

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



Woodland
Elementary School

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

Woodland Elementary School is located in Fairview, Oregon. Currently, the school serves 407 students from Fairview, Wood Village, Troutdale and other Reynolds attendance areas. Woodland is a Title One school. 100% of students are eligible for free breakfast and lunch.

Woodland is a diverse community with 14 languages spoken. Student ethnic groups include 50% Hispanic, 32% White, .02% Asian, .07% two or more, .007% American Indian/Alaskan Native and .004 % Native Hawaiian/Other Pacific.

53% qualify for English Language services. 15% qualify for special education services. .05% qualify for McKinney - Vento.

We are privileged to have three teachers at each grade level, three English language teachers, two school counselors, two administrators an Instructional Coach and an MTSS TOSA. Woodland is host to three, District Special Education programs. Those include one Functional Life Skills Class and two Life Skills classes. We are proud partners of Latino Network and SMART Reading. Latino Network facilitates well - established Sun Community After School Program. There is a robust parent group and a high level of volunteerism.

Demographics Strengths

Woodland is a diverse community where our diversity is celebrated. Nearly half of students qualify for language services and we are host to district programming for students with special needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students acquiring a second language need the support with English instruction. Last year, ELD teachers had to provide coverage for classrooms. **Root Cause:** As a result of the Pandemic, staff are requesting sick leave for longer periods of time than before and there is a shortage of substitute teachers in the state.

Student Learning

Student Learning Summary

ODE Report Card, 21 - 22

Reading, Grades 3 - 5, at or above (categories defined by ODE)

| American Indian/Alaska Native | <10 |
|--------------------------------------|---------------|
| Asian | <10 |
| Black/African American | <10 |
| Hispanic/Latino | 17% |
| Multiracial | 9% |
| Native Hawaiian/Pacific Islander | <10 |
| White | 29% |

| Free/Reduced Price Lunch | 22% |
|---------------------------------|------------|
| Ever English Learner | 12% |
| Students with Disabilities | <5 |
| Migrant | <10 |
| Homeless | <10 |
| Students in Foster Care | <10 |
| Talented and Gifted | 46% |
| Female | 27% |
| Male | 18% |
| Non – Binary | <10 |

Math, Grades 3 - 5, at or above (categories defined by ODE)

| American Indian/Alaska Native | <10 |
|--------------------------------------|---------------|
| Asian | <10 |
| Black/African American | <10 |
| Hispanic/Latino | 9% |
| Multiracial | <5 |
| Native Hawaiian/Pacific Islander | <10 |
| White | 15% |

| Free/Reduced Price Lunch | 11% |
|---------------------------------|------------|
| Ever English Learner | <5 |

| Free/Reduced Price Lunch | 11% |
|----------------------------|-----|
| Students with Disabilities | 7% |
| Migrant | <10 |
| Homeless | <10 |
| Students in Foster Care | <10 |
| Talented and Gifted | 55% |
| Female | 7% |
| Male | 13% |
| Non – Binary | <10 |

Student Learning Strengths

According to the ODE Accountability Details Report, the following groups (as defined by ODE) made growth:

All Students, ELA change: Level 3

All Students, Math change, Level 3

Economically Disadvantaged, ELA Change: Level 4

Economically Disadvantaged, Math Change: Level 4

Hispanic/Latino, ELA Change: Level 4

Hispanic/Latino, Math Change: Level 3

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There was a 21% decline in staff who reported struggling students receive early intervention and an 18% decline in assessment data used to identify student needs and develop interventions. **Root Cause:** Covid guidelines prevented teachers from grouping students from multiple cohorts.

School Processes & Programs

School Processes & Programs Summary

Woodland teachers use district adopted curriculum:

- ELA: HMH, Heggerty, ECRI and Lexia
- Math: Bridges, Number Corner and Dreambox
- Health: Great Body Shop

Woodland has an Instructional Coach at 1.0 FTE who supports staff with professional development and instructional coaching needs.

Woodland has a large staff that includes:

- two administrators
- eighteen general education/classroom teachers
- three ELD teachers support grades K - 5
- three, district, special programs (1 Functional Life Skills Teacher, and 2 Life Skills Teachers),
- two Speech and Language Pathologists
- one Resource Teacher and an opening for a second
- two Counselors
- one Social Worker

4/5 of the special education programs are fully staffed.

