

Reynolds School District 7
Troutdale Elementary
2022-2023 Campus Improvement Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Troutdale Elementary School is a newer state-of-the-art building that is nestled the Troutdale neighborhood often referred to as the "Gateway to the Gorge." Our school serves a diverse community of learners comprised of approximately 365 students with a make-up of 29% Latinx students, 7% Multi-racial students, 1% Native American, 4% Asian students, 5% Black/African American, 1% Pacific Islander students, and 54% White. We also have two Reynolds Social Communication Classrooms which serve students from throughout the district. Troutdale is a Title I school with >95% of our students receiving free lunch services. Our average class size is 20 students and we have 77% of our students meeting the regular attenders requirement. Our teaching staff is comprised of 1 administrator, 30 licensed teachers and 26 classified staff.

Demographics Strengths

Troutdale is a culturally diverse school that embraces student growth and achievement through community partnerships, culturally responsive teaching practices, social-emotional learning, and highly dedicated staff and family members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our staff demographics do not reflect our diverse student population. **Root Cause:** As a district, hiring practices and recruiting do not yet meet the needs of our district.

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. Staff will continue professional development in equity culturally responsive education.

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	48%
Asian	<10 students or data unavailable
Hispanic/Latino	48%
Multiracial	42%
White	50%
Free/Reduced Lunch	48%
Ever English Learner	31%
Students with Disabilities	19%
Talented and Gifted	9%
Female	47%
Male	50%

Math, grades 3-5

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

All Students	34%
Asian	<10 students or data unavailable
Hispanic/Latino	32%
Multiracial	33%
White	33%
Free/Reduced Lunch	34%
Ever English Learner	19%
Students with Disabilities	24%
Talented and Gifted	90%
Female	29%
Male	38%

Student Learning Strengths

In the area of ELA Growth the following student groups (as defined by the ODE Accountability Details report from 2021-2022) went up:

ALL Students, ELA Change: Level 3

ALL students, Match Change, Level 3

ALL Students, On track to ELP Level 4

Economically Disadvantaged, Level 4 ELA Change and Level 4 Math Change

English Learner, On track to ELP Level 4

Hispanic/Lation, ELA Change Level 5 and Math Change Level 5

Asian, Regular Attenders, Level 5

White ELA Achievement, Level 3

White Match Change, Level 3

Multi-racial, Math Achievement, Level 3

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Racial achievement gaps remain in place. Academic achievement is not at state average; there is a gap between white students achievement and students of color. The disparity also exists for learners with disabilities, multilingual learners, and special education learners. **Root Cause:** The core curriculum is not being accessed by all students . Excellent, differentiated, first-time instruction for all learners is an area of growth. We have new curriculum this school year to support with this.

School Processes & Programs

School Processes & Programs Summary

RSD CORE Instructional Program: HMH Intro to Reading, Bridges, Great Body Shop, National Geographic Reach for the Stars ELD Currciulum, and Unique Learning Systems for Resource Curriculum

Culturally Relevant literature augmented both classroom libraries and whole school library

85 minutes of daily Math instruction - Includes Bridges, Number Corner (Calendar), and asynchronous learning using Dreambox Math software program

135 minutes of daily ELA instruction - Includes HMH Reading Instruction, Foundation Skills, Communitation, Writing and ascynchronous learning using Lexia software program

Reading Intervention Programs including Heggerty, ECRI, SIPPS, and Phonics and Word Study Kits.

Push in support for English language and multi-lingual learners, with co-teaching and small group instruction as needed

Resource room support within the classroom and small group as needed

WIN Intervention blocks built into all grade level schedules to support all students

Principal observation and feedback

Weekly PLCs at all grade levels

Weekly Grade Level meetings

SEL Community Circles embedded in instrucional day

SPECIALS rotation that allows a 3 day cycle for all students to particpate in Library, PE, and Music.

School Processes & Programs Strengths

LETRS training to support universal literacy instruction K-5

Increased instructional minutes

Committed 60 minutes of PLC weekly

Library instruction enhanced to include reading objectives

MTSS and Instructional Coach

Data Teams

Troutdale Elementary School focuses on serving the whole child through comprehensive academics, attention to social emotional needs, and supports families in meeting basic needs.

