

Reynolds School District 7
Walt Morey Middle School
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Walt Morey is a diverse community of learners located in Troutdale, Oregon. Our school is comprised of 570 students with a make-up of 36% Latino, 45% white, 6% two or more ethnicity's, 5% Asian, 2% Black/African American, and 2% Pacific Islander. 31% of our student body speaks a native language other than English, with a total of 13 different home languages being represented. A majority of students at Walt Morey experience poverty. Our average class size is 25 students.

Our school staff is comprised of 2 administrators, 31 teachers, 25 classified staff, 1 speech pathologist, .5 school psychologist, 2 counselors, and a social worker. 97% of our staff have 3 or more years of experience. The turn over rate for staff at Walt Morey is only 7%. The school staff is not as diversified as the student body, with 91% identifying as white.

Demographics Strengths

Advanced Math Program 2021-22 data:

- 48% of students in Advanced Geometry/Statistics class earning second year of high school math credit identify as POC. 10% identify as Black.
- 50% of students in Algebra class earning first year math credit identify as POC. 36% identify as Hispanic.
- 44% of students in Pre-Algebra class identify as POC.

Advanced Math Program 2022-23 data: 48% of students enrolled identify as POC

- 43% of students in Advanced Geometry/Statistics class earning second year of high school math credit identify as POC.
- 43% of students in Algebra class earning first year math credit identify as POC. 36% identify as Hispanic.
- 44% of students in Pre-Algebra class identify as POC.

Results of CEE parent survey:

- Percentage of parents who believe the actions of school leaders promote a shared commitment for equity was 90%
- Percentage of parents who believe student placement in advanced classes is not influenced by race, gender or socioeconomic level 90%.
- The percentage of parents who believe this school addresses issues of diversity in a timely and effective manner was 88%.
- The percentage of parents who believe adults in this school value and respect my racial/cultural identity was 96%
- The percentage of parents who believe this school has a welcoming environment that embraces the diversity was 91%.
- The percentage of parents who believe this school respects the different cultures represented in our community was 92%.
-

Results of student CEE survey:

- The percentage of students who believe this school has effective equity practices for all was 97%.
- The percentage of students who believe student placement in advanced classes is not influenced by race, gender or socioeconomic level 91%.
- The percentage of students who believe this school respects student differences was 96%.
- The percentage of students who believe the rules about behavior are equally applied to all students in this school was 87%.

- The percentage of students who feel good about their cultural or ethnic background was 95%.

Results of staff CEE survey

- The percentage of staff who believe student placement in advanced classes is not influenced by race, gender or socioeconomic level was 91%.
- The percentage of staff who believe staff at this school value and respect all students was 100%.
- The percentage of staff who believe this school has effective equity practices for all was 98%.
- The percentage of staff who believe the school communicates effectively with all cultures was 100%.
- The percentage of staff who believe they are provided training to meet the needs of a diverse student population was 92%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff identified a need for more training to support the needs of a diverse student population. **Root Cause:** There is a need for more training in culturally responsive practices and sheltered instruction.

Problem Statement 2: Parents, students, and staff identified a need to elevate and honor the voices of traditionally marginalized students. **Root Cause:** Lack of examples in which students of color can see themselves represented, included, and valued in resources, curriculum, and culture of classroom..

Student Learning

Student Learning Summary

OSAS:

- ELA: 44% of students are proficient in ELA
- Math: 18% of students are proficient in Math
- Science: 20% of 8th graders are proficient in science

STAR Reading

- 41% of 6th graders are reading at grade level
- 40% of 7th graders are reading at grade level
- 31% of 8th graders are reading at grade level

STAR Math

- 38% of 6th graders are on grade level in math
- 35% of 7th graders are on grade level in math
- 28% of 8th graders are on grade level in math

Student Learning Strengths

OSAS/ ELA:

- Students achievement matches state average
- Economically disadvantaged students scored a level 5 in growth
- The following subgroups scored a Level 3 in growth: all students, ELLS, Students with Disabilities, Hispanic/Latino, Asian

OSAS/ Math

- Economically disadvantaged students scored a level 4 in growth
- Students with Disabilities scored a level 3 in growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are lagging in grade level math skills. **Root Cause:** Lack of consistent schooling during pandemic impacted students ability to practice and engage with mathematical concepts and skills.