School Processes & Programs Strengths

Woodland is fortunate to retain staff. A significant portion of the staff have been here since the building opened.

Woodland is known as a coveted building to work in and we have had great success filling positions this year.

We are fortunate to partner with Latino Network for Sun After School and other programming. The Sun Coordinator has been in the same position for ten years and is well - connected to the Woodland community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There was a 48% decrease of staff who reported they received training in Social Emotional Learning and a 28% decrease in staff who reported they did not receive training to meet the needs of diverse populations. **Root Cause:** The school does not currently have an SEL curriculum and has not had a committee to examine systems for equity.

Perceptions

Perceptions Summary

100% of staff reported they incorporate SEL into daily instruction.

95% of caregivers reported staff are respectful and courteous.

95% of caregivers reported the the school provides a supportive learning environment.

94% of caregivers reported adults value racial and cultural identity.

90% of caregivers reported the school celebrates student success.

89% of staff reported there are systems in place to celebrate student success.

88% of students reported they are respectful at school.

87% of caregivers reported teachers are dedicated to helping students.

Perceptions Strengths

SEL is being taught in all classrooms.

Both staff and caregivers agree there are systems in place to celebrate student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a perception that bullying among students has not been resolved when reported. **Root Cause:** The school does not have an anti - bullying curriculum or policy.

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
- Early childhood literacy and math 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 - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- 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
- Social Emotional Learning
- School safety data
- Student surveys and/or other feedback

Employee Data

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

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

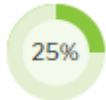



Goals








Goal 1: Marginalized Students - Reading






Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

Performance Objective 1: In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Evaluation Data Sources: OSAS ELA Assessment, Star Reading Assessment, DIBELS, Assessment and Lexia

| Strategy/Action 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy/Action 1: The Instructional Coach will provide professional development and coaching for HMH. Strategy's Expected Result/Impact: Teachers will develop a stronger understanding of how to best utilize curriculum. Staff Responsible for Monitoring: Instructional Coach, Admin. Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| Strategy/Action 2 Details | Reviews | | | |
| Strategy/Action 2: Provide time for LETRS training. Strategy's Expected Result/Impact: Teachers will strengthen their knowledge of teaching reading. Staff Responsible for Monitoring: District Instructional Leadership, Building Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
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| Strategy/Action 3 Details | Reviews | | | |
|---|--|--|--|-----------|
| Strategy/Action 3: Woodland will provide professional development for PLCs using the DaFour Model. Time will be designated for PLC meetings. Strategy's Expected Result/Impact: Teachers will understand expectations for PLCs this year. They will have opportunities to collaborate and use student data to develop data driven interventions to support all students. Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
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| Strategy/Action 4 Details | Reviews | | | |
| Strategy/Action 4: Grade level teams will attend Data Team meetings once every six weeks. Meetings will be facilitated by the Instructional Coach. Strategy's Expected Result/Impact: Teachers will develop data driven interventions to support all students. Staff Responsible for Monitoring: Instructional Coach, Admin. Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment | Formative | | | Summative |
| | Nov | Mar | Mar | June |
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| Strategy/Action 5 Details | Reviews | | | |
| Strategy/Action 5: All students will have access to Lexia. Strategy's Expected Result/Impact: Students will have access to instruction that is individualized and supports them with the skills that they need. Staff Responsible for Monitoring: Teachers, Media Specialist, Admin. Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment | Formative | | | Summative |
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| Strategy/Action 6 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy/Action 6: Woodland teachers will implement all district adopted core curriculum (Bridges, Dream Box, Calendar, HMH, Lexia etc.). Strategy's Expected Result/Impact: Students will have access to research - based materials that are aligned with grade level standards. Students who move within the district will maintain continuity between schools. Staff Responsible for Monitoring: Teachers, Admin. 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 | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |




Goal 1: Marginalized Students - Reading








Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

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 11% to 16% by August 2023.