Troutdale specific students supports: Trillium Therapist, Kimochis SEL support lessons, CARE Team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School processes and programs for all aspects of academics, safety, and social emotional emotional learning compete for time and emotional energy within a 6.5 hour school day. **Root Cause:** Core curriculum is not be accessed by all.

Problem Statement 2: Students need intervention both for academics, behaviors, and SEL. **Root Cause:** Not enough people to provide needed interventions.

Perceptions

Perceptions Summary

Students

92% of teachers expect all students will succeed, no matter who they are.

88% of students feel safe at school.

87% of student report that in this school, there is at least one adult who knows and cares about me.

91% of student report that the rules about behavior are requally applied to all students in this school.

95% of students report my teachers believe student learning is important.

Staff

100% of staff report that students believe the adults in this school gennuinely care about them.

97% of staff report staff at this school value and respect all students.

94% of staff I work with take responisblity for ensuring each student learns in our school.

Perceptions Strengths

See above

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More work around equity and culturally responsive teaching. **Root Cause:** Limited time in PD schedule with all district initiatives.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- Career and Technical Education (CTE)
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- School safety data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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 43% to 48% by June 2023.

Evaluation Data Sources: STAR Data

Summative Evaluation: Some progress made toward meeting Objective







Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Troutdale staff will implement adopted core curriculum. We are in year one 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. Strategy's Expected Result/Impact: Increased student outcomes and strengthened core curriculum. Staff Responsible for Monitoring: Troutdale Teachers, Coach and Principal Title I Components (ORIS Domains): 3.2, 3.4, 3.5 - Characteristics: Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Troutdale staff will be offered dedicated to engage in LETR training. Strategy's Expected Result/Impact: LETRS will provide strategies for teachers to strengthen reading instruction. Implementation of the learning will strengthen instruction and student outcomes. Staff Responsible for Monitoring: Troutdale Teachers, Coach and Principal Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Frequent Monitoring of Learning and Teaching	Formative			Summative
	Nov	Mar	Mar	June
				
 No Progress  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 50% to 55% by August 2023.

Evaluation Data Sources: STAR Data

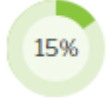




Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Troutdale ELD will Implement the new National Geographic curriculum in small groups for our multilingual learners. Strategy's Expected Result/Impact: Strengthen instruction and outcome to multilingual learners Staff Responsible for Monitoring: ELD Teacher and Principal Title I Components (ORIS Domains): 3.5 - Characteristics: High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Dedicated PLC time to analyze and address data at PLCs and data teams focused on multilingual students. Strategy's Expected Result/Impact: Increased student outcomes. Collaboration between ELD teacher and classroom teacher to serve students and to improve instructional experience. Staff Responsible for Monitoring: ELD Teacher and Principal Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: Frequent Monitoring of Learning and Teaching	Formative			Summative
	Nov	Mar	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 50% to 55% by August 2023.

Evaluation Data Sources: STAR Data

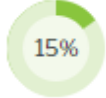




Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
<p>Strategy/Action 1: We are committing to inclusive practices and ensuring instruction throughout the day is serving our student in special education. Teachers will have an understanding of students IEP goals and accommodations and work closely with case managers to serve students.</p> <p>Strategy's Expected Result/Impact: Strength student engagement and instruction in general education classroom.</p> <p>Staff Responsible for Monitoring: Classroom teachers, case managers, principal.</p> <p>Title I Components (ORIS Domains): 3.5, 3.6</p> <p>- 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, Focused Professional Development, Supportive Learning Environment</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 38% by August 2023.

Evaluation Data Sources: STAR Data






Strategy/Action 1 Details		Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to examine data of Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. Strategy's Expected Result/Impact: Increased student outcomes. Staff Responsible for Monitoring: Teachers, Coaches, Principal Title I Components (ORIS Domains): 3.5 - Characteristics: Clear and Shared Focus, Supportive Learning Environment		Formative			Summative
		Nov	Mar	Mar	June
					
		 No Progress	 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 44% to 49% by August 2023.

