# Skyline School Continuous Improvement Plan (SCIP)
# 2023-2024

*PPS Board Goals*
*Guidance to complete*

| School | Skyline K-8 | Principal | Sherry Malone | Date: June 27, 2023 |
|---|---|---|---|---|
| Vision | A small school with big hearts, open minds, and critically engaged learners. | | | |
| Mission | At Skyline K-8, we foster knowledgeable students, caring community members and open-minded global citizens. We do this by modeling and practicing the IB Learner Profile, building meaningful relationships, teaching social-emotional skills, and delivering content that values diverse perspectives. | | | |

| **Comprehensive Needs Assessment Summary** | |
|---|---|
| What data did our team examine? | <ul><li>Measures of Academic Progress (MAP) fall & winter growth</li><li>OSAS Data Spring 2023</li><li>Successful School Survey Results Spring 2023</li><li>Attendance data</li><li>FIT fall 2022 data</li></ul> |

| **What do you notice in the data?** | |
|---|---|

| | Number of total students K-8: 214<br><br>Our numbers are small overall and our racialized groups smaller, so in looking at data by grade level, BIPOC students were grouped together to protect privacy of individuals and focus on overall achievement. |
|---|---|
| Demographics: | |

**Skyline K-8 By Racial Groups (214 total)**

| Asian: 10 5% | Latinx: 30 14% | Mult.: 21 10% | Native: 1 .5% | Pac. Is: 1 .5% | White: 151 71% |
|---|---|---|---|---|---|

**Skyline BIPOC and White Student By Grade Level**

| | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
|---|---|---|---|---|---|---|---|---|---|
| **White** | 14 | 17 | 20 | 17 | 21 | 17 | 13 | 17 | 13 |
| **BIPOC** | 9 | 10 | 6 | 5 | 6 | 9 | 9 | 6 | 7 |
| **% of BP** | 39% | 37% | 23% | 22% | 22% | 35% | 26% | 26% | 35% |

| **Climate & Sense of Belonging** | Our students' perceptions of Skyline's climate and their sense of belonging has been difficult to measure accurately. The following data points have been used. |
|---|---|

Attendance Classification Key:

| Good attendance 95-100% | Acceptable attendance 90–94% | Chronic attendance 80-89% | Severe attendance 50-79% | Acute attendance Below 49% |
|---|---|---|---|---|

Skyline had a 92.5% (acceptable) attendance rate for the 2022-2023 school year compared to overall PPS rate of 89.5% (chronic).

-We had no students in status of acute attendance
-We had 4 active students in the status of severe attendance (2%)
-We had 41 active students in the chronic attendance status (19.5%), with the two major reasons being illness and vacation.

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**From the 2022 Successful School Survey (Climate & Sense of Belonging):**
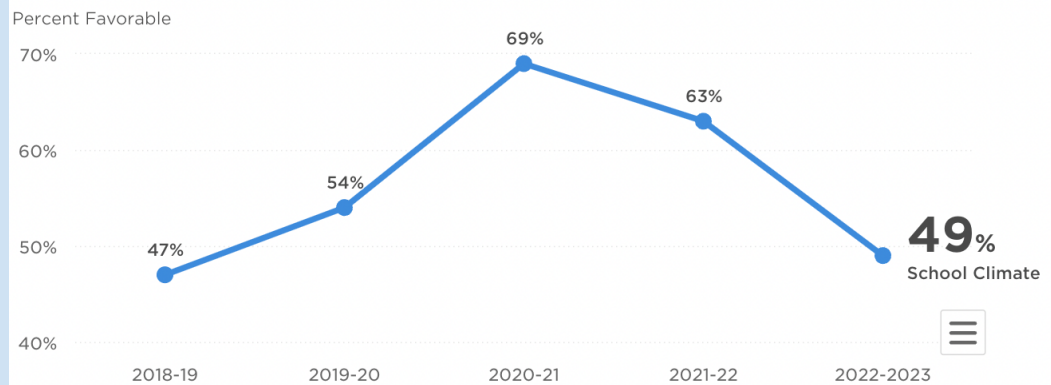
**_Grades 3-5_**
Our favorable responses on School Climate dropped from last year by 14% and from a 6% drop the year below.  PPS average for Climate for 3-5th graders is 58%, 11% higher than Skyline's response rate.

**School Climate**

Based on **74** responses

Perceptions of the overall social and learning climate of the school.

How have results changed over time?

