integrated across all domains.

3.6: Inclusive Policy and Practice

It is our belief that all students deserve access and engagement in all parts of the school day and the instructional program to participate fully in their learning. We strive to create an environment where all students can thrive and we take ownership of our responsibility to remove barriers to access and participation of both students and families. To this end:

All students will receive access to the core instruction within their general education classroom. Curriculum, instruction is responsive to the

backgrounds and identifies of the students in our school. Specialists will push into classrooms to deliver individualized/small group supports as much as possible. Data (academic, behavioral, attendance) will be disaggregated to identiy and respond to disparties. We will consider a variety of learning frameworks to support all students, including UDL and sheltered instruction protocols while incorporating voice and choice of students to create agency in their own learning and shared ownership in their school community.

We support and abide by the district policities around equity and inclusion, recognition of religious beliefs, and in support of all historically marginalized groups. We will continue to work as a staff to develop our understanding of equity and inclusive based practices.

Campus Funding Summary

			201 Title I		
Goal	**Objective**	**Strategy/Action**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Two Title I EA's to support reading groups and interventions.		$30,000.00
1	3	1	3 days of sub coverage to meet with staff.		$736.44
2	3	1	3 Days of sub coverage, for a rotating sub		$736.44
3	1	1			$1,122.00
3	2	1	10 hours of additional pay to meet with BIPOC mentors and support		$1,800.00
3	3	1			$1,122.00
4	1	1	Staff and student incentives to lead healthy lives		$2,000.00
5	1	1	Coaching and sub time time for staff to be proficient in LETRS instruction		$1,500.00
				Sub-Total	$39,016.88