School Processes & Programs

School Processes & Programs Summary

ELA

- Modified ELA
- Academic Literacy
- Grade level ELA

Math

- Modified Math
- Math Intervention
- Grade level Math (6, 7, 8)
- Advanced Math: pre-algebra, algebra, geometry/statistics

Music

- Music Appreciation
- Choir
- Band
- Jazzband
- Guitar
- Orchestra

Visual and Performing Arts

- Art
- Graphic Design
- Digital Photography
- Drama

STEM: Students are offered the following STEM classes

- Beginning Technology
- Basic Coding
- Advanced Coding, Project Lead the Way, App Design
- Lego Robotics
- Graphic Design

Leadership

AVID

ELD

WMMS approaches language instruction by providing a fully integrated learning experience that addresses the forms and functions of language proficiency alongside common core content standards. Each of the four domains of proficiency are explicitly taught and assessed alongside core content. Facilitating English development through content allows students to demonstrate output that meets the demands of the Common Core State Standards (CCSS) while fostering a culturally responsive program of instruction. By clustering ELLs with GenEd and TAG students in their content classes, they are provided to rigorous instruction, differentiated supports, and opportunities to interact with native English Speaking peers.

Resource/Behavior Resource

Students receive SDI and targeted support based upon academic/behavioral goals defined in their IEPs.

STEP Program

This program serves students with IEPs whose needs can best be met through our supportive behavior program. These students are supported by a full-time special education teacher, two educational assistants, a Trillium Skills trainer and a Trillium QMHP. The goal of this program is to engage and support students who have been unsuccessful in other settings as they develop the skills they need to transition in to less restrictive and more inclusive settings.

School Processes & Programs Strengths

Homeroom used for creating schoolwide PBIS instruction, social emotional learning, academic discipline, and community building

Blocked ELA/SS and Math/Science classes increase instructional time and decrease unstructured transitions. Provide more opportunities for extended learning.

Academic teams and looping in 7th and 8th grade creates strong relationships and individualized support

Main schedule allows all student groups to have access to rigorous courses and all elective offerings

Perceptions

Perceptions Summary

Staff Survey:

- Effective Leadership: 99% positive
- Supportive Learning Environment: 99% positive
- Clear and Shared Focus: 99% positive
- Collaboration and Communication: 98% positive
- Curriculum, Instruction, Assessment: 95% positive
- High Standards and Expectations: 97% positive
- Monitoring Teaching and Learning: 95% positive
- Parent and Community Involvement: 99% positive
- Focused Professional Development: 89% positive

Student Survey:

- Effective Leadership: 89% positive
- Supportive Learning Environment: 82% positive
- Clear and Shared Focus: 92% positive
- Parent and Community Involvement: 91% positive
- Monitoring Teaching and Learning: 85% positive
- High Standards and Expectations: 95% positive

Parent Survey:

- Effective Leadership: 89% positive
- Supportive Learning Environment: 89% positive
- Clear and Shared Focus: 87% positive
- Collaboration and Communication: 92% positive
- High Standards and Expectations: 89% positive
- Monitoring Teaching and Learning: 86% positive
- Parent and Community Involvement: 83% positive

Perceptions Strengths

CEE survey data:

Readiness for Change:

- 98% of staff responded positively to readiness for change questions

9 characteristics of high performing schools:

- Staff perceptions scored the school 89% or better in all categories
- Student perceptions scored 89% or better in all categories
- Parent perceptions scored 89% or better in all categories
- Perceptions data show strong growth across all focus groups in the following categories: high standards and expectations, supportive learning environment, cultural responsiveness

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students identified a need for students to treat each other more respectfully. **Root Cause:** After 18 months of online learning, students returned to school lacking in age appropriate social skills and increased levels of anxiety which perpetuated reactionary behavior toward each other.