Percent Favorable

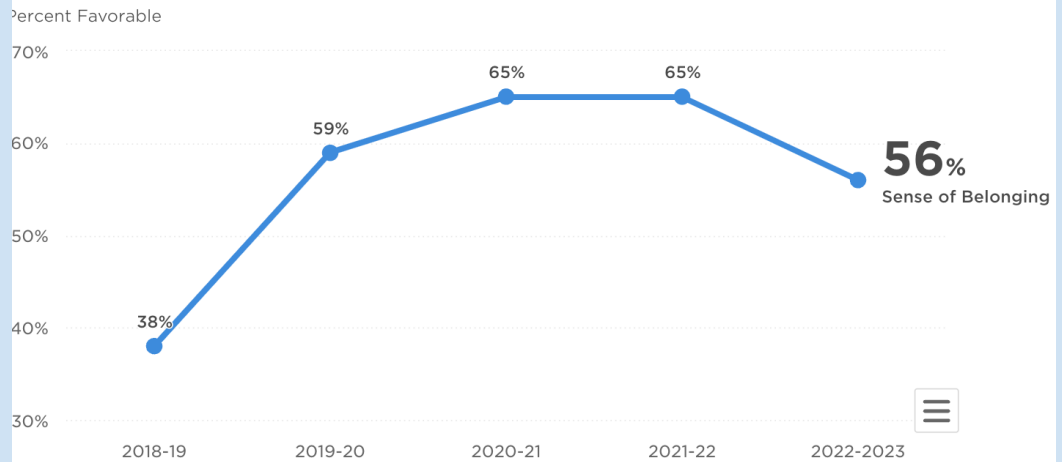| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-2023 |
|---|---|---|---|---|---|
| | 47% | 54% | 69% | 63% | 49% School Climate |

Our favorable responses on Sense of Belonging dropped from last year by 10%.  PPS average positive response for Sense of Belonging for 3-5th graders is 62%, 6% higher than Skyline's response rate.

## Sense of Belonging

Based on **74** responses

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable

| | | | | |
|---|---|---|---|---|
| 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-2023 |
| 38% | 59% | 65% | 65% | 56% |

**56**% Sense of Belonging
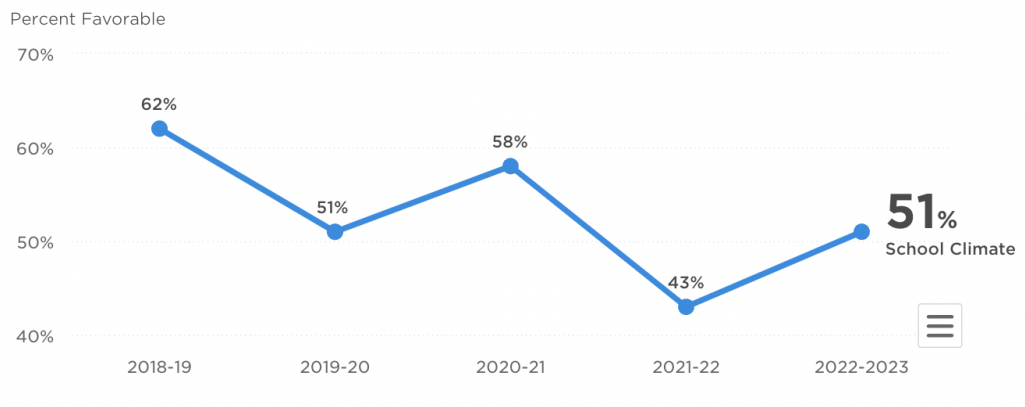
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### *Grades 6-8*

Our favorable responses on School Climate rose from last year by 8%. PPS average for Climate for 6-85th graders is 40%, 11% lower than Skyline's response rate.

## School Climate

Based on **62** responses

Perceptions of the overall social and learning climate of the school.

How have results changed over time?

Percent Favorable

| | | | | |
|---|---|---|---|---|
| 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-2023 |
| 62% | 51% | 58% | 43% | 51% |

**51**% School Climate

Our favorable responses on Sense of Belonging did not change from last year. PPS average positive response for Sense of Belonging for 3-5th graders is 34%, 4% lower than Skyline's response rate.
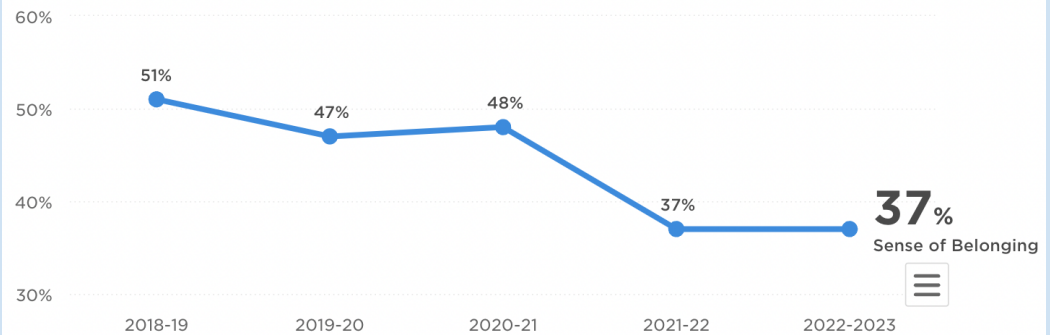
## Sense of Belonging

Based on **62** responses

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable



| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-2023 |
|---|---|---|---|---|---|
| | 51% | 47% | 48% | 37% | **37%** Sense of Belonging |

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### School Instructional Leadership reflections on systems of behavioral support:

From the FIT Assessment, Fall 2022 (scale 0-3), MTSS supports improvement in the following areas:

- Item 4.2 School uses universal behavior and social - emotional screening for purposes of planning and identifying students at-risk of not meeting behavioral and social- emotional expectations. (0)
- Item 4.3 School has clear behavior and social-emotional decision rules based on universal screening data. (0)
- Item 4.5 School has clear behavior and social-emotional decision rules based on progress monitoring data. (0)
- Item 4.7 School has available Additional (or Tier II) support to supplement Universal behavior and social - emotional support. (1)
- Item 4.9 School teams use schoolwide Universal, Additional, and Intensified behavior/social-emotional fidelity and outcome data to assess, adapt, and improve practices and policies. (0)

