

Reynolds School District 7
Wilkes 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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.	14
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.	18
Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.	23
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.	27
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.	31
Title I Components (ORIS Domains)	34
Question 1. COMPREHENSIVE NEEDS ASSESSMENT	35
1.1: Comprehensive Needs Assessment	35
Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.	35
Question 3. Please respond to the following:	35
3.1: Leadership	35
3.2: Talent Development	36
3.3: Stakeholder Engagement	36
3.4: Well-Rounded Learning System	36
3.5: Instructional Strategies	37
3.6: Inclusive Policy and Practice	37
Campus Funding Summary	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilkes is a SUN Community School serving a diverse community of scholars located on the outskirts of the Portland metropolitan area. Niche.com ranked Wilkes as the 15th most diverse public elementary school in Oregon. Our school is comprised of 440 students supported by 57 staff members. Our school community is composed of 42% Hispanic/Latino students, 17% White students, 17% African American students, 11% Asian students, 7% Pacific Islander students, and 6% Multi-Racial students. Currently, there are 27 different languages spoken at Wilkes. Wilkes is recognized as a Title 1 school with 100% of our students receiving free meals daily (lunch and breakfast). Additionally, Wilkes supports two district Life-skills classrooms for grades K-5. Seventy-seven percent of our students are considered "regular attenders." * Our average classroom size is 19 students. Fifteen percent of students are identified as students with disabilities and 53% are Ever English Language Learners. Our teaching staff consists of 2 administrators, 35 licensed staff, 1 school counselor, 2 licensed social workers, 1 Instructional Coach, 1 Multi Tiered Systems of Support Coordinator, and 17 classified staff.

Community partnerships is a vital component to Wilkes success. Wilkes is a SUN Community School that has forged strong partnerships with a number of local and metropolitan community resources, including: Impact NW, Northwest Family Services, Catholic Charities, Oregon Food Bank, Trillium Family Services, El Programa Hispano Catolico, Schoolhouse Supplies, Multnomah County Library, Latino Network, Christensen Electric, Immigrant and Refugee Community Organization, and the Girl Scouts of Oregon and Southwest Washington.

Demographics Strengths

Wilkes celebrates the diversity of our student body and the encompassing Wilkes community by actively engaging in dialogue with family and community partners. In alliance with community partners, Wilkes provides skill building parenting classes and adult education opportunities for our parents and caregivers. We forge new partnerships with our families by offering early childhood parenting classes and Early Kindergarten Transition for aspiring Kindergarteners. In the Spring of 2022, Wilkes invited our school community to come together for an evening event that showcased the cultures that reflect our student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our students do not see their diversity represented in their teachers. **Root Cause:** RSD recruitment efforts have not been able to attract teachers of color. Reynolds is not yet seen as a district that welcomes and offers ongoing support to staff of color.

Problem Statement 2: Academic Achievement is not at the state average **Root Cause:** The core curricula are not being accessed by all students equitably. Excellent, differentiated first-time instruction for all students has not yet become a reality.

Problem Statement 3: Having numerous cultures in our building can lead to misunderstandings and sometimes make it difficult for our students to share perspectives. **Root Cause:** Students need instruction, discussion, and processing of perspectives, cultures, and ideas, This will help them with developing a sense of empathy for each other. Teachers need professional development in culturally responsive education.

Student Learning

Student Learning Summary

Despite the plethora of challenges that Wilkes faced due to the Pandemic and infrastructure challenges outside of the control of the school, Wilkes students persevered and made noteworthy gains measured by the STAR Assessment.

Literacy Data

- STAR Literacy Data – 16% Growth from Fall 2021 to Spring 2022 – Overall 36.7% Students “At or Above” Benchmark
- Marginalized Students Growth – Black Students “At or Above” Benchmark Grew 14.6%
- Latinx Students “At or Above” Benchmark Grew 18%
- Students Receiving ELD Support “At or Above” Benchmark Grew 10.2%
- Students Receiving SPED Support “At or Above” Benchmark Grew 19%

Early Literacy Data

- STAR Early Literacy Data – 42.6% Growth from Fall 2021 to Spring 2022 – Overall 67.4% Students “At or Above” Benchmark
- Marginalized Students Growth (Early Literacy) – Black Students “At or Above” Benchmark Grew 56.5% - Overall, 79.2 Black Students “At or Above” Benchmark
- Latinx Students “At or Above” Benchmark Grew 49.4% - Overall, 63.2% Latinx “At or Above” Benchmark
- Students Receiving ELD Support – “At or Above” Benchmark Growth 48.2% - Overall, 63.8% Els “At or Above” Benchmark Growth

Student Learning Strengths

As shared above in the Student Learning Summary, Wilkes experienced tremendous growth despite the setbacks of "loss learning" and ongoing COVID and infrastructure challenges throughout the year. Wilkes commitment was on full display with the enactment of MTSS meetings beginning in early Fall, Data Teams that convened three times over the course of the year, a CARE Team that prioritized trauma and attendance, and Equity Committee meetings that celebrated our student body and the cultures that represent Wilkes.