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
- 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

Accountability Data

- State assessment performance report

Student Data: Assessments

- English Language Proficiency Assessment System 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
- EL
- Career and Technical Education (CTE)
- STEM/STEAM
- Section 504 data
- Homeless data
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- School safety data

- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

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

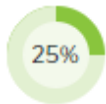
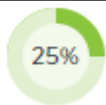

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

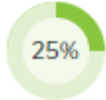
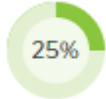
Goals

Goal 1: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level literacy skills.

Performance Objective 1: By June 2022-23, students all 6th grade students will increase from 41% to 51% scoring at or above benchmark on STAR Reading.
By June 2022-23, students all 7th grade students will increase from 40% to 50% scoring at or above benchmark on STAR Reading.
By June 2022-23, students all 8th grade students will increase from 31% to 41% scoring at or above benchmark on STAR Reading.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Teachers will receive on-going training and support with new language arts adoption. Strategy's Expected Result/Impact: Teachers will learn how to use resources to implement to curriculum Staff Responsible for Monitoring: Administration Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement. Strategy's Expected Result/Impact: Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. Staff Responsible for Monitoring: Administration Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development	Formative			Summative
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Strategy/Action 3 Details	Reviews			
Strategy/Action 3: All teachers will receive training and support using AVID strategies and sheltered instructions strategies to support content area literacy skills. Strategy's Expected Result/Impact: Teachers will be able to differentiate instruction and provide scaffolding supports to support and engage all students. Staff Responsible for Monitoring: Administration Instructional Coaches Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development	Formative			Summative
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Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings to develop common scope and sequence, units, and assessments. Strategy's Expected Result/Impact: Increase in consistency of expectations and opportunities from class to class. Staff Responsible for Monitoring: Administration 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	Formative			Summative
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Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Administration Counselors MTSS TOSA Instructional coaches Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 6 Details	Reviews			
Strategy/Action 6: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Administration Counselors MTSS TOSA Instructional coaches Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
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Strategy/Action 7 Details	Reviews			
Strategy/Action 7: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Administration Counselors MTSS TOSA Instructional coaches Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
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Strategy/Action 8 Details	Reviews			
Strategy/Action 8: Students will receive targeted reading support through Enrichment and/or Academic Literacy courses. Strategy's Expected Result/Impact: Short term, targeted intervention and supports will fill learning gaps and raise student achievement.	Formative			Summative
	Nov	Mar	Mar	June

Staff Responsible for Monitoring: Teachers

Counselors

Instructional Coaches

MTSS TOSA

Administration

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



No Progress



Accomplished



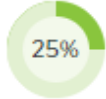

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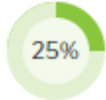
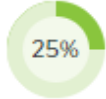




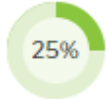




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Goal 2: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level math skills.

Performance Objective 1: By June 2022-23, students all 6th grade students will increase from 38% to 48% scoring at or above benchmark on STAR Math.
By June 2022-23, students all 7th grade students will increase from 35% to 45% scoring at or above benchmark on STAR Math.
By June 2022-23, students all 8th grade students will increase from 28% to 38% scoring at or above benchmark on STAR Math.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement Strategy's Expected Result/Impact: Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. Staff Responsible for Monitoring: Administration Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development	Formative			Summative
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Strategy/Action 2 Details	Reviews			
Strategy/Action 2: All teachers will receive training and support using AVID strategies and sheltered instructions strategies to support content area literacy skills. Strategy's Expected Result/Impact: Teachers will be able to differentiate instruction and provide scaffolding supports to support and engage all students. Staff Responsible for Monitoring: Administration Instructional Coaches Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development	Formative			Summative
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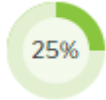


Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Teachers will collaborate on common grade level curriculum planning during their common prep time and monthly PLC meetings. Strategy's Expected Result/Impact: Increase in consistency of expectations and opportunities from class to class. Staff Responsible for Monitoring: Administration 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	Formative			Summative
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Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Administration Counselors MTSS TOSA Instructional coaches Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
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Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Administration Counselors MTSS TOSA Instructional coaches Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
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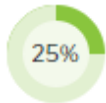
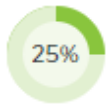




Strategy/Action 6 Details	Reviews			
Strategy/Action 6: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Administration Counselors MTSS TOSA Instructional coaches Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
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Strategy/Action 7 Details	Reviews			
Strategy/Action 7: Students will receive targeted reading support through Enrichment and/or math support courses. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Teachers Counselors Instructional Coaches MTSS TOSA Administration 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	Formative			Summative
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Goal 2: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level math skills.

Performance Objective 2: By June 2023, all 8th grade students with English Language needs will increase from 8% to 15% at/above benchmark on STAR-Math.


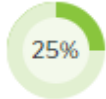

By June 2023, all 8th grade students who receive special education services will increase from 7% to 15% scoring at/above benchmark on STAR-Math.

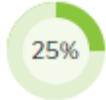





Strategy/Action 1 Details	Reviews			
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Strategy/Action 2 Details	Reviews			
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Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Teachers will utilize the MTSS process to check on student academic progress, implement appropriate interventions, and refer students for additional supports. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Administration, Counseling, MTSS Coach 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, Focused Professional Development, Supportive Learning Environment	Formative			Summative
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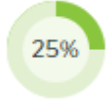
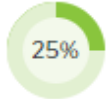
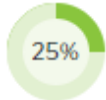




Performance Objective 3: By June 2023, all Black/African American 8th grade students will increase from 14% to 24% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 24% to 34% scoring at/above benchmark on STAR-Math.

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	Nov	Mar	Mar	June
				

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Teachers will utilize the MTSS process to check on student academic progress, implement appropriate interventions, and refer students for additional supports. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Administration, teachers, counselors, MTSS coach	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Students will receive targeted reading support through Enrichment and/or math support courses. Strategy's Expected Result/Impact: Increase in early recognition and support for struggling students. Staff Responsible for Monitoring: Administration, teachers 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, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
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Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

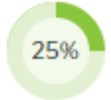




Performance Objective 1: By Spring 2023, the percentage of students who believe our school engages in difficult conversations about race, gender, oppression, and discrimination will increase from 87% to 92%.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Equity Team will create monthly homeroom lessons that allow students to share, honor, and celebrate their unique identities and experiences and allow students the opportunity to engage in conversations about race, gender, oppression, and discrimination. Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Equity Team, teachers Characteristics: High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Teachers will integrate culturally responsive texts and resources that allow for the representation of multiple voices and perspectives. Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Administration, teachers Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Equity Team will meet monthly to review issues of racial disparities within the school and will plan/lead building wide professional development sessions that focus on culturally responsive teaching practices as well as initiating opportunities for extended dialogue on issues of race, bias, white privilege, microaggressions, and oppression. Strategy's Expected Result/Impact: Equity Team Staff Responsible for Monitoring: Equity Team Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
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Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.