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**English Language Arts** (ELA) achievement

(3rd & 8th grades)

Skyline students, in both 3rd and 8th grade, exceeded the PPS School Boards goals in achievement on MAP achievement assessments, and there is not a numerically significant racialized gap of learning between our white and BIPOC students.  Students

### School Instructional Leadership reflections on systems of academic support:

From the FIT Assessment, Fall 2022 (scale 0-3), MTSS supports improvement in the following areas:

- Item 3.3 School has clear academic decision rules based on universal screening data. (0)
- Item 3.4 School demonstrates ongoing and frequent progress monitoring in literacy. (1)
- Item 3.5 School has clear academic decision rules based on progress monitoring data. (0)
- Item 3.6 School provides Universal (or Tier I) literacy support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research. (1)
- Item 3.7 School has available Additional (or Tier II) instruction and support to supplement Universal literacy instruction.  (1)

| | |
|---|---|
| | ● Item 3.8 School has Intensified (or Tier III) support to supplement Universal and Additional literacy support. (1)<br><br>**_3rd Grade ELA related data:_**<br>-100% (5 of 5 students) of our BIPOC students achieved Average (grade level proficiency) or above on the Winter 2023 MAP Assessment, compared to 82% of our White students.<br>-*Waiting for Spring 2023 OSAS data*<br>-6 students have language related IEPs<br><br>**_8th Grade ELA related data:_**<br>-83% (5 of 6 students) of our BIPOC students achieved Average (grade level proficiency) or above on the Winter 2023 MAP Assessment, compared to 100% of our White students.<br>-*Waiting for Spring 2023 OSAS data*<br>-2 students have ELA related IEPs |
| **Math achievement**<br>(5th & 8th grades) | Skyline students, in both 5th and 8th grade, exceed the PPS School Boards goal's in achievement, and there is not a numerically significant racialized gap of learning between our white and BIPOC students.<br><br>**School Instructional Leadership reflections on systems of academic support:**<br>From the FIT Assessment, Fall 2022 (scale 0-3), MTSS supports improvement in the following areas:<br>● Item 3.3 School has clear academic decision rules based on universal screening data. (0)<br>● Item 3.9 School demonstrates ongoing and frequent progress monitoring in mathematics. (1)<br>● Item 3.10 School provides Universal (or Tier I) mathematics support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research. (1)<br>● Item 3.11 School has available Additional (or Tier II) instruction and support to supplement Universal mathematics instruction. (0)<br>● Item 3.12 School has Intensified (or Tier III) support to supplement Universal and Additional mathematics support. (0)<br><br>**_5th Grade Math related data:_**<br>-67% (6 of 9 students) of our BIPOC students achieved Average (grade level proficiency) or above on the Winter 2023 MAP Assessment, compared to 65% of our White students.<br>-*Waiting for Spring 2023 OSAS data*<br>-2 students have math related IEPs<br><br>**_8th Grade Math related data:_**<br>-67% (4 of 6 students) of our BIPOC students achieved Average (grade level proficiency) or above on the Winter 2023 MAP Assessment, compared to 100% of our White students.<br>-*Waiting for Spring 2023 OSAS data*<br>-2 students have math related IEPs |
| **What inequities in student outcomes did you notice and want to bring forward in planning?** | |
| *Disaggregate by race, gender, orientation, students with disabilities and students learning English.* | |