Evaluation Data Sources: Star Reading Assessment

| Strategy/Action 1 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy/Action 1: Provide time for HMH PD, LETRS training, PLCs and Data Team meetings. Provide all students access to Lexia and implement district adopted core curriculums. Strategy's Expected Result/Impact: Teachers will gain better knowledge of reading instruction and curriculum and will be able to provide instruction to students based on the skills that they need. Students will have opportunities to practice skills at their reading level and access to programming that is consistent throughout the Reynolds School District. Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin. 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 | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
| | |  | | | |
| Strategy/Action 2 Details | | Reviews | | | |
| Strategy/Action 2: ELD teachers will implement district adopted ELL curriculum during designated ELD instructional time. Strategy's Expected Result/Impact: Students will have access to language instruction at their level. Staff Responsible for Monitoring: ELD Teachers, Admin. Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
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| Strategy/Action 3 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy/Action 3: Woodland school will use Title One funds to purchase Culturally Responsive Text for the library and increase access to texts in student's native languages. Strategy's Expected Result/Impact: Students and staff will have access to culturally relevant texts. Staff Responsible for Monitoring: Library/Media Specialist, Admin. Characteristics: Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| Strategy/Action 4 Details | Reviews | | | |
| Strategy/Action 4: ELD teachers will participate in data team meetings and MTSS meetings when necessary. Strategy's Expected Result/Impact: Decisions about students will be centered on the whole child. Staff Responsible for Monitoring: ELD Teachers, Instructional Coach, MTSS TOSA, Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| Strategy/Action 5 Details | Reviews | | | |
| Strategy/Action 5: Woodland admin. will work with DOME leadership to provide access to PD and coaching opportunities in the area of sheltered instruction. Strategy's Expected Result/Impact: Teachers will be better equipped to support language instruction for all students. Staff Responsible for Monitoring: Woodland Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
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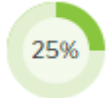
| Strategy/Action 6 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy/Action 6: Students who receive ELD services will be designated at least 30 minutes per day of uninterrupted language instruction in the ELD classroom.</p> <p>Strategy's Expected Result/Impact: Each ELD teacher will support one grade level at a time. This will allow services to continue in the event an ELD teacher is asked to provide classroom coverage. Additionally, ELD groups will not conflict with other services. Those will be scheduled separately.</p> <p>Staff Responsible for Monitoring: ELD Teachers, Admin.</p> <p>Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment</p> | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |








Goal 1: Marginalized Students - Reading

Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

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 5% to 10% by August 2023.

Evaluation Data Sources: Star Reading Assessment

| Strategy/Action 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy/Action 1: Special Education Teachers will attend data team meetings. Strategy's Expected Result/Impact: Teachers will have a shared understanding of how to best support students. Staff Responsible for Monitoring: Special Education Teachers, Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| Strategy/Action 2 Details | Reviews | | | |
| Strategy/Action 2: The Instructional Coach will provide professional development and coaching for engagement strategies and differentiating instruction for students with special needs. Strategy's Expected Result/Impact: Teachers will further develop their understanding for how to support all students. Staff Responsible for Monitoring: Instructional Coach, Admin. Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, 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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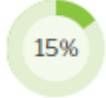





| Strategy/Action 3 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy/Action 3: Staff meeting time will be designated for the MTSS process and will focus on Tier 1 interventions. Strategy's Expected Result/Impact: Staff will increase their knowledge of Tier One interventions. Students will be able to access supports within the classroom setting. Staff Responsible for Monitoring: MTSS TOSA, Admin. Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  100% |  100% |  100% | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: Marginalized Students - Reading

Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

Performance Objective 4: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 1% to 6 % by August 2023.

Evaluation Data Sources: Star Reading Assessment

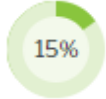




| Strategy/Action 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy/Action 1: PLCs and Data Teams will analyze data as it pertains to this group. Strategy's Expected Result/Impact: Conversations and decisions will focus on providing supports for this group. Staff Responsible for Monitoring: PLCs, Data Teams, Admin. 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, Supportive Learning Environment | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| Strategy/Action 2 Details | Reviews | | | |
| Strategy/Action 2: Woodland school will use Title 1 funds to purchase culturally responsive books for the library. Strategy's Expected Result/Impact: Students and staff will have access to culturally relevant texts. Staff Responsible for Monitoring: Library/Media Specialist, Admin. Characteristics: Clear and Shared Focus, Supportive Learning Environment Funding Sources: Title One Funds - 201 Title I | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: Marginalized Students - Reading

Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

Performance Objective 5: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 11% to 16% by August 2023.

