Reynolds School District 7

Sweetbriar 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sweetbriar currently serves 247 students. We are located on the far east end of the district. We serve families that have had multiple generations attend as well as those new to the area from all over the world. Our community strives to support and uplift one another from the Parent group, to classified staff, to parents, and volunteers.

Students:

7% Asian, 2% Black/African American, 28% Hispanic/Latino, 8% Multiracial, 54% White

19% Ever English Learners (current & former English Learners)

11 languages spoken

13% students have IEPs (Individualized Education Plan) for academics or communications

3% students qualify as TAG (Talented and Gifted)

Teachers:

5% Hispanic/Latino

95% White

Community:

Parent and Leader group meets monthly for the purpose of supporting staff, students and families as well organizing opportunities for community engagement through the year.

Young Audiences and Biz Town are two of the outside agencies that Sweetbriar regularly engages with to enrich the educational experience of students.

Filed trips and presentations from outside groups such as Multnomah Public Libraries and Oregon Ballet theater are a typical part of the school year.

Sweetriar houses a before and after school daycare program, Champions, for a fee (limited scholarships are available)

Demographics Strengths

The sweetbriar community is an overwhelming caring and generous one. Families regularly band together to share resources and enjoy life. The networks of support that were born out of the needs presented by COVID was seen in many ways, from shared child care to homework support, to notes of appreciation, and beyond.

The average retention rate of teachers is 87% and 94% of teachers have 3 years of experience or more. Sweetbriar's support staff is also an integral part of school wide success, we are fortunate to maintain significant stability of personal in these positions (from front office support to noon assistants).

In addition to celebrating each student's uniqueness and individual strengths, teachers strive to create an inclusive community through shared decision making, community building and academic engagement.

Sweetbriar benefits from a strong volunteer base and welcomes everyone from families (parents, grandparents, etc) to willing community members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Connections to families with a primary language other than English are not as deep as they should be. Root Cause **Root Cause:** Limited amount of staff speaking languages other than English (Spanish speaking staff is a need).

Student Learning

Student Learning Summary

ODE Report Card from 2018-2019 (19-20 unavailable):

Reading, grades 3-5 at/above (categories defined by ODE)

All Students	49%
Asian	46%
Hispanic/Latino	28%
Multiracial	20%
White	62%
Free/Reduced Lunch	39%
Ever English Learner	38%
Students with Disabilities	15%
Talented and Gifted	>95%
Female	49%
Male	49%

Math, grades 3-5

Math, grades 3-5 at/above (categories defined by ODE)

All Students	38%
Asian	31%
Hispanic/Latino	20%
Multiracial	20%
White	49%
Free/Reduced Lunch	26%
Ever English Learner	19%
Students with Disabilities	12%
Talented and Gifted	>95%
Female	31%
Male	48%

Star data from Spring 2021:

STAR & Early Literacy		
Grade	At/Above	Below
0	63%	37%

STAR & Early Literacy		
1	54%	46%
2	45%	55%
3	54%	46%
4	39%	61%
5	60%	40%

Student Learning Strengths

In the area of ELA Growth the following student groups (as defined by the ODE Accountability Details report from 2018 to 2019) went up:

ALL students, from Level 3 to Level 5

"Economically Disadvantaged", from Level 3 to Level 4

"English Learners", from Level 3 to Level 4

"Students with Disabilities", from Level 2 to Level 3

"Multi-racial students", from Level 3 - Level 5

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Less than 50% of students in 3rd - 5th grade are passing OSAS in both ELA and math. **Root Cause:** Tier 1 instruction is inconsistent from class to class and grade to grade.

School Processes & Programs

School Processes & Programs Summary

RSD CORE Instructional Programs:

ELA:

Houghton Mifflin, ECRI (K-1), and Heggerty (K-1), Lexia

Math:

Bridges, Dreambox

Health:

The Great Body Shop

Instructional Design:

110-minute reading block whole group 45 min/small group 15 min.

90-minute math block whole group 45 min/ small group 15 min.

20 minute daily class meeting/SEL content.

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

School Processes & Programs Strengths

All staff certified participate in PLC meetings every week, looking at Tier 1 instruction and adjusting instructional practices as necessary to meet the needs of studenets.

Data Team Meetings are attended by classroom teachers and specialists (as needed) every 6-8 weeks to address the needs of students in Tier 2 and 3.