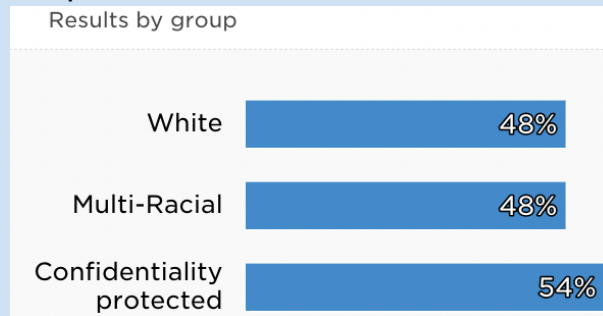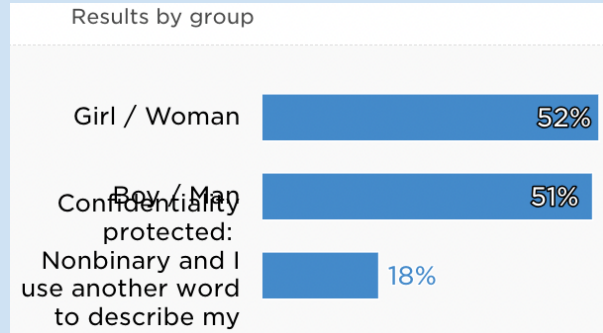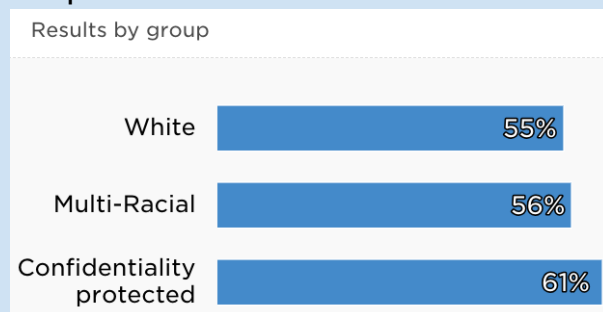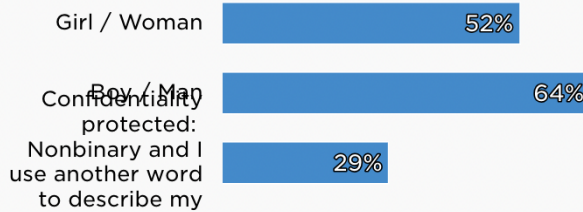| | |
|---|---|
| *The inequities:* | **Attendance rates:**<br>-no numerically significant inequities by race, gender, orientation, IEPs for students learning English<br><br>**Successful School Survey Related Data:**<br><br>**(Climate) Grades 3-5th grade**<br>-the favorable responses showed no inequities in how BIPOC students feel compared to their while classmates:<br><br>Results by group<br><br>White — 48%<br>Multi-Racial — 48%<br>Confidentiality protected — 54%<br><br>-But did show inequities in how our non-binary students feel:<br><br>Results by group<br><br>Girl / Woman — 52%<br>Boy / Man — 51%<br>Confidentiality protected: Nonbinary and I use another word to describe my — 18%<br><br>**(Sense of Belonging) Grades 3-5th grade**<br>-the favorable responses showed no inequities in how BIPOC students feel compared to their while classmates:<br><br>Results by group<br><br>White — 55%<br>Multi-Racial — 56%<br>Confidentiality protected — 61%<br><br>-But did show inequities in how our non-binary students feel: |

**Results by group**

| | |
|---|---|
| Girl / Woman | 52% |
| Boy / Man | 64% |
| Confidentiality protected: Nonbinary and I use another word to describe my | 29% |

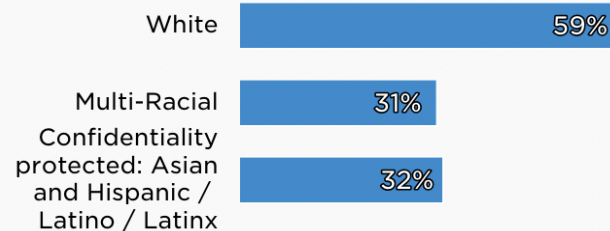## (Climate) Grades 6-8th grade
-the favorable responses shows inequities in how BIPOC students feel compared to their while classmates:

**Results by group**

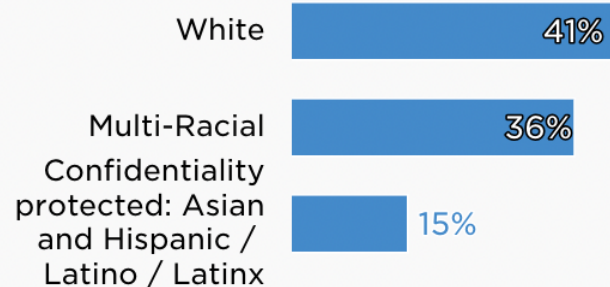| | |
|---|---|
| White | 59% |
| Multi-Racial | 31% |
| Confidentiality protected: Asian and Hispanic / Latino / Latinx | 32% |

-the favorable responses showed no inequities by gender.

## (Sense of Belonging) Grades 6-8th grade
-the favorable responses shows inequities in how BIPOC students feel compared to their while classmates:

**Results by group**

| | |
|---|---|
| White | 41% |
| Multi-Racial | 36% |
| Confidentiality protected: Asian and Hispanic / Latino / Latinx | 15% |

-the favorable responses showed no inequities by gender.

**3rd Grade ELA Related Data:**
-Students with IEPs disproportionately score lower than their classmates
-no inequities by race, gender, orientation or students learning English

**8th Grade ELA Related Data:**
-no numerically significant inequities by race, gender, orientation, learning needs, students learning English

**5th Grade Math Related Data:**
-no numerically significant inequities by race, gender, orientation, learning needs, students learning English

| | |
|---|---|
| | **8th Grade Math Related Data:**<br>-no numerically significant inequities by race, gender, orientation, learning needs, students learning English |
| What needs did our data review elevate? | **English & Math Benchmarks (3rd, 5th, 8th Grades):**<br>-Our staff needs to better align our universal screening, interventions and progress monitoring process to support students who are 1 or more grade levels behind in Math or English as indicated on universal screeners. (Tier II & III)<br>-Our students need continued interventions when they struggle to meet grade level benchmarks.<br><br>**School Climate & Belonging:**<br>-Our staff needs to systematize behavioral universal screening, interventions, and progress monitoring processes for students who receive social/emotional intervention supports. (Tier II & III)<br>-Our students need tools & explicit instruction to navigate struggles with peer relationships<br>-Our students in upper elementary and middle school do not feel a strong sense of belonging or feel a strong positive school culture<br>-The format of the questions on the Successful School Survey (SSS) led some students to answer in such a way that did not really reflect their thinking and feelings. Skyline tailored feedback from students for measuring growth is needed alongside the SSS. |
| ELD Programs Verification | Link to Form<br>☐ I have filled out the ELD Programs Verification Forms for 2023-24 |
| TAG Building Plan Verification | Link to Form<br>☐ I have filled out the TAG FOCUS Checklist for 2023-24 |