Evaluation Data Sources: Star Reading Assessment






| Strategy/Action 1 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy/Action 1: PLCs will analyze data as it pertains to this group. Strategy's Expected Result/Impact: Conversations and decisions will focus on providing supports for this group. Staff Responsible for Monitoring: PLCs, Data Teams, Admin. 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, Supportive Learning Environment | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
| | |  | | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Goal 1: Marginalized Students - Reading

Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

Performance Objective 6: Woodland School will implement an intervention model for reading across grade levels.

Evaluation Data Sources: Star Reading Assessment, DIBLES Assessment

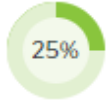







| Strategy/Action 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| Strategy/Action 1: Schedule uninterrupted intervention time for each grade level. Strategy's Expected Result/Impact: Students will receive instruction based on the skills they need. Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin. 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 |  | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | |

Goal 2: Marginalized Students - Math

Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

Performance Objective 1: In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Evaluation Data Sources: Star Math Assessment






| Strategy/Action 1 Details | Reviews | | | |
|---|--|--|--|-----------|
| Strategy/Action 1: The Instructional Coach will be available to support teachers with the implementation of Bridges Math and Calendar. Strategy's Expected Result/Impact: Teachers will develop a better understanding of how to implement the curriculum. Staff Responsible for Monitoring: Instructional Coach, Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| Strategy/Action 2 Details | Reviews | | | |
| Strategy/Action 2: All students will have access to Dream Box. Strategy's Expected Result/Impact: Students will be able to work on skills at their level. Staff Responsible for Monitoring: Teachers Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: Marginalized Students - Math

Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

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% to 22% by August 2023.

Evaluation Data Sources: Star Math Assessment






| Strategy/Action 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy/Action 1: Woodland Admin. will work with DOME Leadership tp provide coaching and professional development opportunities for sheltering instruction. Strategy's Expected Result/Impact: Students will be able to access math vocabulary. Staff Responsible for Monitoring: Teachers, DOME Leadership, Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  25% | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: Marginalized Students - Math

Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

Performance Objective 3: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 10% to 15% by August 2023.

Evaluation Data Sources: Star Math Assessment






| Strategy/Action 1 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy/Action 1: The Instructional Coach and various will be available to support teachers with differentiating instruction. Strategy's Expected Result/Impact: Teachers will be able to individualize instruction for students. Staff Responsible for Monitoring: Teachers, Instructional Coach | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
| | |  | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | | |

Goal 2: Marginalized Students - Math

Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

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

Evaluation Data Sources: Star Math Assessment






| Strategy/Action 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy/Action 1: PLCs and Data Teams examine data and focus conversations on this group. Strategy's Expected Result/Impact: Teachers will target interventions to support this group. Students in this group will show growth in math. Staff Responsible for Monitoring: PLCs, Data Teams, Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  20% | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: Marginalized Students - Math

Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

Performance Objective 5: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from xx% to 37% by August 2023.

Evaluation Data Sources: Star Math Assessment






| Strategy/Action 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| Strategy/Action 1: PLCs and Data Teams examine data and focus conversations on this group. Strategy's Expected Result/Impact: Teachers will target interventions to support this group. Students in this group will show growth in math. Staff Responsible for Monitoring: PLC's, Data Teams, Admin. 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 |  | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | |

Goal 3: Culturally Responsive Teaching

We will interrupt bias and microaggression in instructional practices.

Performance Objective 1: Woodland school will purchase culturally relevant texts for the school library.

Evaluation Data Sources: NA






| Strategy/Action 1 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy/Action 1: We will use Title funds to purchase said texts. Strategy's Expected Result/Impact: Students and staff will have access to culturally relevant texts. Staff Responsible for Monitoring: Media Specialist, Admin. Characteristics: Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment Funding Sources: Title One Funds - 201 Title I - \$7,687.03 | | 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 2: Woodland staff will participate in anti - bias and anti - racist work during the 22 - 23 school year.