Focused scheuling for equitable outcomes allows the library, music teacher and PE teacher to work with students beyond the core class content.

Students in k-2 have smaller recesses with higher ratio of adult to student support with a focus on cooperative play and pro-social behaviors.

3rd - 5th grade students are able to participate in recess clubs such as art, sports, or science.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Pro social behaviors and focus on academic content require more frequent review. **Root Cause:** Being out of school for significant amounts of the time for the past 2.5 years has interrupted school norms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- State and federal planning requirements

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
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Male/Female
- Special education
- At-risk
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation
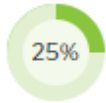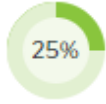
Support Systems and Other Data

- Master schedule
- Budgets/entitlements and expenditures data
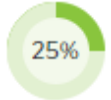- Action research results

Goals

Goal 1: Sweetbriar will increase the percentage of 3rd graders meeting or exceeding the district benchmark for reading by 13% or more , from 27% in the fall of 2023 to 40% or more in the Spring of 2023, as measure by STAR reading.

Performance Objective 1: By Spring of 2023 Emerging bilingual students will increase by at least 3% meeting or exceeding on the district benchmark for STAR reading, from 13% to 16%.

    Evaluation Data Sources: STAR progress monitoring, dibles and PLC notes.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: utilize newly adopted ELD curriculum with fidelity	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased language skills will provide better access to core content lessons. **Staff Responsible for Monitoring:** ELD teacher and principal. **Title I Components (ORIS Domains):** 3.2, 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students	Nov	Mar	Mar	June
	25%			

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: PLC cycles will set aside time to focus on this group	**Formative**			**Summative**
Strategy's Expected Result/Impact: staying focused on the unique needs of these students will result in better lesson planning and implementation. **Staff Responsible for Monitoring:** PLC teams, classroom teacher and principal. **Title I Components (ORIS Domains):** 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	Nov	Mar	Mar	June
	25%			

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Train Teachers in "Accountable Talk/Opportunities to Respond"	Formative			Summative
Strategy's Expected Result/Impact: Increased engagement will yield higher levels of understanding.	Nov	Mar	Mar	June
Staff Responsible for Monitoring: Instructional coach, teachers, PLC team and principal. **Title I Components (ORIS Domains):** 3.2, 3.4 **- Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	25%			

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

Goal 1: Sweetbriar will increase the percentage of 3rd graders meeting or exceeding the district benchmark for reading by 13% or more , from 27% in the fall of 2023 to 40% or more in the Spring of 2023, as measure by STAR reading.

Performance Objective 2: By Spring of 2023, Sweetbriar will move 5% students receiving Special education, in the "Urgent" category, as defined by STAR, to "Intervention", as defined by STAR, from 80% to 75%
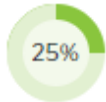
    Evaluation Data Sources: STAR progress monitoring, dibles and PLC notes and IEP meetings.

Strategy/Action 1 Details		Reviews			
Strategy/Action 1: PLC cycles will set aside time to focus on this group.		**Formative**			**Summative**
Strategy's Expected Result/Impact: staying focused on the unique needs of these students will result in better lesson planning and implementation.		**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: PLC teams, classroom teacher and principal. **Title I Components (ORIS Domains):** 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching		25%			
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 1: Sweetbriar will increase the percentage of 3rd graders meeting or exceeding the district benchmark for reading by 13% or more , from 27% in the fall of 2023 to 40% or more in the Spring of 2023, as measure by STAR reading.

Performance Objective 3: By Spring of 2023, Sweetbriar will move the percentage of Latinx 3rd graders at benchmark from by 5%, from 0% to 5%
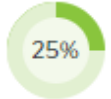
    Evaluation Data Sources: STAR progress monitoring, dibles and PLC notes.

Strategy/Action 1 Details		Reviews			
Strategy/Action 1: PLC cycles will set aside time to focus on this group.		**Formative**			**Summative**
Strategy's Expected Result/Impact: staying focused on the unique needs of these students will result in better lesson planning and implementation.		**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: PLC teams, classroom teacher and principal. **Title I Components (ORIS Domains):** 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching		25%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: Sweetbriar will increase the percentage of 5th graders meeting or exceeding the district benchmark for math by 4% or more , from 40% in the fall of 2023 to 44% or more in the Spring of 2023, as measure by STAR math.

Performance Objective 1: By Spring of 2023 Emerging bilingual students will increase by at least 5% meeting or exceeding on the district benchmark for STAR reading, from 20% to 25%.