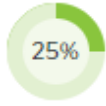
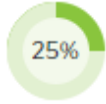




Performance Objective 2: By Spring 2023, the percentage of students who report that they always or almost always feel good about their cultural or ethnic background will increase from 84% to 89%.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: School will host multi-cultural and heritage events to elevate and honor the voices of diverse and traditionally marginalized groups Staff Responsible for Monitoring: Administration, Librarian, Media Assistant, Instructional Coach Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: School will host multiple student affinity groups and clubs. Staff Responsible for Monitoring: Adminsitration Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
Strategy/Action 3: We will continue grade level community circles throughout the year during homeroom. Strategy's Expected Result/Impact: Increase on positive school culture Staff Responsible for Monitoring: Homeroom Team, Restorative Practices Team Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Teachers will integrate culturally responsive texts and resources that allow for the representation of multiple voices and perspectives. Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Administration Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
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Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 3: By Spring of 2023, the percentage of students who believe "there is at least one adult in this school who knows and cares about me" will increase from 90% to 95%.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Students are assigned to Teams and Pods with teachers who share students in order to create a family atmosphere and smaller school environment. These teams will loop in 7th and 8th grade in order to foster deeper student/teacher relationships. Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Administration, Counseling Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Teachers will receive on-going training in the use of restorative conversations and community circles within their classrooms. Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Administration Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
Strategy/Action 3: We will implement school wide and homeroom community building activities throughout the year. Strategy's Expected Result/Impact: Students will feel more connected to each other and their teachers Staff Responsible for Monitoring: Administration Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
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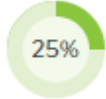





Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 4: By Spring of 2023, the percentage of students who believe that most students are respectful of others in the school will increase from 74% to 79%.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: We will implement school wide homeroom lessons that focus on community building and social emotional learning throughout the year that will help students better understand each other, appreciate differences, and problem solve conflicts. Strategy's Expected Result/Impact: Increase in positive school culture and student respect toward each other. Staff Responsible for Monitoring: Administration, teachers, counselors, restorative practices team Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
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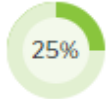




Goal 4: Professional Development: We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 1: By Spring of 2023, the percentage of teachers who believe they almost always or often engage in professional development activities to learn and apply new skills and strategies will increase from 80% to 90%, as measured by the CEE survey.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Technology Coaches will collaborate with fellow teacher and building administration to plan/lead building wide professional development sessions focused on the integration of technology to increase student engagement and achievement. Strategy's Expected Result/Impact: Increase use of technology to engage students Staff Responsible for Monitoring: Administration, Tea=ch coach Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Administration will collaborate with TOSAS, ELD teachers, the AVID site team to plan/lead building wide professional development focused on Sheltered Instruction, Literacy, and AVID strategies. Strategy's Expected Result/Impact: Increased use of sheltered instruction and AVID strategies in classroom will help all students access differentiated supports. Staff Responsible for Monitoring: Administration, TOSAS, ELD teachers, the AVID site team Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Formative			Summative
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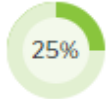





Goal 4: Professional Development: We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 2: By Spring of 2023, the percentage of teachers who believe they always or almost always are provided training to meet the needs of a diverse student population in our school will increase from 64% to 74%, as measured by the CEE survey.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Equity Team will meet monthly to review issues of racial disparities within the school and will plan/lead building wide professional development sessions that focus on culturally responsive teaching practices as well as initiating opportunities for extended dialogue on issues of race, bias, white privilege, microaggressions, and oppression. Strategy's Expected Result/Impact: Increase use of culturally responsive teaching practices Staff Responsible for Monitoring: Administration, Equity Team, teachers Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Professional Development: We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 3: By Spring of 2022, the percentage of teachers who believe they always or almost always receive instruction to support social emotional learning will increase from 58% to 68%.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Restorative Practices Team will meet monthly and will plan/lead building wide professional development sessions for staff throughout the year that focus specifically on how to implement restorative practices in the classroom and how to build positive relationships with students. Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Administration, Restorative Practices team Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: MTSS Coach, Instruction Coach, and SPED Team and work with building administrators to plan/lead professional development on how to support social emotional lessons in their classes. Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Administration, MTSS Coach, Instruction Coach, and SPED Team Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
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