Evaluation Data Sources: NA

| Strategy/Action 1 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy/Action 1: We will work with community partners to provide training for staff. Strategy's Expected Result/Impact: Staff will develop a better awareness of gang affiliation and how to support those students in school. Staff Responsible for Monitoring: Community Partners, MTSS TOSA, Admin. Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
| | |  | | | |
| <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | | |

Goal 3: Culturally Responsive Teaching

We will interrupt bias and microaggression in instructional practices.

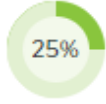




Performance Objective 3: The School Improvement Committee will examine and evaluate systems for equity and cultural responsiveness.

| Strategy/Action 1 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy/Action 1: The committee will gather qualitative and quantitative data about schoolwide systems from students and staff. Strategy's Expected Result/Impact: Data will yield results for areas of improvement Staff Responsible for Monitoring: School Improvement Committee, Admin. Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
| | |  | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | | |

Goal 4: Student and Staff Wellness












Woodland School will establish a Wellness Committee.

Performance Objective 1: Woodland School will establish a Wellness Committee.

| Strategy/Action 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy/Action 1: The committee will plan activities to promote the well - being of students and staff. Strategy's Expected Result/Impact: positive school climate, increased learning outcomes for students Staff Responsible for Monitoring: Wellness Committee, Admin. Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 4: Student and Staff Wellness
Woodland School will establish a Wellness Committee.








Performance Objective 2: We will build relationships between students and staff through restorative practices.

| Strategy/Action 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy/Action 1: Admin. will begin staff meetings with a community circle. Strategy's Expected Result/Impact: Staff will develop a sense of belonging to the community. Staff Responsible for Monitoring: Staff, Admin. Characteristics: Clear and Shared Focus, 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 be provided time to hold community circles in the morning, after recess and before dismissal. Strategy's Expected Result/Impact: Students will develop a sense of belonging to the Woodland community. Staff Responsible for Monitoring: Teachers, Admin. 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 |
| |  |  |  | |
| Strategy/Action 3 Details | Reviews | | | |
| Strategy/Action 3: Teachers will use the First Forty Days to establish routines for community circles and build relationships. Strategy's Expected Result/Impact: Teachers will develop systems for community circles that establish normalcy for circle times. Staff Responsible for Monitoring: Teachers, Admin. Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: Student and Staff Wellness

Woodland School will establish a Wellness Committee.

Performance Objective 3: Social Emotional Learning will be supported in the classroom.









| Strategy/Action 1 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy/Action 1: Time will be built into the school schedule for teaching SEL. Strategy's Expected Result/Impact: Students will acquire social skills and be able to self regulate. Staff Responsible for Monitoring: Teachers, Admin. Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment | | Formative | | | Summative |
| | | Nov | Mar | Mar | June |
| | |  |  |  | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Goal 5: Professional Development

Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 1: We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

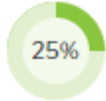




Evaluation Data Sources: Staff Needs Surveys

| Strategy/Action 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy/Action 1: The district has designated time for LETRS training throughout the year. Strategy's Expected Result/Impact: Teachers will receive ongoing professional development in reading. Staff Responsible for Monitoring: Teachers, District Instructional Leadership, Building Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  |  |  | |
| Strategy/Action 2 Details | Reviews | | | |
| Strategy/Action 2: Time has been designated for teachers to partake in this training. Strategy's Expected Result/Impact: Teachers will grow in their understanding of reading instruction. Staff Responsible for Monitoring: District Instructional Leadership, Building Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: Professional Development

Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 2: The Instructional Coach will provide coaching and professional development about the HMH curriculum.








| Strategy/Action 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| Strategy/Action 1: Time will be designated for this to occur. Strategy's Expected Result/Impact: Teachers will learn to best utilize the new HMH curriculum. Staff Responsible for Monitoring: Instructional Coach, Admin. 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 |  | | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | |

Goal 5: Professional Development

Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 3: The Instructional Coach and MTSS TOSA will provide professional development in the areas of PLC work, data teams and the MTSS process.