Additionally, Wilkes implemented WIN Interventions (What I Need) in late fall across all grade levels. The design of this block supported all students in a variety of ways, from reading support to language acquisition to opportunities to be re-taught content based on teacher assessments. Instructors also adopted reading intervention programs across all grade levels (Heggerty, ECRI, and Dyslexia Toolkit) to support students well below grade level.

Finally, Wilkes was able to introduce three extracurricular activities for our upper grade levels - 5th Grade Leadership, Orchestra (Strings), and Oregon Battle of the Books. The success of these programs inspired 5th graders when selecting elective courses at the middle school level.

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 curricula are not being accessed by all scholars equitable. Excellent, differentiated, first-time instruction for all learners has not yet become a reality.

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 Curriculum, 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, Communication, Writing and asynchronous learning using Lexia software program

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

Creation of a Title EA Reading Support Specialists focused on grades 1 and 2.

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 instructional day

SPECIALS rotation that allows a 3 day cycle for all students to participate 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

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

Glenfair specific students supports: Attendance van, Trillium Therapist, Kimochis SEL support lessons, well-being team student connection, lunch bunch.

Glenfair specific parent supports: DHS self-sufficiency worker on campus, Trillium wrap-around therapist, Oregon Food Bank site, Clothing Closet, Kimochis monthly SEL parent support lessons, weekly technology support drop-ins, monthly parent meetings, four family academies a year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Academic Achievement is Below State Average in Reading and Math **Root Cause:** Core Curriculum needs enhancement of culturally reflective texts and review of math curriculum components and models are necessary

Perceptions

Perceptions Summary

Wilkes 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.

Wilkes is committed to show respect, build relationships, and practice rigor with each and every student to ensure student success. Together, we create specific school priorities to address the specific needs of students, staff, and community to provide academic achievement.

Survey results from the 2021-2022 Center For Education Effectiveness Survey administered highlights some of the positive feedback shared by our students, parents and staff:

97% of Staff - I am willing to work at changing my school for the better.*

94% of Staff - Staff at this school value and respect all students.*

98% of Staff - Students believe the adults in the school genuinely care about them.*

92% of Students - It's Important to me that I improve my skills this year.*

90% of Students - My teachers believe student learning is important.*

87% of Students - My teacher expects me to do my best.*

92% of Students Believe Wilkes is a safe place.*

89% of Families believe Wilkes communicates effectively with my family.*

90% of Families believe teachers are dedicated to helping all students succeed. *

Wilkes continues to experperience positive feedback in the in the following fields:

Staff - Focused and Professional Development - I receive training on instruction to support social emotional learning.

Students - Belong - I feel proud of my school.

Students - Supportive Learning Environment - I feel safe at this school.

Student - Supportive Learning Environment - I enjoy coming to this school.

Parents - Supportive Learning Environment - I feel safe at this school.

Parents - Clear and Shared Focus - This school has equitable behavior rules for all students.

*Almost Always True or Often True

Perceptions Strengths

Please see above

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our students do not see their diversity represented in their teachers. **Root Cause:** RSD recruitment efforts have not been able to attract teachers of color. Reynolds is not yet seen as a district that welcomes and offers ongoing support to staff of color.

Problem Statement 2: Many students engage as dependent learners and see the teacher and system as the main source of information, learning, and growth. **Root Cause:** students have not spent enough time understanding where they are in their own learning, what their next step in learning may be, and how to set and measure goals.

Problem Statement 3: Academic Achievement is not at the state average **Root Cause:** The core curricula are not being accessed by all students equitably. Excellent, differentiated first-time instruction for all students has not yet become a reality.

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

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- English Language Proficiency Assessment System 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
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- 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
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data






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 39.7% to 42.7% by June 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations






Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. Strategy's Expected Result/Impact: Continue trajectory of growth for all students. Staff Responsible for Monitoring: Administration Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  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 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 21.6 % to 30% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations






Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 38.5% to 42.5% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations






Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
<p>Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students.</p> <p>Strategy's Expected Result/Impact: Continue trajectory of growth for all students.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, DATA Team</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Funding Sources: In building substitutes to allow MTSS and Data Team Meetings to take place. - 201 Title I - \$8,460</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 33.3% to 36.3% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations, Goalbook, ULS






Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 5: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 35% to 39% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations, ELPA







Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
<p>Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. Provide opportunities for ELD instructors to "co-serve" both in and outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Continue trajectory of growth for all students.</p> <p>Staff Responsible for Monitoring: Administration, ELD Specialist, Instructional Coach, Data Team, PLCs</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Funding Sources: In Building Substitutes to support MTSS and Data Team meetings. - 201 Title I - \$8,460</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 30.5% to 41% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations






Strategy/Action 1 Details	Reviews			
Strategy/Action 1: All 5th Grade Students will participate in STARBASE Oregon a Science, Technology, Engineering and Mathematics (STEM) education program for fifth grade students that provides 25 hours of engaging, inquiry-based and hands-on STEM instruction. Strategy's Expected Result/Impact: 5th Grade Students experience the first-hand "real world" application of STEM skills applicable with math foundations. Staff Responsible for Monitoring: 5th Grade Instructors Funding Sources: Transportation - 100 General Fund - \$700	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: 5th Grade Instructors will continue to deliver Bridges content and Number Corner with fidelity, horizontally aligned and agreed lesson objectives to meet state standards. Strategy's Expected Result/Impact: Continued trajectory of growth for all students. Staff Responsible for Monitoring: Administration Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	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 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 17.4% to 31% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
<p>Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. Provide opportunities for ELD instructors to "co-serve" both in and outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Continue trajectory of growth for all students.</p> <p>Staff Responsible for Monitoring: Administration, ELD Specialist</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, 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 3: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 14.3% to 32% by August 2023.






Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Goal 2: Marginalized Students-Math

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 4: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 33.3% to 42% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations






Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
<p>Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students.</p> <p>Strategy's Expected Result/Impact: Continue trajectory of growth for all students.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, DATA Team</p> <p>Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment</p> <p>Funding Sources: In building substitute to allow MTSS and Data Team Meetings participation - 201 Title I</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 5: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* 30.8% to 37% by August 2023.






Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 1: During the 22-23 school year, 100% of all grade level instructors will utilize and implement the newly adopted ELA curriculum (HMH Intro to Reading), ELD curriculum (National Geographic Reach for the Stars), and Culturally Responsive text sets.






Evaluation Data Sources: Classroom observations, Teacher Walk-Throughs, PLCs, MTSS, and Data Teams.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. Strategy's Expected Result/Impact: Collaboration and agreed standards to be delivered and assessments to be proctored. Staff Responsible for Monitoring: Administration, PLC, Instructional Coach Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	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: Wilkes will engage in shared decision-making with all stakeholders to determine community perception about culturally responsive teaching.

Evaluation Data Sources: Wilkes Leadership will examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics. Families will have the option to participate in monthly surveys or key schoolwide events (i.e. conferences and assemblies).

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Bi-Weekly Equity Committee meetings to discuss school culture, climate, HMH lesson modules and ways to adapt the lesson based on monthly character traits and celebratory cultural calendar. Strategy's Expected Result/Impact: Increase in CEE assessment from all stakeholders. Staff Responsible for Monitoring: Equity Committee, Leadership Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement Funding Sources: Materials + Committee Compensation Outside of Instructional Hours - 201 Title I - \$3,253	Formative			Summative
	Nov	Mar	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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






Performance Objective 3: Licensed staff will continue to participate in LETRS Training. Returning staff registered for the Standard Pace LETRS training will complete their 2 year cycle (Year 2 of 2) this academic year. All new RSD licensed staff employees will begin LETRS Training for year 1 of a 2 year cycle.

Evaluation Data Sources: LETRS progress monitoring, Access to Curriculum Instructional Coaches

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

Performance Objective 4: All Fourth Grade Instructors will deliver instruction on Tribal History/Shared History Native American Curriculum designed by ODE that provides historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate Native American/Alaska Native curriculum for students.

Evaluation Data Sources: Classroom observations, PLC, and lesson plans

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Instructional Coach, 4th Grade PLC, and Curriculum TOSA will design and deliver curriculum to share key components and ideas expressed in SB 13. Strategy's Expected Result/Impact: 4th grade team will understand the expected outcome of the curriculum to better instruct our students around SB13 Staff Responsible for Monitoring: Administration, Instructional Coach, 4th Grade PLC Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	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 1: CEE participants will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section of Organizational Trust - Benevolent Caring, Competence, Trust-Integrity, Openness and Reliability.

Evaluation Data Sources: CEE Spring Survey

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: The Sunshine Committee will recognize and honor our staff throughout the year by celebrating key anniversary dates, accolades, and recognitions in a wide variety of formats.

Evaluation Data Sources: Staff Self Check In Survey

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 3: Social Emotional Learning lessons facilitated by School Counseling team that enhances a supportive learning environment will touch all grade levels and address Wilkes PBIS focused character traits, problem solving skills, school community, and schoolwide systems of support.