| Goal 1: School Climate | **3rd-8th Grade School Climate & Sense of Belonging**: By June of 2024, we will accelerate our percentage of favorable responses from all of our students on School Climate & Belonging questions, improving our overall favorable response rate by __% yearly. | | |
|---|---|---|---|
| | By End of Quarter 1 | By the End of Quarter 2 | By End of Quarter 4 |
| Metrics | ☐Climate Handbook completed & fully implemented<br>☐Student input & development of school specific expectations<br>☐Established month assemblies<br>☐K-5 Community Meetings focused on Social/emotional learning | ☐Review each metric for progress, pitfalls & success with teams<br>☐Skyline developed survey analyzed<br>☐Adjustment to metrics & additions as needed below: | ☐95% of students will complete the Successful School Survey (Feb)<br>☐Skyline survey developed & delivered for student feedback on School Climate & Sense of Belonging (June)<br>☐Results to be analyzed to measure against our goal above |

| | |
|---|---|
| | <table><tr><td>☐ Establishment of MS advisory</td></tr><tr><td>☐ Year 3 of CAS Clubs with community building focus</td></tr></table> |

☐ Establishment of MS advisory
☐ Year 3 of CAS Clubs with community building focus
☐ Expansion of Unity Clubs, Anxiety Relief Groups & other student need supports
☐ Processes for behavior intervention & progress monitoring outlined & tracked
☐ Skyline survey developed & delivered for student feedback on School Climate & Sense of Belonging (Oct)

| | |
|---|---|
| **Goal 2: ELA** | **3rd & 8th Grade ELA:**<br>All Skyline students will continue to demonstrate a high percentage of students meeting or exceeding grade level proficiency scores as indicated on yearly OSAS assessments (MAP assessments) without a numerically significant racialized gap in performance outcomes.<br><br>Baseline MAP Winter 2023 Results (percentage meeting/exceeding grade level proficiency):<br><br>3rd grade:<br>-BIPOC students: 100% (4/4 students)<br>-White students: 67% (13/17 students)<br><br>8th grade:<br>-BIPOC students: 83% (5/6 students)<br>-White students: 100% (13/13 students) |

| | By End of Quarter 1 | By End of Quarter 2 | By End of Quarter 4 |
|---|---|---|---|
| Metrics | ☐ 95% of both 3rd & 8th grade students will complete the ELA MAP testing in the Fall testing window<br>☐ Results of testing will serve as comparison to the previous year & baseline data for this school year growth targets<br>☐ Identify students below grade level reading from 1st 4th grade to work with Reading Results personnel<br>☐ Established weekly & targeted tier I - III | ☐ 95% of both 3rd & 8th grade students will complete the ELA MAP testing in the Winter testing window.<br>☐ Progress monitoring analyzed for students receiving interventions<br>☐ Review each metric for progress, pitfalls & success with teams<br>☐ Adjustment to metrics & additions as needed below: | ☐ Progress monitoring analyzed for students receiving interventions<br>☐ Review each metric for progress, pitfalls & success with teams<br>☐ Adjustment to metrics & additions as needed below: |

| | | | |
|---|---|---|---|
| | interventions schedule for students scoring below proficiency on Fall MAP test during WIN block<br>☐ SIT Team procedures for bringing a student of concern is establish & known by 95% of classroom teachers | | |
| **Goal 3: Math** | **5th & 8th Grade Mathematics:**<br>All Skyline students will continue to demonstrate a high percentage of students meeting or exceeding grade level proficiency scores on yearly OSAS assessments (MAP Assessments) without a numerically significant racialized gap in performance outcomes. | | |

Baseline MAP Winter 2023 Results (percentage meeting/exceeding grade level proficiency):

| 5th grade:<br>-BIPOC students: 67% (6/9 students)<br>-White student: 65% (11/17 students) | 8th grade:<br>-BIPOC students: 67% (4/6 students)<br>-White students: 100% (13/13 students) |
|---|---|

| | By End of Quarter 1 | By End of Quarter 2 | By End of Quarter 4 |
|---|---|---|---|
| **Metrics** | ☐ 95% of both 3rd & 8th grade students will complete the ELA MAP testing in the Fall testing window<br>☐ Results of testing will serve as comparison to the previous year & baseline data for this school year growth targets<br>☐ Established weekly & targeted tier I - III interventions schedule for students scoring below proficiency on Fall MAP test during WIN block Winter/Spring MAP test<br>☐ SIT Team procedures for bringing a student of concern is establish & known by 95% of classroom teachers | ☐ 95% of both 3rd & 8th grade students will complete the ELA MAP testing in the Winter testing window.<br>☐ Progress monitoring analyzed for students receiving interventions<br>☐ Review each metric for progress, pitfalls & success with teams<br>☐ Adjustment to metrics & additions as needed below: | ☐ 95% of both 3rd & 8th grade students will complete the ELA MAP testing in the Spring testing window.<br>☐ Progress monitoring analyzed for students receiving interventions<br>☐ Review each metric for progress, pitfalls & success with teams<br>☐ Adjustment to metrics & additions as needed below: |