Evaluation Data Sources: Synergy MTSS Dashboard

| Strategy/Action 1 Details | Reviews | | | |
|--|---|--|--|-----------|
| Strategy/Action 1: Woodland Admin. will work with the Instructional Coach and MTSS TOSA to schedule this time. Strategy's Expected Result/Impact: Staff will understand the PLC model and the referral process for MTSS. Staff Responsible for Monitoring: Instructional Coach, MTSS TOSA, Admin. 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, Focused Professional Development, Supportive Learning Environment | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  75% |  100% |  100% | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: Professional Development

Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 4: Woodland Admin. will work with the Instructional Technology Department to provide opportunities for for professional growth for district platforms.






| Strategy/Action 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy/Action 1: TOSAs will be available to support staff on an as needed basis. Strategy's Expected Result/Impact: Staff will have opportunities to learn new and refine their technological skills. Staff Responsible for Monitoring: Technology TOSA, Teachers, Admin. Characteristics: Clear and Shared Focus, Effective School Leadership, Focused Professional Development | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: Professional Development

Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 5: Woodland Admin. will work with DOME leadership to provide coaching and professional development for sheltering instruction.

Evaluation Data Sources: Staff Needs Survey

| Strategy/Action 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy/Action 1: The Principal and the Instructional Coach will collaborate with the Sheltered Instruction TOSA to provide training for sheltering instruction. Strategy's Expected Result/Impact: Teachers will develop and better understanding of how to shelter instruction for students acquiring English as their second language. Staff Responsible for Monitoring: Instructional Coach, Sheltered Instruction TOSA, Admin. 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 | Formative | | | Summative |
| | Nov | Mar | Mar | June |
| |  25% | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

Problem Statement

Schoolwide attendance and chronic non-attenders can be improved

Root Cause

Multiple barriers exist for families around attendance-therefore we can focus in parent communication around attendance and in eliminating barriers that lead to chronic absenteeism.

Problem Statement

An opportunity exists for improvement in scaffolding practices to improve student achievement.

Root Cause

65% of students are Ever English Learners-therefore we need to continue to build on our work around scaffolding in the classroom and in the mindset that we are all teachers of English.

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 7:30-8:30

PLC time every Tues from 7:30-8:30

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

New Instructional Coach Position

New MTSS Coach Position

Administrators will provide regular feedback to staff in the areas of instruction

3.3: Stakeholder Engagement

Monthly newsletter will be sent to caregivers

Parent Square will be used to update families and send messages

Facebook and our school website will be used to share news and resources

Annual Title I meeting in October

We will review our compact with families in the fall

We will plan community events with our staff

3.4: Well-Rounded Learning System

Monday late starts will be dedicated to professional learning focused on LETRS, anti - bias and anti - racist trainings.

Teachers will emphasize social-emotional learning.

3.5: Instructional Strategies

Woodland employs two full-time counselors and we are trying to hire a full-time social worker. Each will participate regularly in school Care Team meetings to address the needs of students.

Time will be designated throughout the week for counselors to meet with small groups of students.

The social worker would help support attendance. In addition, they would work with our partner organization to help identify and provide resources for students and families.

The UDL framework will be utilized to plan grade-level instruction that is accessible for all students. ELD and SpEd specialists will collaborate during planning time.

3.6: Inclusive Policy and Practice

All students will receive access to the core instruction within their general education classroom. Classroom teachers and specialists will deliver individualized/small group supports as much as possible.

Data will be reviewed in grade-level teams during PLCs to track how students are acquiring skills taught in the classroom. Teams will make adjustments based on the data.

Data review will look at all students and determine interventions to support students.

PLCs will meet weekly to discuss instructional strategies and plan with a UDL lens. Specialists will join PLCs to support planning instructional activities that are inclusive.

Campus Funding Summary

| 201 Title I | | | | | |
|-------------|-----------|-----------------|------------------|--------------|------------|
| Goal | Objective | Strategy/Action | Resources Needed | Account Code | Amount |
| 1 | 4 | 2 | Title One Funds | | \$0.00 |
| 3 | 1 | 1 | Title One Funds | | \$7,687.03 |
| Sub-Total | | | | | \$7,687.03 |