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 4: The School Counseling Department in collaboration with our community partners and administration will design an attendance initiative that supports our students and families that fall below the 90% standard of regular attendance.

Evaluation Data Sources: Care Team/Attendance Team Meeting, Synergy MTSS

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: Wilkes will commit every late start Monday (32 meetings) an uninterrupted hour of PLC planning which will allow grade level instructors the opportunity to collaborate on content, discuss delivery, development of assessments, and plans to support all students based on all outcomes.

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: Licensed staff will continue to participate in LETRS Training. Returning staff registered for the Standard Pace LETRS training will complete their 2 year cycle (Year 2 of 2) this academic year. All new RSD licensed staff employees will begin LETRS Training for year 1 of a 2 year cycle.

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: Instructors will have opportunities to observe and discuss effective teaching and practices by participating in instructional rounds.

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

Due to the continued challenges of COVID and the adverse impact it had on the instructional year, Wilkes was significantly constrained from pushing through initiatives originally set by the School Improvement Plan including: Hiring of a Reading EA Specialist, Creating Parent Engagement Committee, and providing Teacher Walk-Throughs opportunities, to name just a few. This year Wilkes is committed to increasing parent engagement through a number of avenues, including a parent initiative group that will provide feedback on ways to support our learning community. Since protocols and restrictions around COVID have been altered, a new Attendance Initiative Team has been created to focus on students that have 85% or below regular attendance. This team is being facilitated by our School Counseling Team and MTSS coordinator. Finally, now that we are fully staffed in all licensed positions, in addition to classified positions, staffing will afford us the opportunity to allow for Teacher Walk Throughs to take place where instruction can be observed by colleagues and opportunities to learn more about instructional delivery approaches may take place that will increase the quality of excellent first-time instruction with a focus on Culturally Responsive Teaching and using an Equity lens.

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

Wilkes has altered the work schedule to prioritize weekly, uninterrupted PLCs to take place at every late start Monday. Professional Development will follow on alternating Monday and Tuesday's after school.

Wilkes will continue to have LETRS training scheduled asynchronously on Mondays and Tuesdays.

Additionally, HMH Intro to Reading trainings have been scheduled to support instructors with the new districtwide curriculum adoption for ELA.

MTSS and CARE Team meetings have been established to meet bi-monthly to address student academic and social emotional needs.

DATA Teams will be carried out three times a year (Fall, Winter, Spring) to review student data and create intervention plans.

WIN Intervention times will allow student support guided by MTSS, PLC, and Data Team debriefs.

3.3: Stakeholder Engagement

Parents and caregivers will be communicated with regularly through the school newsletter, Parentsquare, the school website, and our Wilkes Facebook page. Parents are invited to join our Sun Family Leadership Initiative that will introduce parents to community events, resources, opportunities for career advancement, language acquisition, and assistance navigating parent support in the school.

On September 15, 2022, Wilkes held our Title Open House for all parents and caregivers. During the event, information was provided to parents on title services and the school responsibilities in support all students. Compacts were provided to parents and students. Wilkes will host at the minimum two addition Title events with families and community members.

3.4: Well-Rounded Learning System

RSD CORE Instructional Program: HMH Intro to Reading, Bridges, Great Body Shop, National Geographic Reach for the Stars ELD Curriculum, 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, Communication, Writing and asynchronous learning using Lexia software program

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

Creation of a Title EA Reading Support Specialists focused on grades 1 and 2.

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 instructional day

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

3.5: Instructional Strategies

Wilkes has a full complement of counseling support - 1 Licensed School Counselor and 2 Licensed Social Workers, that will facilitate social emotional lessons, restorative conversations, and individualized support. This team will also lead our CARE Team, the Attendance Team, and PD that focuses on schoolwide community, PBIS, and Kelso's Wheel.

Wilkes will continue to lead MTSS meetings to support students identified as needing academic or social emotional supports that reaches a higher level of care.

3.6: Inclusive Policy and Practice

Core Instruction and access for all students.

Data Team reviewing student growth and areas of deficit three times a year.

Campus Funding Summary

100 General Fund					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
2	1	1	Transportation		\$700.00
Sub-Total					\$700.00
201 Title I					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	2	1	Limited access to Title Reading Specialist EA		\$60,000.00
1	3	1	In building substitutes to allow MTSS and Data Team Meetings to take place.		\$8,460.00
1	5	1	In Building Substitutes to support MTSS and Data Team meetings.		\$8,460.00
2	4	1	In building substitute to allow MTSS and Data Team Meetings participation		\$0.00
3	2	1	Materials + Committee Compensation Outside of Instructional Hours		\$3,253.00
Sub-Total					\$80,173.00