# Annual Evidence-Based Strategies, Measures and Actions to Meet School Goals

| Goal 1: | 3rd-8th Grade School Climate & Sense of Belonging: By June of 2024, we will accelerate our percentage of favorable responses from all of our students on School Climate & Belonging questions, improving our overall favorable response rate by 5%. | | | |
|---|---|---|---|---|

| What are we going to do? | **Strategy #1.1** Written as a Theory of Action and reflects evidence-based practices | If we… (do this action) | **If we…**implement with fidelity MTSS aspects of social and emotional learning systems schoolwide…. | | |
| | | Then… (this will happen) | **then…**teachers, counselors and our restorative justice coordinator will be able to explicitly teach social emotional curriculum (SEL), restorative justice skills and provide tiered interventions… | | |
| | | And… (this will be the benefit) | **and…**the result will be that all student groups, especially our non-binary and students of color, will experience a stronger sense of belonging which will lead to an overall improvement in school climate. | | |

| How will we know the plan is working? | | | Fall | Winter | Spring |
|---|---|---|---|---|---|
| | **Measures of Evidence for Adult Actions** (connect to your "then" statement) | | Composite walk-through data exhibit 65% "strong" markers of implementation of SEL during community meetings or advisory | Composite walk-through data exhibit 75% "strong" markers of implementation of SEL during community meetings or advisory | Composite walk-through data exhibit 85% "strong" markers of implementation of SEL during community meetings or advisory |
| | | | Fall | Winter | Spring |
| | **Measures of Evidence for Students** (connect to your "and" statement) | | On Skyline created Climate survey, the percent of favorable results are 50% for all student groups | On Successful School Survey, the percent of favorable results are increase by __% for all groups compared to last year's result | On Skyline created survey, the percent of favorable results are increased by __% for all groups |

| How will we get the work done? | Person or Team Re-sponsible | Change Ideas to be Implemented This Year | | Due Date | Related FIT Item(s) (Consider 1 or 2) |
|---|---|---|---|---|---|
| | Principal | Scheduling: -Use of K-5 WIN time with intervention supports aligned with staffing available -Team meetings to allow for collaboration and sharing of information  -Support & engage with teams to meet short & long term goals | | Aug. 31 | Item 1.2 Leadership Team actively supports transforming systems and practices to improve student outcomes through equity-based multi-tiered system of support (MTSS). |
| | Teaching & SEL Teams | -Implement new MS advisory program -Participate in PD on advisory -Explicit use of K-5 Community Meeting time to teach SEL curriculum | | Aug. 31 | Item 4.4 School demonstrates ongoing and frequent progress |

| | | | | |
|---|---|---|---|---|
| | | | | monitoring in behavior and social- emotional status. |
| | Counselors & RJ SSA | -Coordinates implementation of SEL program: K-5 Community Meetings & MS Advisory<br><br>-Walk throughs to provide feedback and monitor implementation<br><br>-Supports teachers and students by utilizing universal behavior and SEL screeners and decision rules for tiered interventions. | June 11 | Item 4.2 School uses universal behavior and social-emotional screening for purposes of planning and identifying students at-risk of not meeting behavioral and social-emotional expectations. |
| | Instructional Leadership & Climate Team (ILC) | -Create, administer & analyze student survey data<br>-Shares with stakeholders | Fall & Spring | Item 7.2 The school systematically collects family and student (when appropriate) feedback and incorporates it when making governance decisions. |
| | Grade Level PLCs | -Use data to identify students in need of tiered behavioral supports and coordinate with SEL team | Ongoing | Item 4.2 School uses universal behavior and social - emotional screening for purposes of planning and identifying students at-risk of not meeting behavioral and social-emotional expectations. |
| How does this connect to the _Graduate Portrait_ and _RESJ Framework_ | Graduate Portrait: | A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world. | | |
| | RESJ Framework: | 3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success. | | |
| Which PPS-specific domain(s) does this | Leadership | **Students at the Center** (PPS Core Value):<br>We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of | | |

| strategy support? In what ways? *Strategic Plan* | | |
|---|---|---|
| | Talent Development | **Advance Our Organizational Learning Culture and Practice** (Strategic Plan, theme 3): Our coherent, system-wide, culture of adult learning provides systems and supports that spur growth, innovation, and collaboration. |
| | Stakeholder Engagement and Partnership | **Build a Collective Sense of Trust and Belonging** (Strategic Plan, theme 4): Our educators and community collectively foster an environment of belonging, trust, and shared ownership for the success of our students, educators, and school district. |
| | Well-Rounded, Coordinated Learning | **Develop an Integrated Instructional Framework** (Strategic Plan, theme 2): Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards. |
| | Inclusive Policy and Practice | **Reimagine Relationships and a Sense of Belonging** (Strategic Plan, theme 1): Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments. |

(continued from previous) education and that including student voice is a priority.