    Evaluation Data Sources: STAR progress monitoring, PLC notes

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: PLC cycles will set aside time to focus on this group..	**Formative**			**Summative**
Strategy's Expected Result/Impact: staying focused on the unique needs of these students will result in better lesson planning and implementation. **Staff Responsible for Monitoring:** PLC teams, classroom teacher and principal.	**Nov**	**Mar**	**Mar**	**June**
	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Sweetbriar will increase the percentage of 5th graders meeting or exceeding the district benchmark for math by 4% or more , from 40% in the fall of 2023 to 44% or more in the Spring of 2023, as measure by STAR math.

Performance Objective 2: By Spring of 2023, Sweetbriar will move 5% students receiving Special education, in the "Urgent" category, as defined by STAR, to "Intervention", as defined by STAR, from 63% to 58%

 Evaluation Data Sources: STAR progress monitoring, PLC notes and IEP meetings notes.

Strategy/Action 1 Details			Reviews		
Strategy/Action 1: PLC cycles will set aside time to focus on this group..			**Formative**		**Summative**
Strategy's Expected Result/Impact: staying focused on the unique needs of these students will result in better lesson planning and implementation. **Staff Responsible for Monitoring:** PLC teams, classroom teacher and principal.			**Nov**	**Mar**	**Mar**	**June**
			25%			
		0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Sweetbriar will increase the percentage of 5th graders meeting or exceeding the district benchmark for math by 4% or more , from 40% in the fall of 2023 to 44% or more in the Spring of 2023, as measure by STAR math.

Performance Objective 3: By Spring of 2023, Sweetbriar will move the percentage of Latinx 3rd graders at benchmark from by 3%, from 29% to 32%

    Evaluation Data Sources: STAR progress monitoring, PLC notes

Goal 3: Sweetbriar will intentionally increase staff and student wellness.

Performance Objective 1: Discipline referrals will go down by 50% from the start of the year to the end of year.

    Evaluation Data Sources: Synergy Discipline referral reports.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: implement lunch clubs for grades 3-5	**Formative**			**Summative**
Strategy's Expected Result/Impact: keeping students engaged in areas of personal interest during unstructured times will decrease disruptions prosocial behaviors.	**Nov**	**Mar**	**Mar**	**June**
Staff Responsible for Monitoring: principal and MTSS coach **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Sweetbriar will intentionally increase staff and student wellness.

Performance Objective 2: Staff participation in leadership survey will increase by 50% from beginning of year to end of year.

    Evaluation Data Sources: Leadership Survey's in Outlook.

Goal 4: Sweetbriar will continue to focus on Culturally Responsive practices in all aspects of our work.

Performance Objective 1: PLC cycles will include set aside time for focus on groups of students.

    Evaluation Data Sources: PLC notes

Goal 4: Sweetbriar will continue to focus on Culturally Responsive practices in all aspects of our work.

Performance Objective 2: 4 PD sessions will be dedicated to Culturally Responsive practices.

    Evaluation Data Sources: Staff meeting notes.

Goal 5: Sweetbriar will provide on going, embedded, Professional Development extending the district focus on LETRS and PLCs.

Performance Objective 1: every other week in building PD with Instructional coach in teams of K-2 and 3-5.

    Evaluation Data Sources: PD outline and notes

Goal 5: Sweetbriar will provide on going, embedded, Professional Development extending the district focus on LETRS and PLCs.

Performance Objective 2: Teachers continuation of LETRS course.

    Evaluation Data Sources: teachersLETRS course pacing calendar.

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.

Question 3. Please respond to the following:

3.1: Leadership

Reynolds SD uses Plan4Learning, a software system to create, monitor and evaluate school improvement plans. Plan4Learning offers a comprehensive needs assessment process, that includes deep dives into Demographics, Student Learning, Perceptions, and Processes and Programs. It also allows for Real-Time Improvement Plan Monitoring (that can be done by either the Principal, Site Council or District Directors) as well as an Automated Formative & Summative Review Process.

To support schools in implementation of their plans, the district has developed the following systems:

· The Chief Academic Officer and Executive Director of Schools ensure that all School Improvement Plans include goals focused on the four 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

3.3: Stakeholder Engagement

3.4: Well-Rounded Learning System

3.5: Instructional Strategies

3.6: Inclusive Policy and Practice