Evaluation Data Sources: STAR Data






Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to examine data of Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. Strategy's Expected Result/Impact: Strengthen student engagement and outcomes. Staff Responsible for Monitoring: Teachers, Coaches, Principal Title I Components (ORIS Domains): 3.5, 3.6 - Characteristics: Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 55% to 60% by August 2023.

Evaluation Data Sources: STAR Data






Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Troutdale staff will continue to implement Bridges core curriculum, number corner, and Bridges intervention as needed. Strategy's Expected Result/Impact: Increased outcomes for students Staff Responsible for Monitoring: Coaches, Techers, Principal. Title I Components (ORIS Domains): 3.4, 3.5, 3.6 - Characteristics: Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 50% to 55% by August 2023.

Evaluation Data Sources: STAR Data

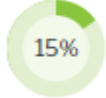




Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicated PLC time to analyze and address data at PLCs and data teams focused on multilingual students. Strategy's Expected Result/Impact: Increased engagement and outcomes to multilingual students. Staff Responsible for Monitoring: ELD Teacher, Classroom Teachers, Coaches, Principal Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
 No Progress  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 43% to 48% by August 2023.

Evaluation Data Sources: STAR Data






Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
<p>Strategy/Action 1: We are committing to inclusive practices and ensuring instruction throughout the day is serving our student in special education. Teachers will have an understanding of students IEP goals and accommodations and work closely with case managers to serve students.</p> <p>Strategy's Expected Result/Impact: Increased student outcomes and engagement.</p> <p>Staff Responsible for Monitoring: Teachers, Case Managers, Coaches, Principals</p> <p>Title I Components (ORIS Domains): 3.5 - Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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: Maintain the 100% of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* by August 2023.

Evaluation Data Sources: STAR Data






Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to examine data of Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. Strategy's Expected Result/Impact: Increased student outcomes and engagement. Staff Responsible for Monitoring: Teachers, Case Managers, Coaches, Principals Title I Components (ORIS Domains): 3.5 - Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 37% to 42% by August 2023.

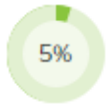




Evaluation Data Sources: STAR Data

Strategy/Action 1 Details		Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to examine data of Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. Strategy's Expected Result/Impact: Strengthen student achievement and engagement Staff Responsible for Monitoring: Teachers, ELD Staff, Coaches, Principal Title I Components (ORIS Domains): 3.4, 3.5 - Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment		Formative			Summative
		Nov	Mar	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

Performance Objective 1: By June of 2023, all teachers will have run at least 3 Community Circles a week to give students authentic voice in class.






Evaluation Data Sources: Classroom observation

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Teacher will be provided SEL materials (Kimochis , Counselor lesson,etc) to support community circles. Strategy's Expected Result/Impact: Observation Staff Responsible for Monitoring: Classroom Teacher, Principal, Counselors.	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

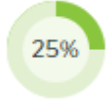




Performance Objective 2: By June 2023, the percent of responders of students and staff to the CEE Survey will answer 'Always True' or 'Often True' to "The School Communicates effectively with Families of all Cultures" will increase by 5%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: School will communicate with families throughout the school years on student success, challenges, and problem solving in person, by phone, during conferences, email and Parent Square. Strategy's Expected Result/Impact: Increased positive feedback on CEE survey	Formative			Summative
	Nov	Mar	Mar	June
	 0%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: By June 2023, the percent of responders of students and staff to the CEE Survey will answer 'Always True' or 'Often True' to "The development of students' social-emotional learning enhances the learning environment in our classrooms" will increase by 5%.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Students will meet with counselor about every three weeks for social and emotional learning with the counselor.	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2: Troutdale School will create a teacher led Culture or Care Committee encompassing our MTSS and PBIS programming and lead twenty schoolwide events and five building Professional Development session related to the benefits and needs for Self-Care, Wellness, and Mindful Behaviors.