| **Goal 2:** | **3rd & 8th Grade ELA:** All Skyline students will continue to demonstrate a high percentage of students meeting or exceeding grade level proficiency scores as indicated on yearly OSAS assessments (MAP assessments) without a numerically significant racialized gap in performance outcomes. | | | |
|---|---|---|---|---|
| **What are we going to do?** | **Strategy #2.1** Written as a Theory of Action and reflects evidence-based practices | If we… (do this action) | **If we…**we utilize scheduling to pair our available staff during WIN blocks and advisory time… | |
| | | Then… (this will happen) | **then…**teachers will be able to meet the needs of all students,by being able to provide targeted and specific reading interventions… | |
| | | And… (this will be the benefit) | **and…**students who are below grade level in reading will grow their skills and make accelerated growth in reading over the course of the school year. | |
| **How will we know the plan is working?** | | | Fall | Winter | Spring |
| | **Measures of Evidence for Adult Actions** (connect to your "then" statement) | | Composite walk-through data exhibit 65% "strong" markers of implementation of | Composite walk-through data exhibit 75% "strong" markers of implementation of | Composite walk-through data exhibit 85% "strong" markers of implementation of district curriculum and |

| | | district curriculum and WIN blocks utilizing staffing to support student learning | district curriculum and WIN blocks utilizing staffing to support student learning | WIN blocks utilizing staffing to support student learning |
|---|---|---|---|---|
| | | Fall | Winter | Spring |
| | **Measures of Evidence for Students** (connect to your "and" statement) | MAP Data, Progress monitoring, iReady diagnosis shows personalized growth from last year. | MAP Data, Progress monitoring, iReady diagnosis shows personalized growth from last fall. | OSASE Data, Progress monitoring, iReady diagnosis shows personalized growth from winter. |

| | **Person or Team Responsible** | **Change Ideas to be Implemented This Year** | **Due Date** | **Related FIT Item(s)** (Consider 1 or 2) |
|---|---|---|---|---|
| *How will we get the work done?* | Principal | Scheduling:<br>-Use of K-5 WIN time with intervention supports aligned with staffing available<br>-Team meetings to allow for collaboration and sharing of information<br><br>-Support & engage with teams to meet short & long term goals | Aug. 31 | Item 1.2 Leadership Team actively supports transforming systems and practices to improve student outcomes through equity-based multi-tiered system of support (MTSS). |
| | Literacy Teacher | -Implements with fidelity all parts the district provided curriculum for their grade level. | Item 3.10 School provides Universal (or Tier I) mathematics support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research. | Item 3.6 School provides Universal (or Tier I) literacy support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research. |
| | Instructional Leadership & Climate Team (ILC) | -Analyzes universal screeners data, intervention progress monitoring<br>-Shares with staffs data on student progress<br>-Supports teachers and schoolwide measures to improve student academic outcomes | | Item 1.5 Leadership Team uses schoolwide data to monitor progress, evaluate outcomes, assess fidelity and revise instruction and |

| | | | | support. |
|---|---|---|---|---|
| | Grade Level PLCs | -Use data to identify students in need of academic supports and coordinate interventions with teacher teams, WIN supports, and Student Intervention Team. | | Item 3.1 General and specialized educators work in teams to monitor academic student progress and plan instruction and support across tiers. |
| **How does this connect to the *Graduate Portrait* and *RESJ Framework*** | **Graduate Portrait:** | A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world. | | |
| | **RESJ Framework:** | 3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success. | | |
| **Which PPS-specific domain(s) does this strategy support? In what ways?** *Strategic Plan* | Leadership | **Joyful Learning and Leadership** (PPS Core Value): We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process. | | |
| | Talent Development | **Advance Our Organizational Learning Culture and Practice** (Strategic Plan, theme 3): Our coherent, system-wide, culture of adult learning provides systems and supports that spur growth, innovation, and collaboration. | | |
| | Stakeholder Engagement and Partnership | **Implement a Proactive, Effective, and Creative Communication Practice** (Strategic Plan, theme 4): Our communications practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities. | | |
| | Well-Rounded, Coordinated Learning | **Embed System-Wide Data-Driven Continuous Improvement Practices** (Strategic Plan, theme 3): We effectively and consistently use data to drive cycles of continuous improvement that lead to decisions and actions that improve student outcomes. | | |
| | Inclusive Policy and Practice | **Implement Multi-Tiered System of Supports** (Strategic Plan, theme 2) Our strongly aligned system of tiered supports provides progressively targeted and individualized supports for students, based on student data, decision criteria, educator collaboration, and using evidenced-based academic, social-emotional, and behavioral interventions that are culturally responsive and eliminate barriers to learning. | | |

| Goal 3: | 5th & 8th Grade Mathematics: |||||
|---|---|---|---|---|---|
| | All Skyline students will continue to demonstrate a high percentage of students meeting or exceeding grade level proficiency scores on yearly OSAS assessments (MAP Assessments) without a numerically significant racialized gap in performance outcomes. |||||

| What are we going to do? | Strategy #3.1 Written as a Theory of Action and reflects evidence-based practices | If we… (do this action) | **If we…**we utilize scheduling to pair our available staff during WIN blocks and advisory time… |||
|---|---|---|---|---|---|
| | | Then… (this will happen) | **then…**teachers will be able to meet the needs of all students,by being able to provide targeted and specific math interventions… |||
| | | And… (this will be the benefit) | **and…**students who are below grade level in math will grow their skills and make accelerated growth in math over the course of the school year.. |||

| How will we know the plan is working? | | | Fall | Winter | Spring |
|---|---|---|---|---|---|
| | **Measures of Evidence for Adult Actions** (connect to your "then" statement) | | Composite walk-through data exhibit 65% "strong" markers of implementation of district curriculum and WIN blocks utilizing staffing to support student learning | Composite walk-through data exhibit 75% "strong" markers of implementation of district curriculum and WIN blocks utilizing staffing to support student learning | Composite walk-through data exhibit 85% "strong" markers of implementation of district curriculum and WIN blocks utilizing staffing to support student learning |
| | | | Fall | Winter | Spring |
| | **Measures of Evidence for Students** (connect to your "and" statement) | | MAP Data- Math (K-8) and Literacy (2-8) K-2 Dibels or MAP fluency Common summative and Formative assessments Utilization of iReady assessments/diagnostic | MAP data- Math (K-8) and Literacy (2-8) K-2 Dibels or MAP fluency Common summative and Formative assessments Utilization of iReady assessments/diagnostic | OSAS Data Math, Literacy and Science K-2 Dibels or MAP fluency Common summative and Formative assessments Utilization of iReady assessments/diagnostic |

| How will we get the work done? | Person or Team Responsible | Change Ideas to be Implemented This Year | | Due Date | Related FIT Item(s) (Consider 1 or 2) |
|---|---|---|---|---|---|
| | Principal | Scheduling: -Use of K-5 WIN time with intervention supports aligned with staffing available -Team meetings to allow for collaboration and sharing of information  -Support & engage with teams to meet short & long term goals | | Aug. 31 | Item 1.2 Leadership Team actively supports transforming systems and practices to improve student outcomes through equity-based multi-tiered system of support (MTSS). |
| | Math Teacher | -Implements with fidelity all parts the district provided curriculum for their grade level. | | | Item 3.10 School provides Universal (or Tier I) |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | mathematics support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research. |
| | Instructional Leadership & Climate Team (ILC) | -Analyzes universal screeners data, intervention progress monitoring<br>-Shares with staffs data on student progress<br>-Supports teachers and schoolwide measures to improve student academic outcomes | | | Item 1.5 Leadership Team uses schoolwide data to monitor progress, evaluate outcomes, assess fidelity and revise instruction and support. |
| | Grade Level PLCs | -Use data to identify students in need of academic supports and coordinate interventions with teacher teams, WIN supports, and Student Intervention Team. | | | Item 3.1 General and specialized educators work in teams to monitor academic student progress and plan instruction and support across tiers. |

| **How does this connect to the *Graduate Portrait* and *RESJ Framework*** | **Graduate Portrait:** | A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world. |
|---|---|---|
| | **RESJ Framework:** | 3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success. |

| **Which PPS-specific domain(s) does this strategy support? In what ways?** | Leadership | **Joyful Learning and Leadership** (PPS Core Value): We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process. |
|---|---|---|
| | Talent Development | **Advance Our Organizational Learning Culture and Practice** (Strategic Plan, theme 3): Our coherent, system-wide, culture of adult learning provides systems and supports that spur growth, innovation, and collaboration. |

| | | |
|---|---|---|
| | Stakeholder Engagement and Partnership | **Implement a Proactive, Effective, and Creative Communication Practice** (Strategic Plan, theme 4): Our communications practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities. |
| | Well-Rounded, Coordinated Learning | **Embed System-Wide Data-Driven Continuous Improvement Practices** (Strategic Plan, theme 3): We effectively and consistently use data to drive cycles of continuous improvement that lead to decisions and actions that improve student outcomes. |
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# School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly or trimesterly "Plan - Do - Study - Act" (PDSA) routines.
**Example:** Goal 1 data will be reviewed shortly after the data from each administration of MAP is available.

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**Goal 1 Climate:** The Instructional Leadership and Staff will meet to review this goal each quarter and will use metrics from student discipline data, staff surveys, student surveys, and walk through data to evaluate the effectiveness of strategies to build community.

**Goal 1 Literacy:** Instructional leadership team and grade level PLCs (3, 5, 8) will review this goal at the end of quarter 2 using MAP data from Fall and Winter testing windows. The teams will meet again in Quarter 4 to review when Spring MAP data  is available to compare to previous testing windows. For 8th grade, OSAS results will be reviewed when available.

**Goal 3 Numeracy:** Instructional leadership team and grade level PLCs (3, 5, 8) will review this goal at the end of quarter 2 using MAP data from Fall and Winter testing windows. The teams will meet again in Quarter 4 to review when Spring MAP data is available to compare to previous testing windows.  For 8th grade, OSAS results will be reviewed when available.

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The chart below is to be completed at the time of each review of goal data. Extra rows can be added as needed.

| Performance Updates | | | | | |
|---|---|---|---|---|---|
| Date | Strategy (e.g. "1.1 Increase % of students reading at grade level…") | What does your evidence show? | What is working? What is not? | What will you do? What adjustments are needed? | What supports are being provided? Are they helpful? What more or different is needed? |
| | | | | | |
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