Evaluation Data Sources: Calendars

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: System will be implemented for PBIS systems through PD and Culture of Care Committee. Strategy's Expected Result/Impact: Increased student belonging in community. Staff Responsible for Monitoring: All staff.	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Professional Development- We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 1: In order to better to ensure all students are given high-quality first-time instruction in Reading at Troutdale 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.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: PLC time to discuss and implement strategies learned through LETRS training. Strategy's Expected Result/Impact: Increased Staff Responsible for Monitoring: Teachers, Instructional Coach, Principal Title I Components (ORIS Domains): 3.2, 3.5 - Characteristics: Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
	 5%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Professional Development- We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 2: Troutdale School staff will participate and an demonstrate growth in their understanding and use of the new HMH Reading Curriculum by 50% as evidenced teachers' comfort, confidence, and ease-of-use for both the print and digital tools embedded in the curriculum.

Evaluation Data Sources: Principal observations and staff reflection

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 3: Troutdale ELD staff will participate in district PD and demonstrate growth in their understanding and use of the new Reach for the Stars/Reach Higher! ELD instructional materials program by 50% as evidenced by teachers' comfort, confidence and ease-of-use for both the print and digital tools embedded in the program.

Evaluation Data Sources: Principal observation and staff reflection

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

Troutdale will continue our work of inclusive practices, increase student engagement in academic endeavors, improve attendance, and increase parent engagement. All of this work is being done by staff that is becoming increasingly adept and view decisions about practice through an anti-racist, equity lens.

Our leadership team and school team will work on developing our school vision and mission this school year. We also reviewed our CEE Survey data to support our final decisions in our focused goals.

We have established school committees including Safety, Leadership/School Improvement, Staff Wellness, Culture of Care/PBIS to inform our plans.

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

Question 3. Please respond to the following:

3.1: Leadership

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

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

- The Chief Academic Officer and Executive Director of Schools ensure that all School Improvement Plans include goals focused on the four Strategic Plan Goals: Marginalized Students, Culturally Responsive Teaching, Student and Staff Wellness and Professional Development. They read each plan and give suggestions for improvement, following the guidance of what is tight and what is loose.
- Learning Walks happen monthly in each building with district leaders visiting classrooms with principals and coaching them on how to have coaching conversations with teachers to create intentionality in teacher feedback. Building principals will increase capacity to recognize and inform best practices within each classroom to strengthen first time instruction. Teachers will be better supported to know how to improve their practice. Similarly, the district has added managerial supports to buildings to ensure that principals have more time to spend in classrooms, observing and offering feedback.
- We focus our principal meetings on "Excellence in First Time Instruction." We are creating a shared understanding of what good first time (Tier 1) instruction should look like when a principal is observing in a classroom, and what type of feedback principals need to be giving teachers.
- Formative Reviews in Plan 4 Learning occur in November and March with a summative Review in June.

· Building leaders check meet monthly with Departments of Schools and Academics to review updated data and determine if adjustments need to be made in Plan 4 Learning.

Annually, the Director of Federal Programs reviews the plans through the Title I lens and ensures compliance with Title I requirements, providing feedback on both narrative and budget.

3.2: Talent Development

Monday morning Professional Development from 8:05am-9:05am. Focus topics: LETRS, HMH, PLCs, PBIS/Culture of Care, Equity.

PLC time one a week either Tuesday or Thursday. Teams meet to plan instruction using data. 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.

Continued Instructional Coach Position

New MTSS Coach Position

3.3: Stakeholder Engagement

Annual Title 1 Meeting: September 12th, 2022 at 6:00pm. During our monthly parent PALS meeting.

Monthly parent PALS meetings

Monthly newsletters to families

Important information as needed

3.4: Well-Rounded Learning System

Schedule PD time

1 hour weekly PLCs to review and respond to student needs

Teacher and student goals

3.5: Instructional Strategies

1 full time counselor

Part Time Trillium Therapist

.5 MTSS Coach

Full time Instruction Coach

MTSS/SST System

Scope and Sequence for CORE curriculum

3.6: Inclusive Policy and Practice

CORE instruction and access for all students.

MTSS for those students who are not performing within grade level band

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nicole Golbubickas	Instructional Coach	Gen Ed	1